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Technology and Communicative Language Teaching

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This starred paper submitted by Daryl R. Boeckers in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

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TECHNOLOGY AND COMMUNICATIVE LANGUAGE TEACHING

by

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B.A.A., University of Minnesota, Minneapolis, 2001

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Chapter I

INTRODUCTION

As I was filling out my obligatory information card on the first day of Spanish 1 in the eighth grade, I stated that I wanted to become "fluent in Spanish." I have since fulfilled that desire by using a list of learning techniques. After countless worksheets, oral exams, written exams, vocabulary quizzes, listening exercises, and four experiences in Spanish-speaking countries, I have realized that goal.

When I graduated high school in 1996, my family was a proud owner of a personal computer. At first it was used for Solitaire and Yahtzee. Through my years of high school, it grew to become a tool for word processing and expediting documents as well. It was used in college as an organizational and research tool as well as a communication link to family members, teachers, and peers. Was it worth paying $2,000 to play Yahtzee and Solitaire? In the words of my father, it was going to be used as an educational tool, and ultimately that is what it became.

I am now a licensed teacher of secondary Spanish. Computers have become much more valuable to me as an educator and to my students. Email has helped me communicate with parents, students, faculty, and staff members, as well as with administration. Spreadsheets allow me to plan activities for learning by chapter and to

help structure my units and daily outcomes. Internet browsing has recently allowed parents and students to view attendance information, updated grade books, and lunch purchases online in real time via internet portal. Computers are also a functional tool for cultural investigation, grammar practice, and oral pronunciation. Students can visit my classroom page for valuable links, updated class information, and vocabulary activities.

Communication is emphasized in my classroom. Students are rewarded for participating in the target language with *billetes*. *Billetes* are tallied throughout the semester and are a valuable part of the participation grade. Students earn *billetes* by participating in class, providing answers from homework, and speaking in the target language during a paired-communicative activity. Students sit at tables with one other student rather than at desks, promoting learning as pairs. This arrangement has proven effective for such activities. These activities require students to speak in the target language with their partner. One student acquires needed information from the other through questioning.

Students are also paired in the computer labs to work on a variety of tasks. Students are assigned vocabulary exercises online at www.quia.com/pages/boeckers.html and work as a team for successful completion of those exercises. Students will also find grammar exercises, oral practice, and cultural information at www.studyspanish.com. These activities are often times assigned to be done individually outside class. Technology integration can be found in many formats in my classroom.

How can typical computer-based technology be used as a language education tool? How do communicative language teachers integrate technologies effectively into their lessons while still maintaining communication in context? Can second language students continue to *participate* in language learning while utilizing modern technologies? How can second language students access and use culturally authentic materials that promote communication? These questions and others will be addressed throughout the paper to uncover new opportunities for student communication linked to technology.

PURPOSE OF THE PAPER

The intent of this paper is to explore the foundation of communicative language teaching (CLT) and show possibilities of infusing educational technologies within CLT. I will share activities from my classroom that adhere to the fundamental principles of CLT. A framework is provided to demonstrate where technology can be incorporated into CLT activities. The hope is to share ideas and inspire other language teachers to become involved with technology, thereby creating more communicative-based opportunities for language learners.

Chapter II

REVIEW OF LITERATURE

THEORETICAL FRAMEWORK OF COMMUNICATIVE LANGUAGE TEACHING

Communicative language teachers do not rely solely on one method of teaching. Rather, they design instruction that provides students the opportunity to use the language to learn content. Instead of offering students opportunities for short answers and feeding them material, instructors who use CLT methods become participants alongside students. They no longer simply deliver material. Students engaged in CLT activities find themselves communicating in the target language in order to learn more language (Mangubhai, Dashwood, Berthold, Flores, & Dale, 1998).

Memorizing dialogues and translating sentences provide a base for one of the first methods used in second language learning, the grammar-translation method. According to Hadley (1993), this method uses grammatical explanations and constant comparison of the native and target languages for the students. Grammar-translation instructors tend to talk about language rather than speaking in the target language. Communicative language teaching employs bits and pieces of many language teaching methods. As an eclectic approach, it borrows from the grammar-translation and values the importance of grammar as a foundation of language learning. However, the

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emphasis is on communication. CLT uses and models language in context. Learners are encouraged to use the language in class from the beginning of instruction, rather than waiting. Materials are scoped and sequenced by the instructor by content, student interest, and student need. Hadley (1993) described teachers who incorporate CLT into their classroom as profiting by communicating in the target language. "Accuracy is judged not in the abstract, but in context" (p. 181).

Son, Marland, Mangubhai, and Dashwood (2004) wrote that the founding principles of the communicative language teaching approach include its emphasis on language rather than language knowledge, its drive toward fluency, its focus on spontaneity and trial and error, and its use of authentic materials such as videos, games, television programs, magazines, and community resources. This nontraditional second language approach does not harness all qualities of former methods. Instead of centering on meticulous grammar practice, frequent error correction and explicit rote drill practice, effective CLT instructors use the target language as a medium for classroom communication. Van Handle (2004) described the ultimate goal of CLT as developing communicative competence to use in social situations.

