



Language Association Journal

New York State Association of Foreign Language Teachers

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No. 2



DEVELOPING LEADERS FOR TOMORROW'S LEARNERS In World Languages and ESOL

*The 60th Annual Northeast Conference
March 7-10, 2013 in Baltimore, MD*



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LOTE, SLOs, and the Common Core:
Building Connections



**Announcing the
2013 NYSAFLT Spring Colloquium
Co-sponsored by FLACS**

Queens College, Flushing NY *** April 26, 2013

col·lo·qui·um (k-lkw-m)

n. _pl._ COL·LO·QUI·UMS or COL·LO·QUI·A (-kw-)

- 1. An informal meeting for the exchange of views.*
- 2. An academic seminar on a broad field of study, usually led by a different lecturer at each meeting.*

[Latin, _conversation_, from colloqu_, to talk together_: com-, _com-_ + loqu_, to speak_; see talk^w- in Indo-European roots.

The NYSAFLT Colloquium is a forum in which LOTE colleagues share perspectives, exchange ideas, and develop responses to issues of importance to the LOTE education community. At the 2013 Colloquium, participants will focus on the timely and important topic of "LOTE, SLOs and the Common Core: Building Connections."

Because continued professional growth is important for the success of all teachers, please join us on April 26 for the 2013 NYSAFLT Colloquium. We value your input!

*Please join us on April 26, 2013
Queens College
Flushing, NY*

Click [here](#) for more information and to register!

Contact: [William Anderson](#), Chairperson or [John Carlino](#), Executive Director



**Announcing the
2013 NYS AFLT Annual Conference
Co-sponsored by WNYFLEC**

Keynote Speaker



Dr. Lori Langer de Ramirez

Do you have new ideas? New activities in your classroom? New programs?

Consider sharing these ideas and your expertise with your colleagues!

Proposals for the 96th Annual NYS AFLT Conference are now being accepted. Click [here](#) to submit your workshop proposal!

Francesco L. Fratto, Conference Chair
Half Hollow Hills CSD

WORKSHOP PROPOSAL SUBMISSION DEADLINE: *February 15*

Contact: [Francesco L. Fratto](#), Chairperson or [John Carlino](#), Executive Director

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**O Say Can you C:
Tackling Today's Challenges Together!**



***Registration will be open in March.
Click [here](#) for more information!***

Contact: [Candace R. Black](#), Chairperson or [John Carlino](#), Executive Director

Announcing the 2012-2013 NYSAFLT Webinar Series!

[CLICK HERE TO REGISTER FOR A WEBINAR!](#)



"Digital Portfolios for World Language Students K-16" with Nathan Lutz **Now available on demand!**

This era of accountability reporting, program evaluation, and debate over student achievement is the driving force behind an emerging form of student assessment. Portfolios are purposeful collections of student work representing an array of performance that can be assessed by the students themselves, their teachers, school officials, and even parents. Although this concept isn't novel by any means, the advent of digital portfolios makes it possible to include more and varied types of works. With digital portfolios, students can create dossiers that travel with them throughout their educational careers. Writing samples, photos, art, voice and video recordings are some of the items students may choose for their digital portfolios. In this presentation, teachers will learn of some of the platforms that can be used to create digital portfolios for their students' work. There will be examples of student work, rubrics for teacher evaluation, and rubrics for students' self-reflection.

This webinar will briefly detail the rationale behind the use of student portfolios. Participants will see an overview of a few platforms for digital portfolios. Portfolio entries will be in the form of writing, art, video and voice recordings. Participants will receive sample rubrics for teacher evaluation of the work as well as rubrics for students to be self-reflective of their work. There will also be handouts detailing directions for setting up the digital portfolios, some of the platforms that can be used, and hyperlinks to some of my students' digital portfolios.



"Designing Performance Assessments in the Communicative Modes" **with Jennifer Eddy, Ph.D. Now available on demand!**

This webinar guides teachers on the design of performance assessment tasks. Using the three modes of communication aligned with the NYS Syllabus topics, we will design a thematic trio of tasks that show what learners can do. Participants will learn how to develop tasks in the Interpretive, Interpersonal, and Presentational Modes, use culturally authentic material, turnaround a task for transfer, and plan backward from performance goals. These tasks foster key behaviors indicated in the Common Core and the Framework for 21st Century Skills. See how performance assessment develops critical thinking, engages flexibility, and encourages a self-directed learner.



"Aligning LOTE to the Common Core Follow-Up" with Nancy Ketz **Now available on demand!**

Nancy first addressed LOTE and the Common Core Standards in a March 2012 webinar. To continue the discussion, she will present 1) a review of the Common Core for Literacy Key Ideas, 2) a menu of potential module components, and 3) a step-by-step demonstration of the creation of a sample module for French, applicable to all languages. Participants are invited to address the Common Core Standards by creatively combining the module components.



“Performance Assessment” with Vicki Mike, Ed.D.

Now available on demand!

The focus of this webinar will be assessments that integrate listening, reading, writing, speaking, as well as some technology, in the foreign language classroom in order to better prepare students for examinations at Checkpoints B and C and for the Advanced Placement. Participants will be provided with a balance of formative and summative assessments that measure student performance in meaningful contexts that integrate all four skills. Participants will be provided with sample assessments and rubrics.



**February 7 -- 4:00pm (1 hour) “FLES and the Common Core”
with Marissa Coulehan & Harriet Barnett**

Where does FLES belong on the Common Core spectrum? How can we adjust FLES curricula to meet the new Common Core Learning Standards while still maintaining our primary communication goals? What will happen to the focus of communication? Will the new focus on reading and writing change our commitment to aural/oral communication in FLES? These questions and more will be answered in this webinar!



March 7 -- 4:00pm (1 hour)

“Advocacy: An Everyday Occurrence” with Francesco L. Fratto

The need for advocacy is greater now than in the past. Are teachers truly prepared to be advocates for their profession? Was there a college course that was offered that specifically dealt with this very topic? If not, join the webinar and learn how to be an advocate for your program. Tips will be shared on how best to promote the accomplishments of your department/students via a website, twitter or through the press.



A Bonus March Webinar!

March 14 -- 4:00pm (1 hour)

“Literacy Strategies for the 21st Century LOTE Teacher” with Al Martino

Literacy instruction has been propelled into the forefront of LOTE instruction in recent years. First, the Partnership for 21st Century has clearly stated the need for people with excellent literacy skills in our global society. More recently, the National Core Curriculum for ELA has indirectly pushed literacy instruction to the fore - both in terms of the demands being made on readers today and of the skills classroom teachers need to have in order to teach reading.

How do WE as LOTE teachers get the most out our reading instruction in the classroom? How much is too much? What are the best strategies? What genres should be used? And, how does all of this fit into communicative language teaching? The presenter will address these questions as well as ELA/ESL strategies that can benefit students of LOTE.

**Past webinars are available “on demand” at <http://www.nysafl.org>.
Group rates are available for department professional development!**

Language Association Journal

A publication of the

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Subscription to the Language Association Journal is included in NYS AFLT membership. The annual subscription rate for libraries is \$55.00. For complete membership information, visit www.nysaflt.org.

SUBMISSION GUIDELINES

Articles submitted for publication must follow APA guidelines, use Times New Roman font size 12, with 5-space indents, and be double-spaced throughout. Manuscripts that are not clearly formatted following the guidelines of the 6th edition of the Publication Manual of the American Psychological Association will not be reviewed. There are numerous online sources to help with this formatting; e.g., <http://owl.english.purdue.edu/owl/resource/560/01/> Electronic submission is required. Please e-mail manuscripts as .doc or .docx file attachments to the editor at nysafltjournal@nysaflt.org. Photographs, graphics and/or other artwork should be submitted as separate files.

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NYS AFLT Hahn FLES Awards

Outstanding NYS FLES Program Award	\$1000
FLES Teacher Incentive Grant	\$300
FLES Teacher Scholarship (to attend a conference)	\$500

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From the Editor:

Happy New Year!

