A. Traditional Technologies

- Films/Videotapes Sample Lessons
- Audiocassettes Sample Lessons
Traditional Technologies: Films, Videos Audiocassettes, and Multimedia Labs

I. Using Commercial Films and Videos

Benefits Much has been written about the benefits of incorporating films and videos in the foreign language class. Both offer a powerful teaching and learning tool, provide a culturally appropriate and contextual background for language learning, and connect students with the most influential means of communication today: TV and movies. With both videos and films, the students’ level of comprehension is facilitated by the contextual and linguistic clues provided by the visual image. Students rely on sights and sounds as they make sense of the message.

Besides the obvious language benefits, the students are exposed to visual images where the characters live, feel, and react according to special situations (Arey, 1993) and where language and culture are intrinsically intertwined and used for a purpose.

Concerns However, “one of the criticisms of the use of video in the classroom is that it is a one-way medium and by itself is not interactive. This inherent nature of electronic media... presents a challenge for the instructor to make the video/TV interactive and to elicit input from the students” (Manning, p. 456).

Another area of concern involves the complexity of the language. The authentic language can be frustrating to beginning and intermediate students who lack the linguistic skills to comprehend it and who feel that the native language is often complex, lengthy, and inaccessible. These learners need help to comprehend the text. To assist them in this endeavor, teachers can design for individual and group work appropriate tasks which are carefully structured to make the language manageable and
accessible. A clearly designed task helps students focus on the type of information they are to extract from the film and/or video clip. Each task is organized around a three-step process:

1) pre-viewing  
2) during viewing  
3) post viewing

(For additional strategies refer to the section on “Accessing Authentic Oral and Written Texts.”)

<table>
<thead>
<tr>
<th>Suggested Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Films and videos can last an average of 1-2 hours and are not easily adaptable to the schedules in individual schools. For this reason, teachers may want to limit the length of the sequence to be shown and may plan their viewing activities around specific parts or sections of the films and/or videos which reinforce, illustrate, and enrich a targeted concept. This set-up maximizes the benefits of using films and videos with beginning and intermediate students. Some educators have suggested limiting the length of movies and/or video clips to no longer than 10-15 min. showing parts again and again and pausing on a particular scene to allow for discussion and/or explanation.</td>
</tr>
</tbody>
</table>
* NOTE Color television broadcasting signals around the world differ considerably and are not compatible. There are three major standards for TV signals used in most of the world:

1. NTSC used in the USA and in 19 other countries
2. PAL used in West Germany and in 48 other countries
3. SECAM used in France and in 26 other countries

Thus an American NTSC TV will not be usable in other countries to receive PAL or SECAM signals or to play PAL or SECAM prerecorded tapes and vice versa, nor are PAL and SECAM interchangeable. There are several options for solving this dilemma.

1. A cassette can be changed from one system to the other by professionals with the proper equipment. To do so, contact: Media Consultant (919) 851-0123 or North Central High School 1801 East 86th Street Indianapolis, IN 46240 (317) 259-5301. Include $10 plus $3 shipping/handling (uninsured US mail) or an additional $5 if school supplies the blank tape. Include the country in which the videotape was made and the country in which you want to view the copy. In addition, many local photo shops offer this service.

2. Another option is to purchase a VCR which can accommodate PAL, SECAM, NTSC and their substandards. Such multi-standard VCRs are expensive but are worth the investment if a teacher has access to many foreign-produced tapes using another system and still wants to playback tapes from this country. Multi-standard system (player and monitor) vary from $900.00 to $2,400.00 and can be purchased from Cartridge King Co. 825 West End Avenue New York, NY 10025. (212) 749-0961.