Lee and VanPatten (1995) described the role of the CLT teacher as an architect and resource person for such situations. They explained that students take on more responsibility in communicative roles where they are no longer receptive vessels of information but rather active communicators. Lee and VanPatten continued to describe CLT activities as multi-layered events where "communication is the interpretation, expression and negotiation of meaning, both in and out of the classroom" (p.14).

A 1998 study by Mangubhai et al. described common beliefs among 39 CLT teachers of languages other than English (LOTE): "(a) CLT is about learning to communicate in a second language; (b) CLT uses mainly speaking and listening; (c) CLT involves little grammar instruction; and (d) CLT uses activities that are time consuming" (p. 292). Son et al. (1998) also found that second language teachers utilizing a communicative approach often times react to students by probing for more elaborate answers, encouraging students to guess the meaning of words with which they are unfamiliar, or responding with corrective feedback instead of an abrupt yes or no response.

Communicative activities are well thought out and consume much of our 80-minute block at my school. Examples of such interactive activities include a fashion show in Spanish 1 where students describe their pair on stage over a microphone with music in the background in the target language. Another activity, conversation sessions, has been successful in 4th-year instruction with required themes to be discussed. I find myself observing and participating rather than delivering material via direct instruction. Students tally if their neighbor has discussed each theme and mark +, - or √ based on the quality of the conversation. While I informally rate their performance via rubric, students have prepared a small plate of traditional breakfast foods and fixed themselves a strong cup of coffee. These and similar activities strive for language mastery through everyday topics. The hope is that students learn in one context and transfer it to others.

A non-CLT activity would tend to uncover similar materials with less participation. For example, students could translate sentences that would describe what others are wearing. The teacher would direct students to look at the overhead transparency and write about what Laura is wearing. Students would write sentences similar to "Laura lleva unos jeans y una camisa." The non-communicative lesson would continue with rote fill-in-the-blank activities that focus exclusively on grammar. The grammar-based instructor would highlight key endings to adjectives to ensure that nouns agree with adjectives. Instead of focusing on grammar, CLT activities can result in language as the vehicle for learning using CLT methods. With time, students would figure out endings of nouns and verbs with sufficient practice. More importantly, the students participating in the fashion show would be communicating in the target language comprehensible to students in class.

THE ROLE OF TECHNOLOGY

As the role of the second language educator continues to evolve, so do the formats of the activities in the CLT classroom. Learning language in the modern and contextualized classroom offers a diverse range of situations and tasks, including the platform of new educational technologies. The United States Department of Education web site (cited in Patrick, 2004) stated that 99% of all schools and 92% of all classrooms are equipped with on-line Internet browsers. The same site states that 8% of public schools have loaned laptop computers to their students and between 40,000 and 50,000 students have been enrolled in an on-line course in a K-12 setting. Federal

funds in the amount of seven hundred million dollars have been allocated to technology integration. One quarter of those funds are devoted to the professional development for teachers to integrate technology (Patrick, 2004). These funds and ideas show potential for all disciplines, including world languages.

Technology-savvy teachers have successfully integrated software like Microsoft Word into everyday use in their classrooms. Uses specific to world languages include worksheet and assessment creation, newsletter publications, and master copy storage, as well as creating professional notes. These documents can then be stored on a network drive or hard disk to be accessed later for future printing. Newsletters can be published on paper or electronically mailed to students, parents, and guardians keeping everyone informed on activities in the classroom (Shelly, 2003).

According to Shelly (2003), teachers are also incorporating Microsoft Excel spreadsheets to organize information for students and for their classrooms. Educators value the uses of organizing data, charting and graphing information, displaying tables, lesson planning, etc. These have a high number of uses in high school language classrooms (Shelly, 2003).

November (2001) discussed the many uses of slideshow presentations that could potentially highlight technology integration into the CLT classroom. This technology allows students to deliver information, sound clips, and pictures along with text in a format that can be projected on a screen for presentation. Slideshow software already exists on many servers for student, teacher, and administrative use. This platform allows students to create a general slideshow about what they did during the summer.

Students could weave verb tenses, like imperfect and preterite, to demonstrate language proficiency, while providing a contextualized situation for other students to ask questions and promote discussion. This potentially communicative activity could turn into a question and answer session where students generate feedback and questions based on the previous presentation.