All of us at the Language Association Journal hope you celebrated a glorious holiday season with friends and family, and are rested and ready for a new year full of joy, good health, and love. The New Year is always associated with new beginnings and resolutions. With that in mind, this issue of the Journal is devoted entirely to “Teacher to Teacher” articles, presenting you with a wide variety of new technologies, strategies and activities for your LOTE classes; perhaps you will make a resolution to integrate one of them into your lessons this semester.

NYSAFLT’s very own tech guru, Ken Hughes, starts us off in this issue with the results of a survey he conducted last year to learn how our members are discovering meaningful and relevant approaches for using technology to enhance their students’ proficiencies and bring authentic target language and culture into their daily lessons. More articles follow, jam-packed with even more examples of innovative uses of technology, from taking a Google Earth Tour to publishing your own students’ work. You are sure to find something you will want to try.

Happy reading, and keep up the good work!

Carol S. Dean, Ed.D.
Editor, *Language Association Journal*

CALL FOR PAPERS

2013 Vol. 64, No. 1
Articulating K-16 Standards: Process and Progress

Deadline for Submission: March 1, 2013

2013 Vol. 64, No. 2
Checking in on Checkpoint A: Advocacy and Best Practices
from K to 8 and everything pre-Checkpoint B.

Deadline for Submission: September 1, 2013

The Language Association Journal is the official peer-reviewed journal of the New York State Association of Foreign Language Teachers (NYSAFLT) and is published two times per year. It has a thematic approach and welcomes a spectrum of submissions ranging from scholarly articles to teacher-to-teacher exchanges regarding language learning and acquisition, instruction, curriculum, assessment, policy, advocacy, teacher education, and other areas of professional interest to language educators.

Submission Guidelines:

- the manuscript must not be previously published or considered for publication elsewhere
- the manuscript must be written in English (examples within the manuscript may be written in other languages and must be italicized and accompanied by translations)
- the manuscript should not exceed 8,000 words
- for a blind review, omit all references that would reveal the author's identity in the manuscript
- follow the guidelines, as outlined in the Publication Manual of the American Psychological Association, 6th edition (2009) (APA style resource: <http://www.apastyle.org>)
- use Times New Roman font size 12 double-spaced
- proof-read the manuscript to ensure that it is as error-free as possible
- send an electronic version of the manuscript to nysaftjournal@nysaft.org as an e-mail attachment in Microsoft Word (.doc or .docx)
- submit photographs, graphics and/or other artwork as separate files
- in the e-mail, provide a brief biographical information, which would appear at the end of your article and should also include:
 - your name, title, affiliation, and contact information
 - your educational background
 - what languages, ages/grades, and proficiency levels you have taught in your teaching career
 - professional affiliations or involvement in language education

All properly submitted manuscripts receive an e-mail acknowledgement from the Editor. Submission of a manuscript does not guarantee its publication. After an initial review by the Editor, those manuscripts that meet specifications are sent to one or two members of the Editorial Board for anonymous evaluation. Each of the reviewers is asked to make one of three recommendations regarding each submission: (1) publish as is, (2) publish after revising/rewriting, or (3) do not publish. When all reviews are received, the Editor makes the final decision regarding the manuscript's publication and notifies the author about the submission's status. All manuscripts accepted for publication are subject to editing.

Dr. Carol S. Dean
Editor, Language Association Journal
Associate Professor, Foreign Language Education
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2013 NYSAFLT Scholarships, Awards and Grant Applications

All scholarship award and grant applications are available on the NYSAFLT website in the Members Only area.

Many deadlines are coming up in the winter and spring, so don't delay researching your opportunities for:

- Travel stipends and scholarships to study abroad
- Funding for special projects
- Recognition of outstanding colleagues and programs
- Funding for teacher-led student trips abroad
- Much, much more!

Click [here](#) for more information!

Planned Giving

Several years ago, NYSAFLT learned that we were to be the beneficiary of a very generous contribution from a former member who recently passed away. Sally G. Hahn felt so strongly about the benefits of early language instruction that she made it possible for NYSAFLT to make annual awards of up to \$3000 to support outstanding FLES programs and teachers in New York State. All award money comes from interest earned on the Hahn bequest, which has been carefully invested by our Financial Management Committee.

More recently, NYSAFLT learned that past president and former executive director Robert J. Ludwig had also left NYSAFLT a significant bequest to fund certain annual awards.

If you would like more information about how you can make a planned gift to NYSAFLT and impact a cause near to your heart, please contact John Carlino, Executive Director, at NYSAFLT headquarters.

Tech Success!

Ideas and Experiences to Inform and Motivate

Kenneth I. Hughes
NYSAFLT Director of Social Media and Technology

LOTE teachers all across New York State are creating and developing some of the most innovative and forward thinking lesson plans in education today. By the very nature of what we do, we are given *carte blanche* to discuss an endless array of topics, themes and current events that we can synthesize into our curriculum via the target language. Because of this amazing flexibility, LOTE teachers bring to their students on a daily basis so many memorable experiences.

Educators who are currently working in schools have an amazing opportunity to take these innovative lesson plans to a whole new level by infusing and integrating technology into these daily plans. What has become available to the profession in just the past five years is nothing short of amazing. The ability to communicate *live* with students in Asia or Europe, for example, is no longer seen as impossible, but commonplace. The ability to record our own voices and then receive others' comments is now easier than ever using a variety of on-line applications. The number of ways to allow students to demonstrate what they have learned in their foreign language classroom has grown exponentially since the technology explosion in the first decade of this century.

To provide incentive and encouragement for you, as well as provide some ideas on what you might be able to integrate into your classroom, NYSAFLT surveyed its members at the end of 2011 to learn more about the technology successes they were having in their classroom. The survey question that was posted read as follows:

*Please describe a technology integration success story that took place in your classroom or educational setting. Be as specific as you can (examples of information to touch upon include): *What was the technology that you used? *What was the name of the hardware/software that you used? *How did you plan for it? *How were the students involved? *Can you describe the population of students that were involved? *What was the product? *How long did it take to implement? *What problems or issues arose during the process? *Why was it a success? *What was the feedback from students, parents, and administration? *Why would you do this again? *What level was it for? *Where did you learn the idea?*

Below, you will find a wide sampling of responses that NYSAFLT received. It is NYSAFLT's hope that you may find some inspiration in these stories and that you will take a risk to adopt some, part of or all of an idea that you read below.

Seema Sumod, Plainview-Old Bethpage Central School District

As a final project for the Family unit in a middle school Spanish class, I decided to use **VoiceThread**. VoiceThread is a web-based tool that can be found at <http://voicethread.com>. There is a free version with limited features and there is an educator version for a subscription fee. I created two VoiceThreads for two Spanish classes; I also needed a scanner and headphones for recording. Students were divided into groups of four or five. Each group created a family tree. They could draw or use pictures. They had to write the name of each person. Once the family trees were completed, I scanned them and saved them as picture files. The second step was to insert the pictures as

slides in a VoiceThread. Each class had 4-5 groups, which meant that there were 4-5 family trees. Each VoiceThread had 4-5 slides with a picture of a family tree. The next step was to describe each person in the family in the target language. Each student picked one or two family members and used the comment feature in VoiceThread to record a description of the family member they had to talk about. They also used the doodle feature in VoiceThread to circle the person they were describing. The description included the name of the person, their relationship to the other members, their age, physical description and personality, likes and dislikes and chores they did at home. Once the VoiceThread was complete, I was able to embed the VoiceThread to the class website using the “embed code” that VoiceThread provided. The students completed this project in four-five days

- Day 1 - Explanation and creating the family tree;
- Day 2-3 - Worked on the description;
- Day 4-5 - Audio recording

Christine Berg, Rondout Valley

I have just begun to use the **iPod Touch** in my high school French classes. Our school district recently purchased a class set of 25, along with an Apple computer and a cart. I was also provided with a two-day workshop given by a representative from Apple. I have downloaded numerous applications such as **Telepub** and various flashcard apps for vocabulary practice, all of which are free. I have also downloaded episodes of podcasts from **Coffeebreak French**. I have used the iPod Touch in a variety of situations. When students have finished a test or quiz, they can take an iPod Touch and review vocabulary or listen to a podcast until everyone in the class has completed the examination. I have also

used them as one of several activities when I set up "centers" in my classroom. I find that my students are very motivated to use the iPod Touch and use their time productively when engaged in this activity. The only negative aspect is the time it takes to search for new apps and sync them to the devices. It can become very time consuming, but I am pleased with the results I have seen so far.

