

Please sit in groups by language (3-4 people max)

- Arabic: three groups
- Turkish: one group
- Portuguese: one group
- Kiswahili
- Yoruba
- Indonesian: one group
- Vietnamese: one group
- Kyrgyz
- Mongolian
- Korean
- Hindi
- Thai
- Tagalog



Technology in the Language Learning Classroom

FLTA Summer Orientation
(FLTASO)
2018



Session Schedule August 9, 2018

- 45 mins Intro to technology use, principles (10.30AM-11.15AM)
- 5 mins Break
- 35 Mins Group task (11.20AM-11.55AM)
- 15 Mins Share activity ideas (11:55AM-12.10PM)

Location:

Group A: B125 Wells Lab

Group B: B129 Wells Lab

After this session:

12:15-1:15 Lunch A301 Wells

<http://celta.msu.edu/flta-summer-orientation/>

Introductions



Adam Gacs



Austin Kaufmann

*What is your experience with using technology
— to teach a foreign language? +2*



The image shows a screenshot of the Poll Everywhere website. The header includes the Poll Everywhere logo on the left, and navigation links for "Plans & Pricing", "Take a tour", and "Help & FAQ" on the right. The main content area features the text "Live Audience Participation" in a large, bold, white font, with a subtitle below it that reads "Poll Everywhere lets you engage your audience or class in real time". The background of the website is a blurred image of a crowd of people.

Are you new MAC users?



Basic tips & tricks:

- The Dock, Launchpad
- Minimize or close applications
- Browsers: tabs
- More info: <https://www.apple.com/support/macbasics/tour/>





**How have you used
technology in the
past?**

What worked well?

What didn't work?

Three Principles for Technology Integration in the Classroom

<http://www.crlt.umich.edu/inst/model>

Sample Task

Complete the task at:
<https://h5p.org/node/103247>



What type of task was that?

1. What skill(s) does the task target?
2. What is(are) the learning objective(s)?

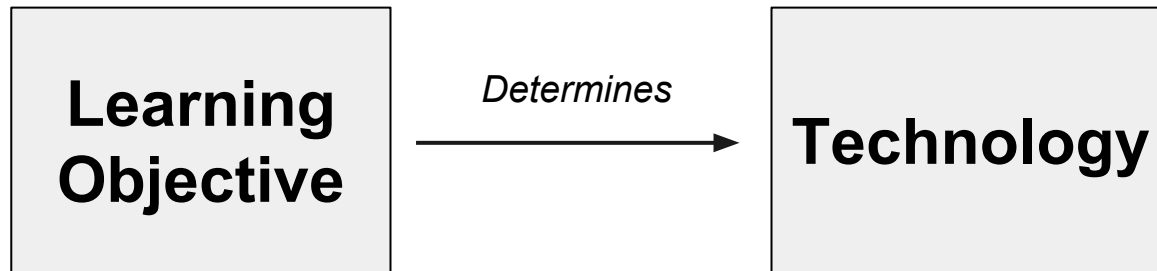
Students will be able to _____

3. In the context of a larger lesson, how might you use this task?



Principle #1

The task determines the technology, not the other way around.



Design a task that accomplishes your learning objective.
Then, select a tool that allows you to achieve it.

How challenging was the sample task?

1. How many different technologies/tools did you have to use?
2. How familiar were you with these tools before today? (1-10)
3. How hard was it to use these tools the first time? (1-10)



Principle #2

Consider the learning curve.

- How long does it take you, as a teacher, to learn how to use a tool?
- How long will it take your students to learn how to use a tool?
- What resources will you need to facilitate “learner training”?

Past Technology Use

1. Give an example of tools you have used.
2. From the perspective of “ease of use”, what has worked well and not so well?



Principle #3

Consider the benefits and costs.

- Each technology offers benefits
(something you could not do otherwise)
- Each technology comes with costs
(something you wouldn't have to do otherwise)



Cost/Benefit Analysis

	Costs	Benefits
For Teachers		
For Students		



Questions so far?

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Group task

Work with your language group
(3-4 people per group)

1. Open Google Doc
2. Follow the instructions on the document.
3. Answer questions directly on the Google Doc.

Group Task: design a technology-based learning activity

Target population: first semester students (beginning level). Students already learned vocabulary for family, colors, body parts, and physical descriptions.

Objective of the lesson: Describe people's physical appearance in the target language.

Directions: In this task, you will design a two-part learning activity:

- **Part One** will be one (or more) activities that students do on their own before coming to class. It should be almost entirely technology-based. These activities should be done individually by the student, and should be mostly receptive, but can progress somewhat towards production as well. The goal of Part One is to prepare students for Part Two.
- **Part Two** will be a series of in-class activities. These activities should build upon what the students did for homework, and progress more towards production. Activities should involve interaction with other students and the teacher, and should include some use of technology. The goal of Part Two is to fulfill the objective of this lesson (describe people's physical appearance).