This same contextualization, combining the communication and communities as part of the American Council on the Teaching of Languages and Cultures guidelines (American Council on the Teaching of Foreign Languages, 1993), is married in the 2004 study by Koubek. Adults learning Czech as a second language were encouraged to have an electronic pen pal via email communication in the Czech Republic via www.penpalnet.com. Seven students participated in the study which consisted of the email documents, open-ended interviews, participant observations, and field notes. During the three face-to-face interviews, Koubek found that many of the students were "apprehensive, scared and had doubts" (p. 116) about the pen-pal project to begin. Near the end, the majority of the participants had positive remarks about the communication between native speakers and those learning Czech as their nonnative language. Reactions from students included that "grammar took on a real and immediate purpose when they were composing email messages" (p. 128) and this project "makes me think and look up words that I normally would not look up" (p. 116).

Koubek's (2004) email activities used language as a vehicle to communicate content. First-year students of Czech were finding email messages in their inbox that were culturally authentic and were piecing language together contextually. Students are

clearly looking up words out of need to communicate. Here, grammar was not the focus, but rather a result of multiple email exchanges between native and nonnative speakers of the target language. In the next chapter, I will examine how technology within our school helps tap into another pool of CLT activities and how students react to its impact.

Chapter III

ACTION RESEARCH

The main reason I decided to investigate CLT methods was to begin using more of them in my own classroom. A great start was to reflect on where I am as a practitioner and how to add more opportunities for student communication. After drawing from CLT resources to establish communicative goals, I focused my search on the conversational and technological aspects.

Through training at the University of Minnesota Twin Cities I have become familiar with the Critical Response method (Lerman, 2004). This method allows students to share thoughts using five select questions:

1. What do you notice?

2. What does it remind you of?

3. What questions do you have?

4. What do you feel?

5. What message does it have?

This series of questions provokes conversation for language learners and offers opportunities to react to cultural investigations online. Critical response method allows for open-ended responses that are subjective in nature. These questions foster an environment where communication is valued when analyzing music, visual art and the

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like. Within that environment, students will have opportunities to acquire and use language. Connected directly to CLT values, these exercises will promote the use of language to carry content.

After reviewing November's 2001 text, I decided to marry the processes of critical response to aid in communication with two online activities. Both activities would be culturally authentic and be connected to the context of the chapters being uncovered. First, students investigated All Saints Day. Second, students viewed images of Mexican murals posted online. Students worked through the questions with their neighbor and had conversations. One of the goals was to make a communicative activity that is multi-layered, common to this approach. Therefore, after questions and answers between neighbors, students brought their observations and notes to the large group. The multifaceted design appeared in two mini-lab sessions.

METHODOLOGY

Setting

Fifty-nine of the 94 Spanish 1 students returned surveys after working with several technologies through a term at a rural high school located 45 minutes from Minneapolis. Twenty-eight of those students that responded were male, and 31 of them were female. Their ages ranged from 14 to 18. All but three students were Caucasian. Two students were African-American while one other was Latino. Our school operates on a 4 X 4 block schedule with four 80-minute periods with 20 minutes secured at the end of the day for academic and advisement time (AAA). Two out of every five AAA

sessions are dedicated to student and staff leisure reading, entitled silent and sustained

reading (SSR).

My Spanish 1 instruction balances many methods in its delivery. Activities in

class are designed to target all four modalities of language learning: reading, writing,

listening, and speaking. Informal and formal assessments gauge student mastery in all

four areas. Students encounter many types of challenges throughout the semester with

writing translation warm-up activities, acquiring information orally via paired-

communicative activities, and recording oral proficiency assessments (like describing

family members on Freecorder software via microphone).

Materials

The Spanish Department in our high school offers five levels on a traditional

block schedule. First-year Spanish is an 18-week course and the required reading is

almost exclusively out of *Realidades* by Prentice Hall. Our target is to uncover seven

chapters, including some introductory literature, and touch on geography prior to

moving on to Spanish 2. Tenses taught and used in first-year Spanish are present tense

and an introduction to one of the past tenses, the preterite. Supplementary materials and

units are unique to each instructor. My courses have a definite connection to

technology throughout the semester. This distinct connection takes us into the first part

of the study.

Cultural Investigation

During each task, students were given a worksheet with the internet address on it

and questions regarding images and reading linked to the critical response process (see

Appendix A). During the two mini-lab assignments, students paired with table partners

and viewed prescribed websites. During the viewing, students were asking their

neighbors the questions listed on the worksheet in the target language. Students were

asked to jot down notes about conversations and details that generated large group

discussion. During a 90-minute block, students were given 20-30 minutes to go online

and investigate cultural practices of All Saints Day and murals tied to particular themes

of current chapters studied. Following each online investigation, students were given

time to ask their neighbor questions using the worksheet and discussing what they saw,

felt and questioned. After writing notes for 5-10 minutes, students were ready to come

back to the large group to begin a 30-40 minute discussion that began by me asking the

same questions from the original worksheet.

Observation

    During the lab work time, I observed conversations by students and used one of

three marks: +, ✓ or -. The plus sign meant most of the student conversation being in

the target langue, Spanish. A check sign indicated a mix of languages (Spanish and

English) being used during the conversation. A negative sign was used if a pair used

recourse mostly in their native language, English.