II. Videotaping Students’ Activities

Benefits

While the use of commercial or cable programming is important in a technology-oriented classroom, the use of a VCR and camcorder combination should not be overlooked. Both afford teachers and students alike the ability to become active participants by creating for themselves instead of reacting to something created by someone else, and consequently their inclusion in the program generates student motivation and creativity.
Examples

There is a multitude of ways to include VCR and camcorder in the foreign language class. Some examples include:

- Recording roleplays, skits, projects, presentations, stories
- Sharing some classroom activities with parents during PTA/PTO nights
- Sending students out to tape a 5 min. segment of a special location (home, room, school, park, etc.) or event (lunch, wedding, athletic event) to be used for vocabulary expansion and personalization (Pelletier, p. 228)
- Exchanging information with penpals in other cultures
- Tracking students' progress

III. Using Commercial or Pre-recorded Audiocassettes

Benefits

The more traditional audiocassettes are another excellent source of input for the foreign language class. Audiocassettes, either commercial or pre-recorded, present the learner with a variety of voices, accents, intonation patterns, and rates of speech duplicating those encountered in real life.

Limitations

What the audiocassette does not do is to engage the listener in interactive speech. The listener's only control of what he/she hears is to stop, replay, or pause on segments which were not understood. He/she cannot interject, ask for clarifications, nor rely on other contextual clues so obvious in face-to-face communication and to some extent in video-cassettes.

For this reason, when using audiocassettes, it is important to select tasks carefully which correspond to the level of language of the learners. A beginner may be asked to listen to a weather forecast and to pick out the high temperature for the day in several given cities. A more advanced student,
might be asked to listen to the same weather forecast and to summarize what the speaker has announced. Thus, the same recorded text can be used in a variety of ways at different levels of instruction.

Pre-Recording
Teachers may consider pre-recording some activities. For example, visiting natives could be asked to record a series of short reports and messages such as those on an answering machine. Others may be asked to leave messages on the machine. Segments of broadcasts, could be recorded on separate tapes to create information-gap activities (Joiner, p. 91).

IV. Recording Students on Audiocassettes

Benefits
As with the videotaping of student activities, there are many benefits to recording students' language on audiocassettes.

- They can be used in an exchange program with students in another school or another country. This is especially useful, if students are unable to exchange videocassettes due to system incompatibility.

- Audiocassettes can be employed to chart a student's progress over the course of the year and be included in a portfolio. Some teachers assign each student a cassette at the beginning of the year, and over a period of several months, ask students to record a variety of assignments.

- Short audios can also be included in multimedia presentations (e.g., HyperStudio).
V. Multimedia Labs

Changes

Over the years, language labs have evolved from “tireless taskmasters” where rote repetitions, fill-in exercises, and unmotivating activities took place to learning environments where students access live or recorded satellite programs, communicate through e-mail or by using interactive video-conferencing with CU SeeMe, compare their voices to those of native speakers, work alone, in groups and pairs while at their workstations, access the Internet, CD-ROMs, and multimedia programs. Even the term “language lab” has become obsolete and has been replaced by “multimedia lab” to reflect the various activities taking place there.

Multimedia Labs

In more recent years, there has been a large increase in the number of multimedia labs to be found in North Carolina’s schools. (See list of multimedia lab providers in the Appendix.) Multimedia labs, typically, have multiple program sources such as cassette, video, CD-ROM, microphone, satellite, disc-player, etc.

Benefits

The notion that labs and technology promote language development and cultural understanding is one which is widely accepted by the profession today even though their implementation in the program is lagging. In a multimedia lab, students can access authentic, up-to-date materials which provide them with a sense of cultural awareness and which can engage them in relevant communications.

Furthermore, labs can be especially helpful in dealing with assessment. Teachers can have instant access to students’ answers, and students can monitor their progress through self-assessment by comparing their own voice with original speech, detecting and correcting their own mistakes.

Role of Labs

Multimedia labs offer many benefits to teachers and students alike; however, prior to investing in costly equipment, teachers have to be clear on the role of the lab in their language program. Sharon Scinicariello (p. 196) suggests asking the following questions:
• How is technology going to be incorporated in the curriculum?

• Will students be expected to work alone or in groups/pairs?

• Is there a need for more computer or video capabilities?

• Will students use the lab mainly in class or will they access it after class?

• What are the benefits of a lab for students?