Peggy Sharkey, WSWHE BOCES

WSWHE (Washington, Saratoga, Warren, Hamilton, Essex) BOCES Project Chinese is an extracurricular program (after-school, online, and summer) that offers similar opportunities to those available in school day programs. In Fall 2011, there were 100 students in grades 4-12 enrolled in the online course. The online component is offered in a **BlackBoard** environment, incorporating **VoiceThread** as one of the primary technology tools. VoiceThread is a perfect tool for a hybrid LOTE course. On the one hand, teachers can create lessons based on familiar technology (PowerPoint), adding such enhancements as audio, video, and doodle files. On the other hand, students can respond to teacher prompts using the same enhancements. In the Chinese course, for example, the teacher uses a webcam to model points of articulation, posts and comments on video segments that demonstrate the target functions, uses audio comments and photos to introduce cultural practices, and creates communicative situations to which the students respond. Examples of student responses include audio comments used to practice tones, webcam comments used to introduce family members, and doodle comments used to practice stroke order and circle the correct pinyin. Through the use of VoiceThread, a secure online classroom environment is created in which the digital lessons exist along side comments posted by students, each student represented by a unique icon.

Carmen Campos, Cold Spring Harbor

I used **ScreenFlow** to 'Flip' a lesson for my Spanish classes. I had heard of the **Khan Academy** using video tutorials to assist students with hundreds of math concepts. Math teachers around the country started to use them to flip their classes. They would give students the lesson to watch and then when they came to class the next day, they would give them the math problems to work on. Teachers then would have the opportunity to see where students had problems and help them more directly. It also allowed students to view, at home, the lesson repeatedly if needed. I loved this idea since when I need help with anything technical, I would usually go to YouTube and find a tutorial. I decided to make my eighth grade classes my guinea pigs. I downloaded Screenflow, which records your computer screen with the option of including an additional video of yourself speaking. It's like a 'picture-in-a-picture'. My first lesson was on stem-changing verbs. I made a PowerPoint and, as I explained, I used the tools, such as a drawing or highlighting tools to point out certain grammatical changes. At the end of the lesson, I added a challenge page where I added the 'Jeopardy' theme song. The last part of the video revealed the answers to the challenge. The entire lesson was about 10 minutes. I put the link up on my website and gave the students the assignment. The next day, I handed out a short worksheet with the stem-changing verbs. While students worked, I was able to work with students that were having difficulties. It was nice to see that the students enjoyed it and while some of them worked, they asked to watch it again. I again walked around to the different students for assistance while they watched the video. I think this is a great activity. It allows weaker students more time with a lesson. It was enjoyable and best of all, one of the students commented that with me on the screen and then walking around, it was as if I were cloned!

Ernie Kabelka, Massapequa Public Schools

How can our students experience the masterpieces of El Greco, Picasso and Dalí when these works of art are located thousands of miles away from our high school? This fall, the Spanish IV students, eleventh graders participated in a **videoconference** with the Cleveland Museum of Art. This conference was organized with the help of our amazing school librarians. One month before its implementation, our librarians offered this exciting opportunity to our class. Students had the opportunity to speak with Elda Borroni, an expert in Spanish paintings, live and direct. Elda shared her knowledge on these fascinating painters and prompted the class to think about the stylistic approach and deeper meaning of several works of art. Both students and teacher furthered their understanding and better appreciated these paintings. Elda compared and contrasted the works of El Greco with the works of Pablo Picasso. This unique opportunity to interact with an art expert was fantastic. Following our videoconference, the students expressed greater appreciation and furthered interest towards Spanish painters. This videoconference was a complete success based upon the reaction of the students during follow-up lesson. Students, as well as their facilitator, look forward to future exchanges via videoconference. In particular, we hope to connect with the Archeological Museum of Mexico City.

Mary Caitlin Wight, Binghamton City Schools/University of Buffalo

Audacity, a free audio recording and publishing program, is a program that I have recently begun using in my classroom. It is available free on the internet (<http://audacity.sourceforge.net/>) I provided students a detailed packet on what their speeches for each unit should include and the rubric on how they would be graded. For

example, for the family unit, students had to describe four family members. For the shopping unit, students had to describe their favorite clothes and what they cost. For the education unit, students had to describe their schedule, what they do in school and what they like about school. They had to write their speeches on the topic and have them checked before they could record them. We had a class day where we did a practice with Audacity. Students practiced how to use the microphones, how to record, how to save and how to edit themselves. Students created their speeches and students did all of the recording and editing. These projects usually took 3-4 days to finish recording on each topic and have time to edit. We did run into a few problems during the recording process that should be avoided in the future. These included: students would save their files incorrectly or to the wrong drive. Students sometimes accidentally deleted files they needed. These projects using Audacity were a success because students received feedback on their speaking in Spanish. Instead of having them just do a writing assignment, this gave them a way to practice their pronunciation and use technology that they will be using in the future. Students loved the project because it gave them the opportunity to practice and to use the laptops. Administration gave the project excellent reviews. I will continue to use this application in the future because it was a way for the students to be engaged and to receive detailed feedback from me on their speaking abilities (Graded based on a rubric with ability to give notes to each individual student). It was fun and it was something that they looked forward to doing. It made them aware that they needed to practice their speaking because they wanted their podcast to sound good.

Brigitte Kahn, Massapequa Public Schools

I teach 8th and 9th grade German (levels 1 and 2) and we use our cell phones on a regular basis. The site **Poll Everywhere** (www.polleverywhere.com) is perfect for use with cell phones. On a weekly basis, we choose a German song and work with it for the duration of the week. On Fridays, the students use their cell phones to rate the song from 1 - 10. We keep a running log of all the ratings, in order to see our favorites by the end of the school year. We also use cell phones for review purposes. You can create multiple-choice questions on the above-named site for these types of activities. It takes very little time to create polling questions on the website. The only (minor) drawback is that not all the students have cell phones with texting capabilities. In this case, I let them use my personal phone. On the website, it is possible to allow multiple calls from the same number for polling questions. The students absolutely love it whenever they are allowed to use their cell phones. I just have to make sure to remind the students to bring their phones to class, as they are usually not allowed to have those devices during class time.

Audrey Misiano, Marcellus Central School District

My Exploratory Language class (7th grade) learns a little French and Spanish in order to better choose their language of choice for 8th grade. This year is the second year of the Exploratory Language program. I learned about the **Skype educational project page** in May 2011. I entered a project idea in June and heard back from a teacher who teaches English to seventh graders in Québec City, Canada. The teacher from Québec and I emailed back and forth several times to figure out how to best provide a Skype event which would be meaningful to our students. His students have been learning English for years and mine had been learning French only for days, so this was a bit challenging. Our first Skype event

involved allowing students to meet and greet one-to-one using the computer's video camera. The students thought this was really cool. They used the only French they knew to say: *Je m'appelle, Comment ça va, A bientôt* or *Au revoir*. The second Skype event we decided to use English only and the students in Québec had prepared questions to ask each of my students. Again, the students were very excited and talked up the event afterwards so much that every other class of mine was begging me to Skype. Every day I hear "when are we Skyping?"