Survey and Interview

    The second set of data collected were student surveys regarding technology (see

Appendix B). I designed this tool to measure interest and value in technology after

students had ample opportunity for technology-infused lessons throughout the 9 weeks.

Specifically, students were asked which applications were used and how they helped.

This survey provided quick feedback for future implementations of technology with

student perspective. Students had the option to mark if they were willing to participate

in a follow-up interview regarding the technology use in class.

Interview

The follow-up interview consisted of four open-ended questions directly tied to

the preliminary survey (see Appendix C). I was interested to find out more about

student attitudes on technology in a world language setting. Most students felt free to

respond in the follow-up survey and offered many details. This also offered students

the opportunity to make their own suggestions. Many ideas that I use in class are a

direct result from student input.

Formal Oral Assessment

The last set of data collected was of .mp3 student recordings. One sample was

collected near the end of this study. A computer program, Freecorder (Dettering, 2001),

was used to record oral assessment for Chapter 7, a weather report (see Appendix D).

The objective for the use of Freecorder was to integrate a formal speaking assessment

using technology as a tool. It was set in a contextualized setting linked to weather and

Chapter 7. Again, students were paired with their table partner and asked to give a

weather report based on information provided by a weather.com forecast. On the sheet

were some pictures and some basics on a forecast for a Spanish-speaking destination.

Students were asked to communicate to a fictional radio audience some basic information like temperature, suggestions on clothing and activity recommendations based on the current weather. In a sense, this is an oral exam that is with a pair and highly contextualized. Using the program Freecorder on a personal computer, students paired up and spoke into a microphone with an instruction sheet waiting on the back of the rubric. According to the rubric, students were graded on comprehension, risk taking, grammar, and quantity. Designing this assignment with CLT principles in mind, I focused mostly on comprehension and risk taking. Both qualities add to the context of this weather forecast. Their skills from previous CLT activities should prove helpful as they begin providing forecasts for Bogotá, Colombia, and other Spanish-speaking destinations.

Student grades were marked as usual with an oral exam score for this formal assessment. In particular I was interested in analyzing scores in the areas of comprehension and risk-taking. These two characteristics of the rubric (see Appendix D) have the most value dedicated to the grade because of the connection to CLT.

RESULTS

<u>Observations</u>

As anticipated, most students enjoyed working with computers. In a Spanish 1 setting, however, keeping them in the target language becomes tedious. During both the All Saints Day and mural investigations, the majority of the students used a mixture of native and target languages. Of the 94 students during the three sections, only 18

students were marked with a + on the All Saints Day investigation, meaning that

Spanish was being used a majority of the time. Sixty-four students used a mix of

Spanish and English, and the remaining 12 felt the need to use English as recourse.

During the mural investigation, more students spoke in the target language.

Here, 26 students used more Spanish than English and only six students used mostly

English. The remaining 62 students used a mix of both languages.

My own observations were noted throughout this journey. In particular, notes

regarding computer lab exercises highlight successes as well as room for improvement:

> Students are putting the pieces together on the second run through this. During
> the murals investigation, they are building stronger notes to bring to the table for
> group discussion. After I modeled some possibilities for discussion on the first
> experience, some found it difficult to begin speaking about the images. Students
> quickly learned and it seemed like a more comfortable environment the second
> time.

> They understand the connection between participation and accountability. This
> multi-layered and communicative activity is providing many opportunities for
> communication at different levels. There are paired conversations with students
> followed by a large group discussion after we have all seen the same images and
> asked the same question. In terms of language development, it's great to see
> kids learn a phrase or word in context and apply it during a large group
> discussion.

Surveys

Tallies were made of the results of the questionnaire identifying the principal

applications used in the CLT activities in the computers labs. After reviewing all of the

questionnaires, I organized all student responses into categories based on similar

answers by students. These responses could be grouped into like responses where one

can interpret the results. The first pattern to be studied was the applications used and

why they are useful. Students supported each response marked with a reason as to its

value in technology integration and second language learning.

One of my initial questions asked "How can typical computer-based technology

be used as a language education tool?" Students marked that they had used Internet

Explorer, Freecorder, MS Word, MS Excel, Macromedia, and an email client during the

time of the one-term study. All 59 students indicated having used an Internet browser

and Freecorder due to the exercises. Thirty of the 59 students marked having used a

word processor like Microsoft Word. Thirty-two had used an email client to receive

messages sent to the class with Spanish-related information, while two marked the use

of a spreadsheet and another used Macromedia.

Many students marked Internet Explorer because of the frequent at-home and in-

class utilization of the classroom homepage and its vocabulary and grammar activities.