• What are my expectations in terms of language functions?

The answers to these questions will help guide teachers in making the best decisions for purchasing equipment.

Cost

The high cost of multimedia labs should not be a deterrent to teachers wanting to involve their students in recording, listening, reading, and writing activities. Multimedia labs are versatile and can be expanded with various optional equipment over time. Some companies offer mobile learning labs which can transform any room into a wireless laboratory in a matter of minutes.

Role of Teachers

Multimedia labs and their technology are not the answers to all the problems facing foreign language education; however, they are a tool which can be used to enhance and facilitate foreign language learning and teaching. As with any other materials, their most effective use in an educational setting is in addressing the needs of the programs and of the individual students. Multimedia labs allow teachers to move into the role of facilitators who can provide guidance and strategies, and who can structure activities to match program goals and students’ language abilities.

Monitoring Students

Several teachers have expressed concerns about managing students in the multimedia lab. Because lab equipment is
costly, it is imperative to prevent any kind of physical damage to the machinery. In an on-line communication, Jeena Huntzinger suggests the following for controlling and monitoring what the students are doing at the computers and cassette decks.

We have a sign-up calendar for our eight foreign language teachers. When the class (averaging 15-25 fortunately) enters the lab, students must have only a pencil (no pens) and their lab materials (worksheets, cassette, diskette, paper). Any CD-ROM programs are checked out at the beginning of the lab session and then returned before leaving. All students fill in a form with a checklist of possible problems at their station: missing mouse, pen marks, etc. These forms are filled immediately by the teacher in charge in a period/day/week file folder in the lab. That way, if any teacher notices a problem, it is immediately apparent upon checking the folder what student was last at the particular station and whose student it was. A RPC (require parent conference) is issued for any damage done by a student. All lab privileges are suspended. We have not had many problems in that regard.

Jeena Huntzinger. {lajaca@worldnet.att.net}.
“Foreign Language Laboratories.” In FLTEACH {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. April 8, 1998.
A. Traditional Technologies

- Films/Videotapes
- Sample Lessons
  - How to View a Videotape
  - Videotaping your Surroundings
  - Who, What, With Whom, Why, Where, When?
  - Film Viewing and Writing Activity
  - You’re on the Air!
  - Buyer Beware!
  - What in the World?
  - Once Upon a Time...
  - Meet the Author
  - Illustrating a Grammar Point
  - Mythology at the Movies: Caveat Spectator
  - Ben Hur Cinquain

- Audiocassettes Sample
HOW TO VIEW A VIDEOTAPE

Carol Feige

Classroom Information:

Language: All
Time Needed: 1 hour

Language Level: All
Grade Level: All

Software: Commercial or pre-recorded videocassette focusing on one country

Hardware: VCR, television

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar context.

Procedures:

Here is a "generic" idea for the teaching of culture and for use with any video. I got the information from a SPICE summer workshop where the focus was on communication and culture. Basically, this is a note-taking method to get the students thinking about the culture presented in whatever video they are viewing. I have used this organizer sheet along with a travel video or a taped show such as ones from the Travelers. It is an especially good lesson to use when you have a substitute for a day.

- Step One
  Prepare a note-taking sheet for the students. The title reads: Information about (name the country). Divide the paper into a series of seven columns with lines separating each column. Write a column heading for each one (geography, history, politics, economy, society, esthetics, values and beliefs). Repeat these headings on the back of the page.

- Step Two
  Give the sheet to the students, explain what the categories mean, and have them write down what they currently know about the country.

- Step Three
  Have a brief discussion with the class about what they already know and how they categorized the information. Make sure students have concrete examples for each category.
• Step Four
  Show the video. Students take notes during the viewing. They write what they hear and what they observe about the country in the appropriate columns.

At this point you can do several things:

1. Have the class discuss the video, compare what they thought they knew about the country with what they have learned, and do additional study on the country.

2. Plan a group activity where students form groups of three or four students. A recorder fills in a new form based on each person’s notes and the group gets a group grade.