Our most recent event involved our classroom **Edmodo** space we created for the two classes. The group is called: Québec City-Marcellus. My students, being so new to French, were prepared to answer three basic questions in French:

1. *Comment t'appelles-tu?*
2. *Quel âge as-tu?*
3. *Comment es-tu?*

I prepared one **typewith.me** link for each of my students and then created a Microsoft Word document with the links. On the day of the event, students from both classes logged into our Edmodo group, opened the Word document, found their name and entered the typewith.me space. Students spent the class period typing back and forth their questions and answers. The level of excitement was palpable. It was far from a perfect event. Some kids ended up pairing up with other groups, as there were some absences and some issues with typewith.me kicking kids off the links. However, the overall attitude after the event was still positive. We also had a Skype feed open to allow students to see each other face-to-face during the typewith.me session. The idea was to rotate through each of the groups. **Edmodo** allowed our students to interact in a safe and structured social media

environment. **typewith.me** works almost like a chat room which allows students to write to each other collaboratively. **Skype** enabled us to use videoconferencing to allow students to see one another. The combination of all of these technology tools allowed me to bring an experience to my students I never thought possible just a few years ago.

Bill Heller, SUNY Geneseo

Many teachers are stymied as to how to make most efficient use of class time and are always looking for ways to give all students enough speaking practice and feedback. The costs and daily availability of full-featured language laboratories is often prohibitive for most districts. Using the **CLEAR Web 2.0 Rich Internet Apps (RIAs)** enabled me to provide language lab experience to my students on a regular basis. The CLEAR site at Michigan State is one of the federally funded Language Resource Centers. CLEAR specializes in technology applications and all of their RIA apps are available free for teachers. Since student file storage is done in "the cloud," local server capacity is not an encumbrance to usage. Most teachers have access to a computer lab, high-speed internet connection and microphones. We were able to purchase headsets which made functioning in a lab much more effective. Since the activities created are also cloud-based, students can access them from the home or anywhere else they might have access to the Internet. Using the easy to use Mash-up app, teachers can create activities containing a simple and elegant audio recording "drop box," insert picture prompts, insert video or audio files, add quiz questions, insert embed code and a variety of other useful functions. While comprehensive training seminars are offered each summer at Michigan State, the very clear and detailed downloadable documentation can get you started with relative ease. CLEAR also offers session workshops at major language conferences like NECTFL and ACTFL, for those who

have a chance to attend. I use the audio drop box along with a text, picture, audio or video prompt. There is also an application to create directed conversations with the teacher able to prerecord video or audio prompts similar to the AP Directed Conversation part. Each student can record, playback and rerecord their responses. By doing it as a class activity in a lab prevents the students from reading from scripts instead of speaking spontaneously. Once they are happy with their recording, they submit it. Then the teacher can log in, listen to the files online or download them as mp3 files to play all at once or to include in student electronic portfolios. The only issues that may be encountered have to do with the capacity of the Internet "pipeline" available at your school and the settings of the school firewall that may prevent students from recording to the cloud. The firewall issues can be resolved by your local tech person giving permissions to "allow" the CLEAR website. The tech support available from CLEAR is outstanding, prompt, courteous and friendly. The folks at CLEAR take the concept of "tech support" to a whole new level. I used the CLEAR applications for a variety of tasks at Levels II - V. Each time I use it, I get more efficient at designing activities and when we have a lab day, each student is engaged and on-task the entire period. Early finishers can be given feedback on their recordings before the class is over or can be given other websites to visit for extra practice or "extra credit" tasks. Absent students and late finishers can finish the task outside of class. Tasks can be differentiated or can be used as one option in differentiated instruction. CLEAR Rich Internet Applications provides a free alternative to the traditional language lab and facilitates maximum participation and the efficient use of class and preparation time. I highly recommend this suite of tools as your "go-to" applications for technology integration.

Doug Moore, Great Neck Public Schools

I am using **Edmodo** in my Spanish classes this year. I have set up an account for each section and the students are able to post their assignments there. Some of the assignments have been to create a "Wordle" (www.wordle.net) of adjectives that describe their personality, a "Vocaroo" (www.vocaroo.com) to record their voice online to tell some personal facts about themselves. The students enjoy doing these online assignments and participation is improved.

Dr. Mary Ann Niemczura, North Syracuse Central Schools

My favorite technology for the classroom would have to be the **videoconference sessions** with my classes and language classes in Germany. Back in 1998, I made my first contact with a school in Saarland, Germany. We exchanged pen pal letters, wrote emails and exchanged various school projects. In 2002, we began video conferencing with entire classes, which numbered about 100 students and guests each time we exchanged. In 2007, the project expanded to include the Albert-Schweitzer-Gymnasium in Gundelfingen, near Freiburg, Germany. We have just completed 12 videoconferences and now exchange twice annually for two hours each time. We plan one year in advance with the dates for the conference and then book the videoconference rooms and begin the pen pal exchanges with German 2, 3, 4, and 5 students. The problems encountered in the beginning years were mainly with the equipment available and with the quality of the technology. When both schools had the technology available, we were able to travel to BOCES and videoconference from there. Sometimes if there was too much network traffic, we lost the connection during the conference. Now the quality has improved so much; students talk with one another as if they were in the same room, and we no longer have to travel to

BOCES because we have the equipment right at school. It is a success today mainly because students are self-motivated and enthusiastic to write the pen pal letters and prepare questions and email them in preparation for the videoconferences. Feedback from students, parents and administration has been very positive. I involve all of them as guests in the conference and ask them to say a few words about the importance of learning another language and culture via the videoconference. In the beginning, I video conferenced mainly with my German 4-5 classes, but I have also included the younger students to spark their interest which is very high. I had always dreamed of connecting to people via the videoconference and just had to wait for technology to catch up to what I envisioned. I have presented numerous workshops at the state and national levels on the value of the project and how to do it. Involving entire classes of about 50 students on each side of the Atlantic has proven to be very popular and has even led to visits to the schools in which students have become even more inspired. Many of our students will never have the opportunity to travel abroad so this is the next best thing to actually being there.

Bob Ponterio, SUNY Cortland

I use the free **VLC Media Player** by VideoLan (<http://www.videolan.org>) to play authentic news videos from French TV for my elementary and intermediate level college classes. Light news about holidays, weather, and events taking place around France provides great comprehensible input with both communicative and cultural value for my students. Sometimes, in spite of pre-viewing preparation, the people interviewed in the videos are speaking too fast for my students to understand enough to get the gist. VLC allows me to quickly slow the video down to 66% normal speed without any change in pitch. This means that the people still sound pretty "normal", just a bit slower. Hitting the

minus key slows the video down, and hitting plus speeds it back up. It's easy and quick to make the switch on the fly for just a brief section of a video where I think slowing down will make a real difference, but then we can get instantly back up to normal speed, which is what my students need to hear most of the time. I tell them that slowing down for a minute can be useful, but they need to learn to listen fast.

Jeff Brown, Averill Park Central School

For several years, I have assigned my level 4 students to write an "introduction to their lives" in a style copied from [French language rap artist] Diam's in her "Introduction" to the song "*La boulette*." In the past, this has been a relatively generic assignment of listening to her spoken "Introduction," filling in blanks to check comprehension, and writing their own "Introduction." Since Diam's piece involves imagining the world and its continents, zooming in on particular places relative to her early life, I thought it would make sense for students to create a **Google Earth Tour** where they narrate their respective "Introductions" while recording the "Tour." I became aware of Google Earth Tours as the direct result of a superintendent's conference day where several Google Apps were presented and discussed. I spent hours the following weekend teaching myself how to make a tour so I could show my students the final project. We started our projects by use of a laptop cart during class time. For students who didn't finish in class (only a very few were able to do so), they continued at home or after school with computers in my room. Google Earth does have some glitches, which was the largest source of my frustration. I would call the project a success since each student completed an introduction and a narrated Google Earth Tour. Students enjoyed the project but were similarly frustrated with the glitches inherent in Google Earth. I invited my principal, assistant principal, superintendent and

assistant superintendent to my classroom to see the results. They all seemed impressed and I have heard second hand that the superintendent has referred to this project in other conversations. I presented this project at the SUNY Albany University in the High School French teacher Atelier. I would most definitely integrate this project again with level 4 students and I'm looking to expand it to level 3 when we do an activity about giving directions from our high school to their homes - a Google Earth Tour would be a great tool for this, albeit a tool with several glitches. [Editor's note: You can read more about Jeff's Google Earth Tour in his article later this issue.]

