

## **TECHNOLOGY INTEGRATION LEARNING PLAN**

### **Learn a Foreign Language Greeting and Introduction**

#### **ACTIVITY OVERVIEW**

This language activity requires the students to learn basic words and phrases of the language of an adopted foreign country and make a published and public presentation using the foreign language. One student ambassador from each building grades 3-8 will be selected by teacher recommendation (student's ability in computer use and word processing being a priority). A foreign language computer application and a recording application will be distributed to research, analyze, and prepare them for the presentation. Student ambassadors will have their presentations videotaped.

Upload the students' presentations to SchoolTube after videotaping. SchoolTube is a free, web-based and monitored website for schools to showcase their student work. A faculty member must apply for a school profile.

Once students master the language and have created both audio files, they can be shared with the entire student body, and all the students can learn the same phrases.

#### **ANALYSIS**

The learning stages of this activity will require upwards to ten (10) days by the student, determined by the allotment of minutes devoted to the activity and also influenced by how quickly the students learn and synthesize the information. The sessions are designed at 45-60 minutes each.

It is understood that the student will have no knowledge of the adopted country's language or its pronunciations. Work from the understanding that the student:

- *has access to a computer (Internet access optional, but preferable)*
- *has a computer with audio-recording capabilities (microphone and speakers) and a word processor*
- *can manipulate the mouse to use the features of an installed program*
- *can read and write simple sentences*
- *can use a word processor*
- *has average hearing and speech and has no special needs that will require extended learning time beyond the established boundaries*
- *falls within grades 3-8*

#### **DESIGN**

The student will learn the language words and pronunciations of these translations from English (some adaptation may be required):

- *hello/greetings/salutations/welcome*
- *my name is...*
- *I am a student at (school) / I am from (school).*
- *I am in \_\_\_\_ grade*
- *I am \_\_\_\_ years old*
- *I represent / my (adopted) country is \_\_\_\_\_*
- *Goodbye/good luck today/best wishes to all*

## DEVELOPMENT

- These three acquisition and review activities should be possible within two (2) sessions.
  1. *Byki*, a free language-learning audio and text flashcard application, will be installed to the computer with the assigned language of the student and the student will be instructed in its features.
  2. *Audacity*, a free audio-recording computer application, will be installed to the computer and the students will be guided through recording their voice with a microphone, playing back, and saving a file.
  3. The available word processor will be identified and a review of its use will follow.
- Practice/Drill sessions:
  1. Students will be given up to three (3) 45-minutes sessions to research and practice (with *Byki*) the phrases listed above and use the word processor to script their foreign language words and phrases. Once they feel confident, they will proceed in this order, with an allowance of two (2) sessions:
  2. Having both the *Audacity* and *Byki* programs opened simultaneously, record the correct pronunciations from *Byki* (using *Audacity*) and save it as one file only (for teacher comparison). Submit to the teacher for the language database;
  3. Practice the language while reading from the script;
  4. Record their script with *Audacity*, making one file only;
  5. Submit file and the written script to the teacher.
  6. The teacher will review and compare script and both files and make notations of any incorrect pronunciations. She will return the evaluation to the student and the student will cycle through #3-6 again if pronunciations are not acceptable.
  7. Students will receive back their accepted files and scripts for extended practice.
- The student will then practice reading to the peer ambassador group and teacher. This activity may require (2) sessions and will be determined by student confidence and whether or not extra sessions are necessary. It is hoped the student will use extracurricular time for preparation, also.
- The student will be videotaped. This activity should require one (1) session.

## IMPLEMENTATION

Jing video webcasts are available online at [Screencast.com](http://Screencast.com) to demonstrate how to use each application for this activity. Locate the link in Resources at the bottom of the Stage 5 page. Students with Internet access at home and school can use these as tutorials outside the sessions.

A jump/flash (USB) drive will be used to gather student files. A digital camera will be used for videotaping. A SchoolTube URL can be embedded into a website page for further access.

The English, French, German, and Spanish students will make their presentations on the stage podium September 9, 2009.

## **EVALUATION**

Evaluation will be determined by a presentation rubric. The student age and experience may also be taken into account as the rubric is implemented. The rubric follows the standards listings.

### **Benefits**

- Public presentation and experience
- drafting a script
- writing with a word processor
- learning a new application/ problem-solving skills
- recording with a microphone and assessment of one's speaking voice
- cultural knowledge to promote tolerance and acceptance
- volunteer service with a possibility of a grant award for the community
- independent and group activity that requires commitment and responsibility

### **Considerations**

- Young students may require more one-on-one as they explore the applications and make their first recording. Assistants should be recruited in advance.
- Scheduling may be difficult and should be conducted as early as possible.
- Student confidence is essential; positive feedback and encouragement must be ongoing!

## **Missouri Show-Me Standards Alignments**

### ***Performance Goals***

#### ***Goal 1:***

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

#### ***Goal 2:***

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity

#### ***Goal 3:***

3. develop and apply strategies based on one's own experience in preventing or solving problems

***Goal 4:***

5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

6. identify tasks that require a coordinated effort and work with others to complete those tasks

***Communication Arts***

4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)

6. participating in formal and informal presentations and discussions of issues and ideas

7. identifying and evaluating relationships between language and culture

***Social Studies***

6. relationships of the individual and groups to institutions and cultural traditions

## *Tour of Missouri*

### Foreign Language Rubric

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content</b>	Words/phrases of foreign language are complete and accurate.	One word/phrase is inaccurate.	Two words/phrases are inaccurate.	Three or more words/phrases are inaccurate.
<b>Speaks clearly</b>	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.
<b>Posture and Eye Contact</b>	Stands straight and looks confident and relaxed. Establishes eye contact with audience during presentation.	Stands straight. Establishes eye contact with audience during most of presentation.	Slouches or appears too casual but establishes good eye contact with audience during most of presentation.	Slouches or appears too casual AND establishes little eye contact with audience during presentation.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.