These notes can form the basis for a short report to be written out by the students or by the group.

Lesson by Carol Feige. {mhsfl@batnet.com} “Need activity ideas for “The Mission.”
In FL TEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. April 29, 1997.

Possibilities for Extension Activities:

Instead of writing a report, students prepare a HyperStudio presentation based on the notes they have taken during the video.

Interdisciplinary Connections:

  English Language Arts
  Information Skills
  Social Studies

Brief Description of Classroom Setting:

Not available
Classroom Information:

Language: All  
Time Needed: 20 min. per presentation  
Language Level: Levels I-II  
Grade Level: Grades 6-12

Software: None

Hardware: None

Other Equipment: Camcorder, videocassettes, TV, VCR

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words, phrases, and sentences in context.

Procedures:

After an introduction of words related to their immediate environment and daily activities, students are asked to videotape a brief (5 min.) segment of a location (school, bedroom, house, park, street) or event (lunch, wedding, athletic event). They are told not to say anything while the taping is taking place. After completing the taping, they are to prepare a brief narration of their video segment and present both to the class.

After seeing the video and hearing the narration, class asks questions and discusses what has been shown.


Possibilities for Extension Activities:

Students are asked to summarize in their own words what they have seen and heard using notes they had taken during the presentation.

Interdisciplinary Connections:

English Language Arts
Journalism
Brief Description of Classroom Setting:

To complete this assignment, students may have to use private camcorders to record scenes outside of school. Those students who do not have access to camcorders can use the school equipment and be assigned a location at school (e.g., lunchtime in the cafeteria, a game after school, etc.).
Classroom Information:

Language: All
Time Needed: One class (50 min.)

Language Level: Level I and II
Grade Level: Grades 6-12

Software: None

Hardware: None

Other Equipment: Camcorder, videocassettes, TV, VCR

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Ask and answer questions using learned material orally and in writing.

Procedures:

The goal of this activity is to review and illustrate, within the context of a free-standing activity, the use of interrogative pronouns and phrases. The class is set up for a press conference with the camera positioned so that both the questioners and the respondent(s) can be recorded. The activity is conducted with one student chosen to be the subject of the press conference. The identity of the person to be interviewed can be negotiated with the students who may be asked to play themselves or national, local, or foreign celebrities. The other students in the class represent the press. Another option is to invite a native speaker of the foreign language to be interviewed by the students who play the role of reporters.

Each member of the press corps then receives an index card on which an interrogative word such as Who, What, With Whom, Why, When, Where is marked, and each is told to prepare a question that would address the category of information indicated.

The news conference opens with an introductory statement by the interviewee, after which members of the press are invited to the microphone to ask their questions. Students who want to ask additional questions may do so after each student has had a turn at the microphone.

The press conference generally takes no more than twenty minutes to set up and record, leaving the balance of the class session for review and discussion.
The use of the camcorder adds a dimension to the activity that allows for either a broad or narrow follow-up discussion that can be conducted as a group or individual activity. Teaching segments can focus on content or clarity of the question or response, on the clarification of language usage, or on presenting and reviewing vocabulary, depending on the needs of the class or the individual. The recording provides an opportunity for immediate feedback.


Possibilities for Extension Activities:

- Students summarize the interview in writing. (They could use notes taken during the interview.)
- This tape can be used to show off the program to other audiences (PTAs, parents, administrators, etc.)

Interdisciplinary Connections:

- English Language Arts
- Journalism

Brief Description of Classroom Setting:

The class is set up for a press conference with the camera positioned so that both the questioners and the respondent(s) can be recorded.
Film Viewing and Writing Activity

Classroom Information:

Language: All

Time Needed: One class period

Language Level: Levels I and up

Grade Level: Grades 9-12

Software: None

Hardware: None

Other Equipment: Videocassette, TV, VCR

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Communicate present and past information by recombining basic vocabulary and structures orally and in writing.
- Compose paragraphs related to personal experience.