Much of the focus of the study was on using the Internet as a tool in cultural

investigation, as well as online activities. This powerful tool is also available at home

to 57 of the 59 respondents to the student questionnaire. Many student responses were

similar to that of Melissa who stated that "The Internet helps in learning Spanish

because you can find out about culture. A part of learning the Spanish language is

knowing and understanding the culture."

DISCUSSION

When students were asked about why each application was useful, the responses

were categorized into two groups, practice and listening. Nineteen marked that

listening to native speakers was helpful and 42 marked that it was good practice. Both

of these categories are seen in Sarah's responses in the questionnaire where she stated,

> We have done research on the computers to look up pictures of murals. We
> have recorded our weather reports. We also get emails from our teacher to
> inform us of upcoming things. I have also used Word to type up vocabulary
> words. The internet is very helpful because we can look up things and also go to
> www.quia.com to practice. Voice recording is helpful because we can hear
> ourselves and correct any mistakes.

> A similar set of statements is found in the response of Grace,

> In class, we investigated the culture online. Out of class, we use the Internet to
> review the chapter on www.quia.com. Also, email is used as reminders.
> Outside of class, I have used MS Word and MS Excel to organize myself. The
> Internet comes in handy when research or reviewing. MS Word and MS Excel
> are helpful when we type our vocabulary or verb sheets. Email is used for
> communication. Freecorder is useful for examen oral.

The main purpose of this survey was to take inventory on the reception of the

technology implementation. Overall, data collected from these initial surveys were

positive responses regarding technology integration. Surveys revealed that while at first

students hesitated to hear native speakers on video or find the context challenging, both

exercises were extremely beneficial. Many of the participants wrote in detail about how

difficult it is to communicate in such simple terms for sometimes complex information.

Interviews

After analyzing the transcribed interviews from the six interviewees, student

responses were mapped into one of three categories in the follow-up question regarding

practice. When students were asked to clarify the term "practice," they expanded with a

"visual aid tool for learning," "building a foundation online to be prepared for

classroom activities," and "overall exam preparation" where the salient themes of vocabulary and grammar were rehearsed. Responses were positive towards technology integration in second language learning. All six responded that technology use was helpful during the term of the study. All six agreed that if given a choice between Spanish 2 with or without technology enhancement, decisively they would choose with technology incorporation. Students expanded on how technology incorporation was a student-centered, independent activity that could help students prepare for future activities and classroom discussion.

Reactions were classified into four categories: culture, multimedia, native speakers, and authenticity. Beyond my initial push for the need to communicate, most responses from students were connected to culture. One of my objectives for using these technologies was for cultural purposes. Students appreciated hearing the personal stories by artists and families. For instance, Amanda noted in her interview that

> these pictures show us more than nachos and sombreros. This family shared the
> life of a loved one that they lost and how they choose to celebrate his life. These
> are stories that are better told by the family than read out of a book.

The multimedia aspect of these technologies proved beneficial. Students repeatedly mentioned the quality of the videos. They appreciated Spanish subtitles and the brilliance of the photos posted of the Mexican fresco painters. A student, Walter, mentioned consistently his preference for working as a pair and with technology by stating

> I think it's really cool that we're working with these websites. Beyond the
> whole culture thing, it's fun to use computers that connects with Spanish stuff.

I'm not sure that it's really easier, but it feels easier to pair up and talk about these sites. The guiding questions and the images helped us speak Spanish.

Authenticity is hard to achieve in a classroom and it is evident that there were strides made toward a genuine story. Based on the overall reaction to these technologies, I feel that students will use these resources after the class is over to uncover more about the stories of those that speak Spanish.

One interview stood out in particular when discussing native speakers. Elizabeth noted that "When I first heard myself recorded using Freecorder, I totally sounded like a *gringo*. After a while, I decided that I would correct myself after using this at home." Elizabeth decided to download the program at home and record herself reading text. After reviewing it, she could find out where improvements could be made in her speaking skills. This is a very grownup approach to oral pronunciation with the use of technology.

Like Elizabeth, many students freeze when listening to native speakers.

Fortunately, during the paired activity, pairs were able to replay any portions of the

video segments found in either web exploration. This allowed them to review any parts

of which they were unsure. This is especially helpful for specific vocabulary words that

were new.

Assessment

When students heard about being recorded for their oral proficiencies, the sighs

could be heard clear to the French Department. Overall, the experience ended up being

very positive. In the mini-lab setup, pairs of students were excused four at a time to

begin recording their radio announcement. After the half day of practice and lack of

notes, students recorded .mp3 files that notified the capital city of a Spanish-speaking

destination of the current and anticipated weather for a total of four days. Using

microphones at the personal computers, the overall goal was achieved. Students were

communicating content to an audience using the target language, and it was being

archived on a format that I could assess later.

To stay true to CLT principles, the distribution of the grade weighed heavily on

communication and comprehension. I took great pride in hearing how seriously

students approached this assignment. The real-life application tied closely to CLT

methods afforded students a tremendous opportunity to communicate content via

language that was contextualized and specific to our current chapter being uncovered.