The author would like to share his many thanks to all who contributed their ideas to this article. If you have additional success stories that you would like to share with the world, NYSAFLT encourages you visit: <http://www.nysaftl.org/facebook>

If you are interested in contacting any of the contributors directly, please contact NYSAFLT Headquarters at hq@nysaftl.org.

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Improving Students' L2 Oral Proficiency through Common Smartphone Uses

Harry Grover Tuttle, Ed.D.

Onondaga Community College

In 2010 more people bought smartphones than any form of computers (Soloway, 2012). Teenagers make up the largest growing group of smartphone owners; within the past year, they increased twenty percent in their purchasing of smartphones (Nilsenwire, 2012). Foreign language teachers can have their students use common smartphone apps to develop their target language speaking (Tuttle, 2013). A variety of tools on their smartphones can provide meaningful contexts for promoting greater oral proficiency as students talk about their everyday lives (Chih-Ming and Yi-Lun, 2010).

Photographs

When studying Family, students could share the photos of their own families as they describe a family member or as another student asks about a family member. As students interact around the topic of Leisure, they could narrate a series of pictures of their Saturday activities, or be interviewed by a partner. Language students could also take photos that show contrasts. For House and Home, students could take pictures of two different houses, one that they really like and one that they dislike. In class, the partners could compare and contrast the two houses and then attempt to guess which house the photographer preferred.

Videos

Students could record videos of themselves in which they talk about common topics. Since students have their smartphones with them, they could record conversations not only with

their fellow students but also with native speakers of the language. They could practice for a few minutes, and then record. Equally important, students can narrate a video of themselves in which they show the sports or activities that they do each season.

Texting

Students could text their friends to help them find a native speaker who is in the area; usually students quickly find a native speaker who is willing to spend six minutes with them.

Audio

Students could listen to over twenty shopping sentences in Spanish through the app, “Hola” (Tuttle, 2012). Students would listen to these sentences or questions until they felt comfortable saying the sentences. Next, students would recombine these sentences to make up their own shopping conversations involving a store in their community.

QR codes

Foreign language learners could also listen to news or weather reports that the teacher has pre-selected for them with a QR code. The students would use the smartphone QR code app reader, focus their smartphone on the QR code, click on the link, and begin to listen to the radio station. Next, they would summarize the day’s news or weather to their partner who has also listened to the same information. The partner would verify that the summary included the critical parts from the recording. If students listened to a weather report, they could tell what they would do or wear based upon the forecast.

Voice recording

The teacher could give students a speaking situation or context and review some basic

recording hints. Then, the students would use apps such as voice memo (iPhone) and netMemo (DROID) to record their own narratives or conversations with ease; they would simply open the app, press “Record” and, then press “Stop” when they have finished. Finally, they would just click on “share” or “email,” type in the teacher's email, and send the file to the teacher. If they based their conversation on a specific scene such as the school cafeteria, they could take a picture of the scene and email that picture to the teacher.

Surfing the web

During a Sports and Leisure unit, students could go to the Google images for their language area (google.es for Spanish, google.fr for French, google.com.hk for Chinese, google.de for German, and google.it for Italian) and find images of cities and villages in the target area which they describe in the target language. Students, in pairs, could contrast two different cities in the target area after looking at several images of each with their own city. Also, students could search together for two restaurants in a specific city and decide which of the two they prefer going to and why.

Timers

In class, students could set their timers for three minutes and try to speak about a pre-determined topic until the time ran out. For example, after studying Mealtaking, students could discuss their favorite meal with many details while the partner keeps track of the number of sentences until the timer app indicates that three minutes are done. By timing themselves, students have one way to assess their fluency during a fixed time (Tuttle, 2013). The more sentences the foreign language students can say in a fixed time, the more fluent they are. Likewise, students can see for how long they can talk about a topic such as a party by using the smartphone's stopwatch function. The partner would start the timer and the speaking student

would begin. The listening partner would make a slash for each comprehensible and appropriate sentence. If the speaker pauses for more than ten seconds, the time would stop. The listening student would record the total time and the total sentences. Next, the listener would become the speaker for a different topic.

Foreign language teachers can develop their students' oral proficiency through common apps on their mobile learning devices. Teachers might want to ask their students what other apps they commonly use to see how those apps could be incorporated into the students' foreign language learning.

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- Education and technology <http://eduwithtechn.wordpress.com>
- Modern language blog: <http://bit.ly/imprml>
- Spontaneous speaking activities are located at: <http://bit.ly/tpthtuttle>

The Future of the Future:
What Technology *May* Hold for Us in the Years to Come

Kenneth I. Hughes

NYS AFLT Director of Social Media and Technology

I love to think about time in terms of technology. I love to remember what I thought was the rage, the latest cutting-edge technology tool that would revolutionize the world. Every one of us can remember a time in our lives when a new technology came out that the world told us was a must-have. For me and my short 36 years on this earth, I could reference some of the most marvelous and wonderful technological advances possible: I remember when I would actually pit a cassette tape player and a brand new shiny and impossibly created compact disc in a competition to see which could advance to a song deep within the album the fastest. That cassette tape player never had a chance. I remember in college learning about “telnet” which was all the rage back then. I couldn’t believe that I could access plain text content on a topic of my choosing from another computer somewhere in the world. Amazing! I remember sending and receiving my first e-mail communication with a friend at RIT (this was a life changing experience for me!), touching a SMART Board for the first time and even gathering in a virtual meeting room to participate in NYSAFLT meetings and webinars.

Where were *you* 10 years ago? Were your schools online and connected to the interwebs? Did you have a webpage? YouTube, Facebook, Twitter and a thousand other social media conglomerates were either just being born in dorm rooms or parents’ basements or they weren’t even conceived yet. I remember

distinctly a time when I gave a workshop at the NYSAFLT Summer Institute at SUNY Oneonta on Technology Tools in the LOTE Classroom (it may have been 2003 or 2004). A packed class of eager LOTE colleagues wanted to know from me what I thought was the latest and greatest technology that they could bring back to their classrooms. I distinctly remember being asked—in my extreme newness to this technology—about a new fruit-named handheld device: “What’s a Blackberry?” I had only heard about it maybe once or twice on television, but I attempted to provide an explanation of what it was, what it could do, and how it could have benefits to the LOTE profession. A Southern Tier colleague recently reconnected with me and reminded me about that workshop: “Do you remember when you were talking about a Blackberry and we all thought you were talking about some piece of fruit?” How fast our lives move and change!

With this article, I wish to share with you some out-of-the-box thinking for what I predict could be our technological future in the year 2017 through 2022. I am going to attempt to bring you up-to-speed on ideas and innovations that may be coming into our schools and classrooms within the next five to ten years.

As Patricia Hutinger (2000) warns us, changes in technology will be massive, but could “provide a cornucopia of tools for learning”:

The technologies we know now will change and merge, at an increasingly rapid pace. In 1965 Gordon Moore, founder of Intel, predicted the exponential growth of technology. Moore's law postulates that the processing power and speed of any electronic calculating device will double every 18 months. At the same time, the

price for that technology will decline approximately 35% a year relative to the power. If this continues to be true, researchers will have an abundance of exciting new tools to use as they study the curriculum and children of the future. Those tools will not only be more powerful than we have now, they will cost less, making them affordable for research, for schools, and for families.

What I offer you here is a glimpse into the LOTE crystal ball to see what is really far out there. If we are bound to intersect with even one of these technological ideas that I'm going to present in the near or distant future, then I want you to be on the ready and not caught off guard. I want you to "know what you don't know" now so when the time comes, you are fully ready to embrace, integrate and master "the latest and greatest gadget" for the benefit of your students in your LOTE classroom.

Google

This Internet juggernaut is, in my opinion, the most innovative and forward thinking company in the world. Better than Apple. Better than GE. Better than any car company out there. I used to think that Apple was the top dog in the future of research and development, but their products are fairly limited to devices, software and computer hardware, even though they removed the "Computer" from "Apple Computer" many years ago.