Procedures:

Instead of having students respond to content-based questions during/after having viewed a film, have them take notes during the film. When done, have the students write some sort of letter to a character in the film discussing a certain topic covered. For example, after having viewed a video on Versailles, I told my students, “You have just spent a week at the chateau courtesy of Louis XIV. Write to him thanking him for the hospitality. Remember to thank him for the activities, food, etc. and be specific so he knows what you are talking about.” My students let their imaginations go! My students enjoyed this activity much better than answering factual questions about the film and in addition, it allowed them to concentrate on writing which is one of our district focuses.

From: mammartin. {mammartin@gateway.net}. “Film Viewing/Writing Activity.” In FLTEACH {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} April 18, 1998.

Teacher may need to introduce the necessary expressions to be used in the correspondence following the viewing of the film.

Possibilities for Extension Activities:

- Based on the movie they have seen, students identify one topic they would like to know more about and research it using a variety of means, e.g., encyclopedias, the Internet.
• Using the newly learned expressions for letter writing, students contact the embassy of the target country to request information about a specific topic of interest to them.

Interdisciplinary Connections:

English Language Arts
Classroom Information:

Language: All
Time Needed: 2 weeks

Language Level: Level II and up
Grade Level: Grades 9-12

Software: Videocassettes

Hardware: Camcorder, TV, VCR

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.

Procedures:

Note: This activity follows an introduction to televised news media. Students have had the opportunity to look at several news programs from a variety of sources. They have discussed the kinds of information one would find in such broadcasts. This project is an-end-of the year project which gives students the opportunity to use a variety of language (both vocabulary and structures) in a real life setting.

Class is divided in groups of 4-5 students. Each group is responsible for presenting a 10 minute-news broadcast including the following: name of station, motto, emblem, music, world news, local and regional news, commercial breaks, weather, and sports. Students and teacher devise a rubric which will be used to guide their work and to assess their final product.

Day 1-5
In groups students decide on their format and choose roles and assignments. They begin their assignment alone or with the group. They resort to peer editing to guarantee the comprehensibility of their text. Finally, they turn in the group script to the teacher for final editing purpose.

Corrected scripts are returned to students and they are given 1 week to record their programs. Some groups prefer recording at home with their own equipment while others need to have access to school equipment. Class time (one class period) can be devoted to that or students can come before/after school.
Day 6-10
During the week, students extend their study to other media including paper media and electronic media.

Videos are turned in to teacher and viewed by the class. Students rate the group presentations according to the criteria listed in the following group presentation rubric.

Extension Activities:

- Students are encouraged to visit a radio or TV station and interview someone to find out how the shows are done. They report their findings to the class orally or in writing.

- Students can view pre-recorded sections of CNN and/or other broadcasts from the target language. They can compare and contrast using a graphic organizer, and/or they can complete a database or spreadsheet with the information they have collected.

Interdisciplinary Connections:

English Language Arts
Social Studies

Brief description of classroom setting:

No special accommodations are needed for this activity. Recording of the individual programs can be done in class or outside of school since many students have ready access to videotaping equipment.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility</td>
<td>barely understandable</td>
<td>some parts of the message are understood</td>
<td>most of the message is understood</td>
<td>clearly understandable</td>
</tr>
<tr>
<td>Fluency</td>
<td>halting and fragmentary delivery with many unnatural pauses</td>
<td>several unnatural pauses</td>
<td>few unnatural pauses</td>
<td>smooth delivery</td>
</tr>
<tr>
<td>Creativity</td>
<td>only basic information with no originality</td>
<td>basic information with some original thought</td>
<td>several creative elements</td>
<td>very imaginative</td>
</tr>
<tr>
<td>Preparation</td>
<td>needs more time to prepare</td>
<td>some parts are smooth and others not ready</td>
<td>well-prepared with minor delays</td>
<td>well-organized with props and presentation ready</td>
</tr>
<tr>
<td>Completeness</td>
<td>several of the components are missing</td>
<td>one of the components is missing</td>
<td>all the components addressed; some minimally</td>
<td>all the components fully addressed</td>
</tr>
</tbody>
</table>
Classroom Information:
Language: All
Time Needed: One week

Language Level: Levels I and up
Grade Level: Grades 6-12

Software: None

Hardware: Camcorder (with tripod if available), VCR, television

Other Equipment: Spanish/French/German commercial videos (e.g., those available from Teacher’s Discovery) or other sources of recorded materials, blank videocassettes (1 per group).