The context of the weather forecast had all students earning marks of three to five in

both categories of comprehension and risk taking.

CONCLUSION

Survey results revealed that the web-based student-centered activity had the

potential to change cultural attitudes, increase knowledge and awareness of other

cultures, foster an environment for language acquisition, and boost student interest in

the target language. Students saw language as a living thing. Beyond valuable rote drill

and vocabulary memorization, students found language to be a vehicle for language

learning. The three scenarios of web investigation and oral exam served as interactive

and authentic environments for using language. Wang (2005) wrote with similar results

on changing the paradigm of learning with

> learning is a collaborative process. Students prefer working with a partner over
> working alone on computer activities. Students often learn about complex
> multimedia environments by showing each other cool things. Thus, through
> collaborative technology activities, students benefit from work with each other.
> Technology has also created a great way to communicate with people in other
> cultures. (p. 39)

Chapter IV

RECOMMENDATIONS

One can draw many conclusions based on the data and background provided. Students worked well in the computer lab settings using internet-based activities linked at the classroom web site and recording oral proficiencies on computers. First and foremost, technology proved to be a valuable tool for second language learning. Many school districts already own many of the necessary tools used to supplement foreign language instruction. Students support the value of technology and the evidence is clear in the survey results. Nearly every student out of the 59 that responded found technology of value. All students from the follow-up interviews mentioned its value and their desire to continue using such tools.

IDENTIFYING RESOURCES

When using CLT activities, technology can be integrated both as a process and as a product. Students valued both practicing online with grammar and vocabulary activities at www.quia.com and investigating culture that can lead to discussions in the target language regarding culturally authentic topics and themes. As the resources online develop inside and outside the United States, so do the opportunities that teachers have to access authentic materials from target countries.

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After identifying resources, teachers need to preview all online materials. Next, teachers decide how to make these activities truly communicative. Take the theme of human rights, for instance. In my Spanish 4 class, students uncover vocabulary and grammar that can be linked back to that main theme. One activity in particular is an investigation of human rights violations in Argentina. Ideas to link this internet resource are detailed in the included lesson plan and explained as a contextualized and technological lesson (see Appendix C).

<p style="text-align:center">CONTEXT</p>

The photo essay project developed by Brodsky (2001) is available to students online. There, students browse the lives of some of Brodsky's friends and the impact of a military overthrow in their home country. Student responses to the activity's worksheet will lead to a small and large group discussion near the end. That is where students are truly taking the technology and making a communicative connection. Students are then able to empathize or defend the emotion of Brodsky's family using the language to acquire content.

The photo essay, mural, and All Saints Day investigations are examples of utilizing the technology as a process. Paired together with the critical response conversation, the online images students were communicating were in the target language about culturally appropriate topics. Freecorder is an example of the product. Formal assessments, like the weather forecast, can be recorded and graded using .mp3 technology. Examples of product activities to be recorded include debates, interview,

narration, newscasts and riddles. Here, the use of technology was used to assess the product, whereas the online activities served as a language generator.

<div align="center">INTEREST AND GOALS</div>

Golden (2004) discussed the power of educational technology as a tool to empower teachers and tap into different perspectives in the world of pedagogy with the following quote:

> Technology is a tool that has the potential to empower educational leaders at all levels whether they are superintendents, principals, teachers, board members or state officials – as well as to redefine what education means in the 21st century. Technology provides us with more accurate information and advanced communication capabilities. We can use technology to improve management and operations systems, as well as to identify proven instructional methods. (p. 42)

Whether technology is being employed for the product or the process, it is enhancing lessons and serving as an extension of the chosen method, CLT. The benefit of choosing a context is that it can reflect topics already discussed or those of either the teacher's or the students' interest. Student interest is clear when questions come about such topics.

The CLT method can take time to integrate into one's everyday instruction. Technology can aide in the design of lessons that foster a communicative environment. Following the steps of identifying resources, choosing a context, and determining interest and goals, it is feasible to experience the communicative classroom. While the entire curriculum may not change with the implementation of CLT design, the way students learn language will. Positive results beyond surveys are that both technology

and the CLT method have gains with students in mind. Some new activities will seem like a natural fit and others will take some modification to ensure understanding. Meeting one's own professional goals and hearing the students use language to learn language will be worth the time spent in working with the communicative language teaching method.

PLAN OF ACTION

Based on the outcomes of this study, I will be making the following recommendations to my colleagues in the Department of World Languages:

1. Teachers of world language should design communicative lessons that are multi-layered in nature. These lessons foster the environment in which students can learn content through language. A contextualized lesson provides real-life situations where students would use their language skills in the future.

2. Technology can be employed as a tool to spark conversations using the critical response method to begin asking questions that solicit responses in the target language. These technology-enhanced lessons can be integrated at all levels in our department, and we already own the necessary equipment and supplies.