Google is way more than the world's favorite search engine. They are constantly developing new technologies in all areas of life. If you have an account through Google, and you look at the top of your screen once you log in, the gray bar

at the top (<http://www.google.com/intl/en/about/products/>) will certainly bring you to the tip of the iceberg in terms of what they offer. A review of this list would lead one to believe that they have left no stone unturned when it came to examining all parts of our lives and then developing and deploying some tool to help make that part of our lives easier to lead. Here's what's new for Google:

- **Google+ Hangouts:** <http://www.google.com/+learnmore/hangouts/>

This is the latest way to stay in touch with your friends via videoconference. When I look at what they offer, I get the sense that they review what their competition does (Skype, GoToMeeting, Facetime, etc.) and they find a way to make it easier to use and easier to access.

- **Bookmarks** – allows you to store your favorite webpages in an online environment, similar to other social bookmarking products (Digg, StumbleUpon, Pinterest, Delicious, Diigo, etc.)
- **Books** – allows you to search the full text of books. You can browse magazines, the classics and other great pieces of literature. I just did a Books search for *Le Petit Prince* and the entire book is there (in English) for me to read on-line, for free. (Want the French version, visit: google.fr –or the country of your language—and do a similar search!)
- **News** – search international and domestic news stories. A translation into or out of the target language at Checkpoint C for example becomes an instant current event lesson.
- **Maps** – an excellent way to look at locations, directions and see what the world looks like from StreetView.

- **Docs and Calendar** – both are fantastic ways of collaborating with groups in the cloud. NYSAFLT currently uses both of these technologies to keep our staff and other key leaders up-to-date on what is going on within our organization. Your classroom is no different ... consider the power of these free services to reach your students in new and inventive ways.
- **Google+, Groups, Orkut, Blogger, Knol and Reader** – each one of these Google applications allows those in your world to come together in a virtual way. The need for physical proximity to accomplish tasks has been greatly reduced because of ideas and opportunities such as these. Dig in to what these products offer and stay tuned to what will come in the years ahead for what we're currently seeing won't be the gold standard in the future.
- **Google Glass:** A new perspective to language learning – You just have to see this to believe it:
 - <http://www.educatorstechnology.com/2012/08/google-glass-new-perspective-to.html>

So, what do I predict with respect to Google? I foresee a lot more innovation and lots more thinking that is way ahead of its time. I predict Google will continue to scour the world for the best examples of innovation that they aren't already a part of and they'll create a better mousetrap. Look for them to develop stronger and more effective ways for individuals to connect in real time, through personal computing devices that bring video, audio and 3rd party content right to your fingertips. Look for them to develop ways in which we can interact with anyone at anytime regardless of where they are in the world. Look for them to develop ways to

strengthen learning communities, for children, teens, young adults, adults and seniors. Look for them to simplify complex areas of our life through software and hardware. I predict that they will team up with the Gates Foundation (or some other national or international foundation that supports educational endeavors) to bring new and game-changing technologies to the field of education that will allow students and educators to collaborate at a moment's notice with other students, educators and professionals.

Pay attention to Google. Who will be working for Google in the coming years? Our students. And we have always marveled at how good they are with technology, how they seemed to have been born with an iPod in their hand. Well, these babies are graduating from high school and college in the next five years and many will be thirsty for careers in the technology field, bringing with them a prowess and intuitiveness in the instructional technology field that we can only dream of. They will be the ones who continue to change the world with their out-of-the-box thinking and their fearlessness for change. Research what they are offering (which is almost always free to use) and determine how best you can use what they offer in your classroom. You may be surprised at what you can bring to your students for little to no cost. Here are some examples:

eTextbooks

For years, contemporary textbooks have appeared to be more troublesome than they're worth. When I reflect on the role of a textbook in my life, I am reminded of the following:

Textbooks are heavy. Parents and educators alike have cried foul on all of the textbooks that children have been required to carry. I never liked seeing a 50 or 60 lbs. elementary school student carrying half his or her weight in textbooks either to or from school. Leaning forward so as not to fall backwards, this iconic image of a child with all of this “knowledge” in their backpack never set well with me. What was education doing to the spine and shoulders of this child? For the physical health of a child, I’m more than happy to forgo textbooks.

Textbooks are outdated. Do you remember when the individual European denominations all switched over to the Euro? Not only was it a huge transition in the world financial markets, but it also was a major shift for hundreds of thousand of textbooks all around the United States, if not the world. Major changes were being made in the world and I am going to venture a bet that many of you in the teaching profession at the time of this conversion were required to teach with those outdated textbooks that did not reflect the current economic times. How frustrating was that? How unjust to our students was that?

Textbooks limit creativity. When I first started teaching, I really appreciated the crutch that the textbook provided me. It guided me through a curriculum at a time when I didn’t have a set curriculum for my classroom or even curriculum maps to reference. I did what my LOTE teachers did when I was a student, went through the book sequentially and supplemented my creativity with what was in the book. Chapter 3 was the weather chapter and we had to cover it because New York State told me I had to. We’ll do a weather project to make the chapter more fun. But my lessons and my ideas were grounded in what the textbook was telling me I *should*

do. If you've ever heard me speak in workshops around the state, you will know that I believe that second to art teachers, foreign language teachers are the most creative people I know. There came a time in my maturation as a teacher when I didn't want to use a textbook anymore; I knew the curriculum that I had to teach and it was up to me to create the excitement and enthusiasm for the thematic unit at hand. I didn't want to be told how to be creative or what to do, I wanted to explore that on my own and attend conferences and workshops with colleagues who could inspire me to be and do things I never thought possible.

Textbooks are expensive. How much is your textbook budget in your school? \$75,000? \$100,000? More? I remember as an Assistant Principal, my school (as I'm sure many other schools can attest to) was on a rotational textbook schedule. This meant that every five or six years, a different grade was allocated budget money to upgrade their textbooks. I'm sure that all educators would love to save \$100,000 or more and reallocate that money to another area of the budget while still offering students the content that they can get from textbooks.

This is where I believe eTextbooks will really come on strong in the near and distant future. I think they are trickling in now. I attended a regional workshop in Plattsburgh this past year where one of the presenters had actually published his own eTextbook for his class. He created it from scratch based upon the topics that he covered in his lessons. It was unique to him, unique to his school and to his students. The images and content he used were specific to his environment which allowed him and the students to create more meaning and have more fun because they were working with ideas and tools with which they were already familiar. Why

settle for a picture of a French home interior to showcase what a “typical” French home looks like when you can create an eTextbook that allows you to post comparative pictures of country homes vs. city homes vs. a student’s home vs. an apartment, etc. You, the teacher can become the author and you, the teacher can highlight what you feel is most important when it comes to a particular unit or theme of study.

Once Boards of Education and educators at all levels can surrender to the fear of change with respect to the timeless tradition of handing out textbooks at the beginning of the school year and hopefully collecting the same ones at the end of the school year, and move past the idea of “That’s just what we do,” I firmly believe that eTextbooks will play a major role at all levels of education and we’ll wonder why we ever did it any other way. Think about how many textbooks your average \$400 iPad can hold—hundreds of thousands, if not more! That’s a lot fewer backaches and headaches for all. Want to get ahead of the curve? Search Google’s “create your own ebook” and let the fun begin!

Twitter and Text Messaging

These two pieces of technology are immensely powerful. Look at how Twitter specifically helped those who chose to rise up against tyranny and oppression in the Arab Spring. The information was in the power of the people. These instant reporters were able to gather support, both domestically and worldwide, for their cause because of their 140 character tweets.

Dino Grandoni (18 July 2012) details how texting is the preferred method of communication for teenagers over phone calls. He further cites the CEO of one of the

largest American phone carriers who predicted that in the next 24 months, phone companies would be offering “data-only” plans to support the rise in texting and instant messaging.

I predict that teacher-student and student-student sharing of educational information will increase exponentially. Currently, most of our schools have cell phone bans because many believe that students don’t know how to properly use them and they become a distraction instead of an enhancer. As a principal, I allowed and encouraged my students and my staff to use their hand held devices and other applications connected with these devices to supplement the educational process as often as possible, with teacher consent. These micro-devices are smarter and more powerful than most of the technology we have invested in our schools. Students are engaged and intrigued by them while many teachers also have them, too. I believe it is fear of the unknown, of the institutional change and lack of training and professional development that keeps text messaging and Twitter from being more mainstays in our educational institutions.