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- Make inferences and draw conclusions from simple oral and/or written passages about familiar topics.
- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.

Procedures:

- Teacher introduces the topic of advertising and with the class brainstorms and discusses the different techniques used by advertisers to sell their products.

- Students read, listen, and view several advertisements and determine the technique used in advertising (bandwagon, testimonial, sex appeal) according to the following chart.

<table>
<thead>
<tr>
<th></th>
<th>Bandwagon</th>
<th>Testimonial</th>
<th>Sex Appeal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisement #2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Advertisement #3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisement #4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisement #5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Technology: The Common Language, 1999
- Students discuss and justify their answers.

- In groups, students create an advertisement for a real or imaginary product using one of the specific techniques discussed. (Prior to this step, the teacher may want to brainstorm with the students vocabulary, expressions, and grammatical structures which are typically found in advertisements and may incorporate a mini-lesson on the imperative).

- Students (or teacher) videotape each group’s presentation.

- Students view the video and identify the techniques which were useful in advertising the products.

- After each presentation, everyone, including the group which made the presentation, evaluate the commercials using a rubric with student-developed criteria (see sample rubric on the following page). This rubric should be given to the students at the onset of the project to guide them as they work on their projects.

- Videos are used during open house to illustrate to parents what students can do with the language. Videos are also used during Foreign Language Week to be aired on school TV in the morning and to be used with classes in feeder schools as a means of generating interest in the foreign language.


Possibilities for Extension Activities:

- Students compare and contrast advertisements from different cultures.

- Students look for evidence of cultural bias and report on their findings.

Interdisciplinary Connections:

- English Language Arts
- Information Skills
- Social Studies
## Presentation Rubric for Commercial Project

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voice/Voice Elocution</strong></td>
<td>Student mumbles or speaks too quietly.</td>
<td>Student's voice is low and may be difficult to hear at times.</td>
<td>Student's voice is clear and presentation can be heard.</td>
<td>Student uses a clear voice and enunciates clearly.</td>
</tr>
<tr>
<td><strong>Creativity, Props, and/or Costumes</strong></td>
<td>Only basic information with no originality. No props nor costumes.</td>
<td>Basic information with some original thought Props and/or costumes not relevant to the task.</td>
<td>Several creative elements. Props and/or costumes could have been used more effectively.</td>
<td>Very imaginative. Creative use of props and/or costumes.</td>
</tr>
<tr>
<td><strong>Quality of Recording</strong></td>
<td>Image out of focus or not on the subject.</td>
<td>Image rarely focused and out of pace with the subject.</td>
<td>Image focused most of the time and following the subject.</td>
<td>Image clearly focused and following the subject.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Communicates very little relevant information.</td>
<td>Communicates some relevant information.</td>
<td>Most of the information communicated is relevant.</td>
<td>All information communicated is relevant.</td>
</tr>
</tbody>
</table>
Classroom Information:
Language: All
Time Needed: 3-5 days

Language Level: Level I and up
Grade Level: Grades 6-12

Software: A document educational film/cassette, CD-ROMS on the targeted country, PowerPoint or HyperStudio if available

Hardware: Television, VCR, computer with Internet access

Other Equipment: Wall chart

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.
- Identify major geographical features, cities, and regions of the target countries where the language is spoken and their show their relationship to the culture.

Procedures:

As an introduction to the study of a country:

- Students view a documentary or educational film about the area of study.

- Students individually record the information in categories (people, landforms, customs, products, or any category which fit the film or document students are viewing).

- Students compile their findings on a wall chart as a class activity.