3. We need to remain aware of advances in technology than can serve as an extension of a current method or one that enhances our second language instruction.

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APPENDIXES

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APPENDIX A

Student Questionnaire on Technology Use in Spanish 1

Student Questionnaire on Technology Use in Spanish 1

Name _____ Grade   9   10   11   12

1. How has technology been useful inside/outside of class for Spanish 1?

2. Circle all applications / software that have been used inside/outside of class, specifically for Spanish 1.

    Internet Explorer   MS Word   MS Excel   Email

    Freecorder   Others not listed:

3. Do you find any of these technologies useful for learning Spanish? If so, circle those that are.

    Internet Explorer   MS Word   MS Excel   Email

    Freecorder   Others not listed:

4. How are these technologies useful for learning Spanish?

5. Do you have a computer at home that you use for school work?

    If yes, does it have Internet access? Yes / No

6. Are you willing to be interviewed for follow-up questions regarding this survey?

    Yes   No, thanks

APPENDIX B

Follow-up Questions to Survey for
Open-Ended Responses

Follow-up Questions to Survey for Open-Ended Responses

1. Many students marked "practice" as a benefit of technology incorporation. Please define how this helps you via technology.

2. If you are taking Spanish 2, would you prefer a class with or without the technology enhancement? Why?

3. Do you feel that technology integration has been a successful part of the coursework in Spanish 1? Why or why not?

Example Lesson Plan for CLT Activity Infusing Technology

Spanish 4
Conexiones, Chapter 3: Human Rights

This 80-minute lesson is timed perfectly as a summary lesson near the end of instruction. It promotes the recycling of vocabulary and the analysis of the theme, Human Rights, in a highly-contextualized manner. Students will use the process of critical response to tie an online activity to the strands of literature, art and music from the chapter.

Goals of Chapter 3: Human Rights
- List examples of current human rights violations and those in recent history
- Describe your own role in human rights
- Reference articles from the Universal Declaration of Human Rights to understand importance of such documents
- Use subjunctive with impersonal expressions
- Relate the song, América sin queja, to the main theme of human rights

APPENDIX C

Objectives
- Discuss human rights
- Explore

Example Lesson Plan for CLT Activity Infusing Technology

- React to issue specific to Argentina and the story of Marcelo Brodsky
- Answer questions about the photo essay
- Converse about key points from the photo essay
- Relate the painting Manos anónimas by Carlos Alonso to the photo essay using critical response

Anticipatory Set (10 minutes)
Students will begin by brainstorming in small groups about what they know about 1970s Argentina. They will write down any key concepts and be asked to elaborate on all listed. The instructor will provide some basic key points about the Dirty War of Argentina during this time. This introduction serves a starting point for the online investigation.

Online Investigation (30-40 minutes)
Students work individually at computers to explore the online photo essay written by Marcelo Brodsky. Students will use the MS Word document to navigate and complete the online worksheet. This sheet will lead students to salient areas of the photo essay that will result in some conversation. When students have completed investigating the website, the dialogue will begin.

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Spanish 4
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- Relate the song, América sin queja, to the main theme of human rights

Objectives
- Discuss human rights
- Explore the photo essay created by Marcelo Brodsky
- React to issue specific to Argentina and the story of Marcelo Brodsky
- Answer questions about the photo essay
- Converse about key points from the photo essay
- Relate the painting *Manos anónimas* by Carlos Alonso to the photo essay using critical response

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Conversation (30-40 minutes)
Following the critical response method, students will be asked the following questions.
1. What did you see?
2. How does it relate to the theme of human rights
3. What does it remind you of?
4. What do you think of when you were investigating the photo essay?

Ultimately, the instructor is looking for the students to make a connection between the painting, *Manos anónimas* and the photo essay. Students will be prompted individually or in groups to compare and contrast the photo essay and the Chapter 3 painting.

Assessment
The assignment for the evening will be to summarize with comparisons and contrasts the photo essay and the painting. Students should consider using key vocabulary like theme, symbolism, and connecting to tie the two together. This one-page assignment will be graded exclusively on content and discussed in a large group.

Español 1003 • Conexiones capítulo 3
Actividad *"Buena Memoria"* por Marcelo Brodsky

En este ensayo fotográfico Marcelo Brodsky ha realizado un proyecto para trabajar sobre su identidad al volver a la Argentina después de años en el exilio. Parte de una fotografía de una clase del colegio y se pregunta qué les ha pasado a cada uno de sus compañeros de clase después de los años de dictadura militar. Examina el destino de los estudiantes en la primera parte de este ensayo.

Primero busca la página de Internet en la siguiente dirección y luego haz un clic en el estudiante con un círculo rojo alrededor de su cara.

http://zonezero.com/exposiciones/fotografos/brodsky/defaultsp.html

DE VIAJE EN LA CATARATAS DE IGUAZU (alrededor de 1974)

Luego aprieta sobre 'Introducción'' luego haz un clic en "Proceso de trabajo"

1 ¿Por qué hizo Brodsky una reunión con los compañeros de clase?