Do you want to stay more connected with your students? Do you want your students staying more connected with you, with your class, with your content? Consider ways of integrating Twitter and text messaging into your classroom. Need ideas on how to do that today? Do a Google search for “twitter foreign language classroom” or “texting foreign language classroom,” and then, when you have developed some really out-of-the-box ideas that have been tried and tested in your classroom, consider presenting a workshop at a NYSAFLT conference to potentially inspire a colleague to do the same. At some point in the future, this technology may

reach a tipping point where finally everyone is doing it. Wouldn't you like to be on the cutting edge of that wave?

Active Learning Classrooms

Perhaps this explosion of technology will foster more and more active learning classrooms where students work in teams, and collaborate to solve challenges that teachers pose. These challenges wouldn't be simple ones that engage the lower levels of Bloom's Taxonomy. They would be deeper project-based lessons that created an environment where students were allowed to help each other solve a problem posed by the teacher. Using individual technology resources and having access to their own whiteboards for sharing what they've learned, these students would team up and attempt to solve the problem at hand. Eventually, each team would share its findings and teams would be allowed to question other teams about their method or process.

Our current system promotes individual learning, but if you look at many of the careers that our students are working towards, there is very little individual work. Even we teachers don't work individually, and we really aren't even encouraged to. We're constantly encouraged to talk with colleagues, to learn ideas from others and bounce those ideas off others to see how we can hone what we've created to make it better for our "consumers". The future of our world is a collaborative one, whether in face-to-face meetings at advertising agencies or via the use of virtual social media. Have you ever thought, "What will be the next Facebook of our time? What will be the next college dorm room discovery that will change the way we live our daily lives?" I'm excited to find out!

If you look at these predictions, they all lead to one centralized theme: Virtualized Learning Classrooms. I believe that the education system will always need caring teachers with an understanding of interpersonal communication skills to educate children. The process and method in how that is accomplished is what I argue will change over time. The 2000s were just the beginning of us getting our feet wet with technology. Ten years ago we marveled at our rudimentary abilities to video conference with another school (after you secured the library and the help of the librarian who was the only person in the school who knew the magic codes to fire up the mega-software to get a camera and computer connected over a weak signal at best with another group similar to yours in another part of the world). Now, we can bring up Skype, Facetime or any other number of *free* tools right in our classrooms to accomplish the same result. What will we be doing in 10 years? Looking at our watches and videoconferencing on them? There are infinite possibilities to where the instructional technology field will take us.

So what can you do to stay ahead of the curve? Stay involved in the conversation. Attend conferences and workshops that will take you out of your element and challenge you to think different. We know that it was those people who thought different that ultimately changed the world. We may not change the entire world, but we may have the influence and ability to change the world of one of those young faces in our audience.

According to Diana Oblinger, a former IBMer and previous vice president for information resources for the 16-campus University of North Carolina system, when asked "What should educators be doing now?" she replied:

First, be prepared. Before incorporating IT tools, it is critical to ask, "What is distinctive about my institution?" and "What do I want to deliver to my students?" Then institutions can apply IT tools to enhance that distinctiveness. There is always a strong temptation to take a plunge and pursue the latest, greatest thing that another institution is doing, but that achievement may not be appropriate for your institution.

Second, be supportive. ...As we better automate and integrate the information flow, employees have more time to do the very human kinds of things that they excel at and that probably drew them to the college environment in the first place. Rather than pushing paper, staff can interact with students, for example. Perhaps more importantly, IT makes it possible to better inform educators about their students, which is critical in areas such as advising.

Lastly, be forward thinking. Educators need to rethink how they value IT... We have to step out of the box if we want to find the real value of IT; I suspect that its ultimate value will be located in the ways that it helps us strengthen lifelong relationships rather than in the way that it automates student records.

I highly encourage you to step out of your own box and ask the tough questions regarding how technology now and in the future can improve and make more efficient what you do in your LOTE classroom. Asking the tough questions may lead you to wonderful answers you may have never thought before possible. Stay connected to what is happening, be forward thinking and don't be afraid. As I've said

countless time before, as long as you don't drop it, you probably won't break it!
Good luck in your pursuit of excellence in education!

Ken Hughes is the former K-12 Principal at Elizabethtown-Lewis Central School. He has served as NYSAFLT Webmaster and NYSAFLT technology specialist since 2001. A French and Spanish teacher for 8 years, he was a NECTFL Mead Scholar and a recipient of the NYSAFLT President's Award. Ken has presented at numerous NYSAFLT conferences and written articles for NYSAFLT on topics ranging from technology integration to landing the job you deserve.

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Popcorn and Publishing: www.studenttreasures.com

Joanne M. Telfer

Morris Central School

The teaching of Languages Other Than English is a lot like making popcorn; you can stick to the basics and the tried and true, or you can embellish and add lots of extras. For popcorn, it might be extra butter and seasonings; for languages, it is often the integration of technology that makes the experience richer and more fulfilling. Perhaps the most popular method of including technology in the LOTE classroom is through the utilization of the Internet.

As LOTE teachers, we are constantly trying to incorporate fun and innovative ways to integrate culture into our lessons. One of the greatest resources I have found on the Internet for my Spanish classes has been www.studenttreasures.com. This website offers the students the priceless opportunity to be published authors. Each classroom is able to publish one hardbound book, complete with illustrations. The program asks what level the class is: elementary, middle, or high school, which informs the price for the package. You can also choose to publish on-line, but being a paper-and-pencil type person, I chose the hard copy. Here's the protocol:

- Go to www.studenttreasures.com and choose the package that fits your classroom. They will then send all the materials you need to create the book of your dreams. You can choose lined paper (good for the little ones), plain paper (good for free-lance writing), landscape or portrait layout. You get the paper, the blank for the book cover (I usually have an artistically-talented student in the class create the cover), and all the information you need to create the perfect book.
- Choose your publishing date.

- Have the students work on their project and when it is ready, (before the publishing date) send it to *Studenttreasures.com* in their prepaid package with all of the necessary paperwork included. Be sure you include the order forms (both for those who are ordering a book and for those who have checked “no thanks”). From experience, I can say, DON’T USE PEN OR PENCIL—have the students use Sharpies or type the work. When illustrating, colored pencils and crayons don’t reproduce well; instead, use markers, preferably Sharpies. They seem to have the purest colors that transfer the best from original to publication.

- Once *studenttreasures.com* receives your package, your job is done. You just have to wait! You usually will receive the finished product within a month (depends on your publish date).

By requesting my package via the “online” chat, I received it at no charge—as long as I sent an order form home with each student. There is no obligation; students can either buy a copy of the book (about \$20) or check “no thanks” on the order form. These order forms *must* be returned with the manuscript to the publishing company. The school gets one hardbound copy in its original and authentic form *free!*

I use *studenttreasures.com* to integrate target culture literature into my Spanish III class by publishing a book of odes, à la Pablo Neruda. Our unit begins with an overview of Neruda’s personal life (using the Internet as part of the research for authentic text), his political life (using the Internet as part of the research for video, podcasts, etc.), and his poetry and odes (again using the Internet and YouTube to view Neruda himself reading his poetry and odes). We then write our own odes. Usually we create a theme for the book and incorporate that theme into our book. The students then illustrate their odes, some students draw their illustrations, others use clip art or personal photos to illustrate their odes, and we send the book off for publication. This process

improves critical writing skills, meets Common Core Standards, is cross-curricular and, once the book is in the hands of the students, there is a great sense of pride and accomplishment.

The folks at *studenttreasures.com* say that we as teachers have enough on our plates, but if we partner with them they will help us achieve our reading and writing objectives. As a firm believer in the powers of *studenttreasures.com*, I can assure you that seeing that sense of pride on the faces of my students when they receive their copy of the book that they themselves wrote and illustrated is worth every minute of the already simple process.