- Students, in groups, look for additional information about one of the categories they have selected. Students can access CD-ROMs, encyclopedias, the Internet, and print, etc. as available.

- Students add the information they have gathered to the wall chart.

- Students prepare a brochure about the country focusing on the category they have researched. (When available, students can use HyperStudio or PowerPoint for their brochure.)
- Students present the information to the class.

Lesson adapted from NC Information Skills Curriculum (1992) p. 66.

Possibilities for Extension Activities:

With additional equipment, students can present the information as a travelog, as a HyperStudio stack, as a multimedia presentation or as a combination of these.

Interdisciplinary Connections:

Computer/Technology Skills
English Language Arts
Information Skills
Social Studies
ONCE UPON A TIME

Classroom Information:

Language: All
Language Level: Levels I-II
Time Needed:
Grade Level: Grades 6-12

Software: None

Hardware: VCR, television, camcorder

Other Equipment: Blank videocassettes

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Tell or retell a story orally and in writing.
- Dramatize songs, short plays and skits, or poetry on familiar topics.
- Perform and/or participate in a school or community celebration or competition.

Procedures:

At the conclusion of a unit on folk tales, students choose a favorite folk tale and/or story and are recorded on video or audio cassette reading or storytelling in the target language. (Advanced students can write their own folk tales, present them as a skit, and record them for other classes.)

Audio cassettes are played and videos are shown to the class which rates each individual according to a student-developed rubric.

Videos and cassettes can be shared with younger students and/or with other classes in the school. They can be left with the book in a reading or viewing center to be used by the younger children.

Possibilities for Extension Activities:

- Students change the endings to their folk tales (*making sure not to infringe on copyrights).
- Programs such as Imagination Express can be used by students to create their own dialogues.

Interdisciplinary Connections:

English Language Arts

Technology: The Common Language, 1999
MEET THE AUTHOR

Classroom Information:

Language: All
Language Level: Level III and up

Time Needed: 
Grade Level: Grades 9-12

Software: None

Hardware: Camcorder, VCR, television

Other Equipment: Blank videocassettes

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Read and interpret authentic materials (e.g., selected short stories, poetry, and other literary works, articles, personal correspondence, and simple technical material).
- Ask and answer open-ended questions that are beyond immediate needs orally and in writing.
- Demonstrate understanding of oral and written questions relating to familiar and less familiar topics.

Procedures:

Pair of students select and read a book or a short story.

Each pair produces a video “Book talk” as a post reading activity in which the author is questioned by a show host.

Interviews are shown to the rest of the class which rates the interviews according to a student-developed rubric.

Possibilities of Extension Activities:

- Students can create a HyperStudio stack to do the book talk.
- Students can communicate via the Internet with foreign authors.

Interdisciplinary Connections:

English Language Arts
CLASSROOM INFORMATION:
Language: French
Time Needed: One class (50 min.)
Language Level: Level II, III
Grade Level: Grades 9-12

Software: None
Hardware: None
Other Equipment: Camcorder, videocassettes, TV, VCR

SPECIFIC OBJECTIVE(S) OF THE LESSON FROM THE NC FOREIGN LANGUAGE SCS:
- Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.
- Ask and answer open-ended questions that are beyond immediate needs orally and in writing.

PROCEDURES:
The sole purpose of this activity is to teach a grammar point: the use of the French imperfect verb tense to describe a past action in progress when another action happened (for which the simple past is used) or as another action was happening (for which the imperfect is used). A student or lab technician stands behind the camera off to the front and side of the classroom and records the first ten minutes of the class.

The first requirement for the success of the activity is that the instructor provide general guidelines to the individual who is operating the video camera. Prior to the start of the activity, this person is alerted to certain probable events that will require either wide shots of the class or close-ups of individual students. For the balance of the taping session, the technician is asked to alternately zoom in on students or pan the class.