Additionally, this learning activity should:

- Include authentic materials found online;
- Focus on listening and speaking.

Discuss this activity in your groups. You can ask your session leader or helpers for ideas on which technology tools to use or where to find good materials (although it is likely that the best expert on your language is you!). When you think you are ready, write your lesson plan in the template below.

Part One: Homework

Activity 1

- Type of authentic material (include link if you have an example):
- What students do:
- Technology tool(s) used in this activity:

Google Docs

- Create and simultaneously edit text documents in your browser
- <https://apps.google.com/learning-center/products/docs/cheat-sheet/>



Document links

Show and Tell / Q&A



Resources for you

- Implementation principles
- Implementation examples
- Best practices
- Some of our favorite tools
- Resources for language educators (online publications, blogs, bookmarks)

Thank you and enjoy your FLTA year!

Feel free to email us with questions:

Adam: gacs@msu.edu

Austin: akauf@msu.edu

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Resources

(to explore on your own)

Technology can be used in many ways

- Presentation - Practice - Production
 - Technology can be inserted in any stage of the lesson.
- Provide Input and Output opportunities
 - Both are essential for language learning
- Create tasks around “texts” (print *and* media)
 - Technology can facilitate tasks at all levels
(pre-, while-, post-reading framework)

→ Use technology to make your teaching better.

ACTFL STATEMENT ON THE ROLE OF TECHNOLOGY
IN LANGUAGE LEARNING

Using technology in your class

- Create tasks in response to videos or pictures
- Send students on online “scavenger hunts”
- Use slides to improve the pace of your class
- Use digital writing tools for group work/projects
- Use live polls (polleverywhere.com)
- Use customizable games like Kahoot! (getkahoot.com/)

Using technology to extend your class

- Add “speaking homework” as a regular part of your course, e.g. [VoiceThread](#), [Flipgrid](#), [MailVU](#), [Vocaroo](#) or [Voxopop](#)
- Have students create presentations or media
- Have your students keep digital portfolios of their work
- Ask students to communicate with each other in the target language using social media, email, etc.
- Assign receptive activities as homework and use class time for interactive activities

Creating online activities

- H5P is probably the easiest and best tool to use to create online activities - and it's FREE
- It will take some practice for you to learn how to use, so give it time!
- Activities can be embedded in your university's Learning Management System

Technology is great for collaboration

- Students work together
- Teachers work together
- Teachers can work with students
- Above all: You can access most tools from anywhere

Google™ Apps



<https://www.google.com/edu/products/productivity-tools/>

(Your institution might have Google for Education group of tools, different from your personal Google account.)

Using Google Apps

- Administrative work
 - Collectively create and edit tests and quizzes
 - Share your work with your supervisor
 - Maintain your own portfolio of teaching documents
- Teaching
 - Go “paperless” by having students turn in homework digitally
 - Easily give students feedback on their work via shared documents

For word processing-based activities, see Claire Bradin Siskin's [webpage](#)

Google Maps



- maps.google.com
- Customizable, editable online maps
- Can be edited collaboratively or individually
- Allows for “map mashups” Using Google Maps for education: maps.google.com/help/maps/education

Using Google Maps

- Demonstrating where places are
- Annotating a map of a certain place
- Have students collaboratively label a map
- Have students create “tours” of a place in the target language
- Ask students to investigate cultural products, practices, and perspectives

Screencasting

- Record anything that happens on your screen
 - PowerPoint presentations
 - Tutorials, feedback for students
 - Tell stories by narrating pictures
 - Draw while you talk
 - Record from your webcam, microphone
- Share instantly online

Example: Instructions on how to access the final exam

[screencast.com/t/MGU3NTA4NWM](https://www.screencast.com/t/MGU3NTA4NWM)

Screencasting Tools

Our favorite tools:

- Quickcast (quickcast.io) – Mac only
- Jing (www.techsmith.com/jing.html) – Flash based :(
- Screencastomatic <https://screencast-o-matic.com>
- Open Broadcaster Software (obsproject.com)
- Explain Everything (explaineverything.com) – for tablets
- Screencastify (<https://www.screencastify.com/>) - plugin for Chrome browser

Web and Video Conferencing

- Connect with students in real time, extend classroom
- Online tutoring, invited guests
- Tools:
 - Zoom.us <https://zoom.us/>
 - Skype <https://www.skype.com/en/>
 - Google Hangout: <https://hangouts.google.com/>

Technology Resources for Educators

- Foreign Language Technology Magazine: fltmag.com
- EdTech Teacher: edtechteacher.org
- Edudemic: edudemic.com
- Free Technology for Teachers: freetech4teachers.com/
- Ed Tech & Mobile Learning: educatorstechnology.com/
- Web Tools for Language Learning & Teaching:
<https://groups.diigo.com/group/calicotools>