As LOTE teachers, we are always searching for that something different, something new, and something innovative. Using *studenttreasures.com* is a great way to bring something new and fresh into the classroom. Now, if you'll excuse me, I have a hankering for some popcorn!

Joanne M. Telfer has been teaching for 17 years, 8 of those years as a Spanish teacher at Morris Central School. She is also the Senior Class Advisor, Senior Play Director, Drama Club Advisor, and Spanish Club Advisor. She is married with two sons, and lives in Hartwick, New York.

Google Earth Tours and Music

in the LOTE Classroom

Jeff Brown

Averill Park High School

Ever since listening to a presentation at the 1992 NYSAFLT Annual Conference given by David Graham (aka Mr. Québec), I have incorporated contemporary francophone music into my lessons and class projects. Teaching has been a musical journey—from the bootleg cassette tapes of the 1990s, to the accessibility of the most current francophone hits of today available on the Internet. Music is an effective way to bridge the generation gap and remind students that French is found in the real world, not only in textbooks.

In 2004, before the advent of YouTube, a friend sent me a CD/DVD compilation from France (*Rue des chansons*) that included contemporary French songs and their accompanying music videos. One of the songs, “Deux pieds” by Thomas Fersen, became the classroom anthem and its cel-shading and toon-rendering video, played on a zone-free DVD player connected to a television, was an instant hit.

The year 2006 brought *Dans ma bulle*, the year’s best selling album in France. In her spoken, one-minute “Introduction” to the song “La boulette”, Diam’s (aka Mélanie Georgiades) led us on a short, step-by-step tour from her native Cyprus, across the Mediterranean Sea, into France, to the Paris region, to her neighborhood and finally inside her childhood bedroom. If you closed your eyes, you could imagine the path you were following.

Always on the search for projects with cultural relevance and still interested in incorporating contemporary music into my lessons, I had students in French 4 write similar introductions about themselves. They started in some far-flung region of the world and eventually brought the reader back to their childhood homes in Rensselaer County in the Capital District of New York. By mimicking the style of Diam's, the assignment was non-threatening since the template was established and necessitated only slight tweaking for personalization.

In 2011, on the first day of teacher meetings, I attended a presentation about the Google applications available to my school. The most intriguing one was the Google Earth Tour function. Finally, I found a way to bring the "Introduction" assignment into the 21st century and, I hoped once again, to bridge the gap between teachers and students.

Most students and teachers are already familiar with Google Earth but are unaware that you can record a narrated, personalized "tour" where you essentially zoom in and out, make the Earth turn, and describe what you're doing along the way. This narration function allowed students to read their written introductions and synchronize them with their manipulation of the planet. It took me a weekend to become proficient in the application before I assigned it to my classes. To get started, I relied heavily on Google Earth Tips, which comes up when the program opens. Essentially, when you have the Earth the way you want it, you put a "place mark" from the tool bar at the point of interest (the Earth from outer space or your house seen from "street view"). Save as many place marks as you wish, put them in order, and narrate as you click each one in succession.

You can use this application in many different ways. Language students can use Google Earth Tours to show and narrate the path they take from school to their house. The street view option can highlight a well-known monument or almost any spot on the globe. With practice, you can play a song from external speakers to a microphone and click between places mentioned in the song (“Burn out” by Helmut Fritz, “Hello” by Merlot, etc...) or read the lyrics out loud. No matter the language, students can lead a spoken tour of an historical nature, or illustrate a hypothetical excursion. The final product can be saved and emailed to the teacher or anybody else. With Google Earth Tours, your imagination will take you far outside the classroom and, before long, students will want to apply this skill to other core class projects.

[Editor’s note: Jeff’s Google Earth Tour activities are also cited in Ken Hughes’ article, “Tech Success! Ideas and experiences to inform and motivate,” earlier in this issue.]

Jeff Brown teaches French at Averill Park High School. He has presented several times at both the NYSAFLT and COLT Annual Conferences. He earned his BS from St. Lawrence University and his MAT from SUNY Albany.

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INCOME	2013	EXPENSES	2013
300 Membership*	\$ 69,000	210 Board of Directors	
300 Organizational membership	\$ 600	Board Of Directors	\$ 10,000
303 Advertising	\$ 5,000	Executive Committee	\$ 2,000
310 Publications**		211 Headquarters	
311 Regional Meetings		Administrative Assistant HQ	\$ 5,000
Regional Meeting Income	\$ 6,150	Payroll taxes	\$ 400
Regional Meeting Insurance		Assistant Director	\$ 5,150
314 Annual Conference		Payroll taxes	\$ 400
Booths	\$ 14,000	Executive Director	\$ 24,500
Corporate Contributions		Payroll taxes	\$ 1,850
Pre and Pst Conference		Webmaster	\$ 5,150
Program Ads	\$ 1,500	Payroll taxes	\$ 400
Registration/Other	\$ 38,000	Operations	\$ 10,625
Signing Bonus		Supplies	\$ 1,000
315 Merchandise	\$ 1,500		
316 Webinars	\$ 5,000	212 Equipment	\$ 1,500
318 Colloquium	\$ 5,500	213 Journal	
Booths		215 Committees	
Corporate Contributions		216 Sunshine Fund	\$ 250
PreConference		217 Membership Development	\$ 5,000
Registration		218 Merchandise	\$ 1,000
Meals/hotel		219 Affiliations	\$ 8,500
319 Summer Institute		220 Officers Expenses	\$ 100
Booths	\$ 1,000	224 Regional Meetings	\$ 4,500
Corporate Contributions		225 Insurance	\$ 1,500
Registration	\$ 13,000	226 Webinars	
320 Donations	\$ 3,000	Honoraria	\$ 200
Fulvi		License subscription	\$ 1,000
Hahn		230 Colloquium	\$ 6,500
Ludwig		231 Summer Institute	\$ 11,000
Lyons		232 Annual Conference	\$ 41,000
Papalia		233 Funded Awards	
Rossin		D. Ludwig Mem. Award	\$ 1,000
Study Abroad		Hahn FLES Awards	
Zimmerman		Program Award	\$ 1,000
Unrestricted		Teacher Conference Award	\$ 1,000
TOTAL 320 Donations		Teacher Incentive Grant	\$ 1,000
410 Non-Restricted Interest Inc.	\$ 2,000	Papalia Award - ACTFL	\$ 200
411 Papalia Interest Income	\$ 25	Rossin Award	\$ 200
412 Ludwig Interest Income	\$ 1,000	Zimmerman Award	\$ 500
413 Fulvi Interest Income		233 NYS AFLT Awards	
414 Rossin Interest Income	\$ 25	Annual Conference Scholarships (4)	\$ 600
417 Zimmerman Interest Income	\$ 500	Best of Annual Conference Stipend	\$ 250
418 Hahn Interest	\$ 3,000	Dominican College Award	\$ 25
420 Corporate Support		Fulvi Scholarship	\$ 1,650
415 Securities		Graduate/Post-Bacc. or Undergrad. Schol.	\$ 500
		James E. Allen Award	\$ 100
		K. Lyons Mem. Scholarship	\$ 300
AC Scholarships 4@ \$150 - no hotel		NECTFL TOY Nominee Stipend	\$ 300
		Rochester Regional "Fund an Idea" Grant	\$ 150
		Summer Inst. Scholarships	\$ 600
		Teacher Incentive Grants	\$ 200
		Teacher Travel Scholarships	
		Costa Rica	\$ 250
		France	\$ 350
		Germany	\$ 350
		Italy	\$ 350
		Mexico	\$ 250
		Quebec	\$ 150
		South America	\$ 350
		Spain	\$ 350
		Undergrad Scholarship	
		234 Ballots and Elections	\$ 1,200
		239 Nominations Committee	
		240 Public Advocacy Committee	\$ 100
		241 Foreign Language Week	
		243 Videocast Contest	\$ 250
		244 Capital expenses special	
		245 Banking Fees	
		Bank Fees	\$ 50
		Credit Card Fees	\$ 6,000
		250 CPA Fees	\$ 1,200
		251 Legal Fees	\$ 500
	\$ 169,800		\$ 169,800