2. ¿Cuáles son algunas de las características del terrorismo del estado que se instaló en la Argentina durante los años 1976-83?

Volver al índice y apretar sobre "Foto de grupo." Aquí nos enteramos de qué pasó a los compañeros

3. ¿Qué escribe el autor/artista encima de la fotografía de los compañeros?

4. ¿Por qué crees que algunos estudiantes tienen círculos alrededor de sus caras con líneas atravesándolas?

5. El autor está en la tercera fila de arriba, el sexto a la derecha. Tiene un círculo amarillo alrededor de su cara. Haz un clic allí. ¿Por qué crees que vivió tanto tiempo fuera de su país?

6. **Volver a la foto grande.** A la derecha de Marcelo está su mejor amigo, Martín. ¿Qué le pasó durante la dictadura?

7. ¿Quién es otro estudiante que murió durante la dictadura?

_____

_____

Algunos de los estudiantes (o sus familias) que no fueron víctimas de la represión de los militares también fueron muy afectados por los años de dictadura.

8. ¿Qué le pasó a Ana?

_____

_____

9. ¿Qué le pasó a María Teresa? (la chica con anteojos) ¿Por qué crees que estas mujeres ya no quieren o no pueden quedarse en el país?

_____

_____

10. La familia de Juancho también sufrió durante la dictadura. ¿Qué pasó durante los años 70 a uno de ellos? (Es el único chico en la fila de abajo)

_____

_____

11. Eduardo está en la segunda fila de arriba. ¿Cuál fue su experiencia durante la dictadura?

_____

_____

Vuelve al índice y ve "Recuerdos." Allí haz un clic en la cara de Fernando

12. ¿Qué le pasó a Fernando Rubén Brodsky durante la dictadura?

_____

_____

13. Foto número 6. ¿Qué símbolos políticos se encuentran en esta foto? ¿Cuál es la premonición de que habla Brodsky?

_____

_____

_____

14. Foto número 15. ¿Por qué esta foto recuerda al autor un poco de los años de dictadura?

_____

_____

15. **Vuelve a "Recuerdos" y haz un clic sobre la foto de los dos chicos juntos.**
    ¿Por qué crees que la imagen del río que surge (appears) tantas veces en en ensayo fotográfico es tan importante?

_____

_____

_____

16. Escribe un poco sobre tu impresión de este ensayo fotográfico y su relación con los años de dictadura.

El Río de la plata
ha sido el lugar
de la llegada
y también del final

_____

_____

_____

_____

_____

APPENDIX D

Oral Assessment Rubric, Weather Forecast

Oral Assessment Rubric, Weather Forecast

Nombre _____

¿Qué tiempo va a hacer?
- Weather forecast, Capítulo 7 de *Paso a Paso*

Your job with your neighbor will be to create a weather forecast for a radio announcement. Your forecast will be played on a local radio station specific to your assigned country. Make sure that your forecast aligns with the following criteria:
- ➤ Discuss the weather for today (temperature, humidity, possible rain/snow/other precipitation)
- ➤ Cover future weather for the next three days (4 days total = total and three days of forecast)
- ➤ Provide suggestions for the public on appropriate clothing and activities that people should or should not do
- ➤ Introduce yourselves as real radio announces from a real radio station
- ➤ Use tener + que + infinitivo and ir + a + infinitivo to state what has to be done what is going to happen

**This radio announcement will be recorded in class and/or AAA to be graded on the following:

Comprehension (Was it understood?)

0-2	3	4	5
Minimal or no understanding of radio announcement Literal translations impede comprehension	Many parts of weather report misunderstood or needed connections to the context	Some parts of radio broadcast not understood Sections require explanation	Easily understood by a sympathetic listener without much explanation

Risk-taking (elaborate information/details, radio voice, conversation with partner)

0-2	3	4	5
No details included No attempt at a conversation	Requirements met but not exceeded Little interaction between pair	Clear conversation between partners The announcement sounds like a radio broadcast Depth to details provided	Unique radio voice Details offered that were not required Creative, unexpected angle to announcement

Grammar, Accuracy, Vocabulary

0	1	2	3
Not enough language recorded to evaluate progress	Direct translations Language comes from source other than context of specific chapter	Appropriate vocabulary used in weather report Some unclear grammar / word choice that leads to lack of understanding	Vocabulary correctly chosen from chapters uncovered Grammar is natural and used to communicate the context No evidence of direct translations

Quantity of information and requirements

0	1	2	3
Pair described only 1-2 key elements of the weather report	Group left out 2-3 key elements as noted in the description	Students met most, if not all, requirements	Students went beyond requirements to create a unique announcement