The instructor’s other major responsibility is to plan for “spontaneous events” to occur during the taping session. These can be either very simple or quite elaborate. Dropping a pencil, bumping into a student’s chair, looking out the window, writing on the blackboard, or borrowing someone’s pen would do quite nicely. Planning for an action that makes a discernibly loud noise can be useful, since the camera need not be trained on the instructor to generate an additional example.
At the end of ten minutes, which the instructor may have used to review or even introduce the verb forms, the video is ready for use. The procedure for working with the video can take place in two stages. During the first stage, teachers base their questions on the “spontaneous events” that they know are on tape; these merely have to be located in order to take advantage of the variety of actions captured on tape. Thus, as a point of departure, answers to questions such as the following will be part of the visual record because the instructor planned for them to occur: “What were you doing when I walked by your chair?” “What was John doing when I asked him a question?” or “What were you doing while I was writing at the blackboard?” “What was Mary doing while I was looking out the window?”

During the second phase, the focus changes to a new set of questions as provided by the “real spontaneous actions” of the students captured by the camera operator. These actions can be noted by the instructor as the videotape is being shown for the first time and while the prepared questions above are being asked. The following are examples of questions generated by student activity: “What were you doing when John turned to talk to you?” “What was Mary doing when John finally arrived?” or “What were you doing when Mary looked through her bag?” etc.

The strength of this technique is that it provides a context that is real, concrete, and natural. More importantly, there is a visual stimulus available that allows for immediate recall of an event or action without having to activate either long-or short-term memory.

Classroom Information:
Language: Latin
Time Needed: 3 hours
Language Level: Level I
Grade Level: Grades 9-12

Software: Netscape 3.0 (java-enabled), video cassette copy of Clash of the Titans

Hardware: Network Internet access (tcpip), VCR, and television

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:
- Identify the principal Greek/Roman deities and mythological heroes and the stories associated with them.

Procedures:
Day 1:
Teacher prep:

2. Show Clash of the Titans, set up VCR and television.

3. Revisit the phrases caveat emptor, cave canem, caveat lector for introduction to students of the phrase caveat spectator (let the viewer beware).

Class activity:
1. Discuss terms: caveat spectator and how movies often take license in their portrayal of the facts.

2. Students view the film collecting information on characters, action, sequence of events for subsequent comparison with the actual myth.

Day 2:
Teacher prep:
1. Set up film where left off.

2. Copy and pass out copies of the quiz (or if possible provide several workstations open to the web site above).
3. Prepare one of the following:
   a. Lecture notes on the actual myth of Perseus
   b. Provide materials for students to research this myth

Class activity:
1. Finish viewing the film.

2. Collect accurate information on myth of Perseus through teacher, materials, or web.

3. Complete quiz on the correct version of the myth.

Possibilities for Extension Activities:

- Class can create and act out a more accurate version of the myth.

- Graphic representations of some aspect of the myth such as posters, masks, models

- Class can write dramatic sidebars for newspaper at:
  http://panesu.esu14.k12.ne.us/~matthew/myth/Mediterranean.html

- In groups, students can create Hyperstudio or multimedia stacks exploring deities, myths, heroes, comparing them and/or exploring such questions

Interdisciplinary Connections:

- English Language Arts
- Social Studies
Ben Hur Cinquain

Mary C. Moshos, South Mecklenburg High School, Charlotte/Mecklenburg Schools

Classroom Information:
Language: Latin
Time Needed: One class period

Language Level: Latin II
Grade Level: Grades 9-12

Software: None
Hardware: None
Other Equipment: Video of Ben Hur, VCR, television

Specific Objective(s) of the Lesson from the NC Latin Curriculum:
- Write simple phrases and sentences in Latin

Procedures:

Objective of Scenario: Write a cinquain (5 line descriptive poem) to describe a character from the movie Ben Hur.

Prior to the activity, the teacher will have shown the movie Ben Hur to students. This movie can be shown to students at different stages of the curriculum to accent the teaching of culture such as the Roman occupation of Jerusalem or chariot races as a form of Roman entertainment. In addition, the writing activity can be used at any of the stages to teach varying levels of grammar.

After showing the movie, the teacher gives a brief lesson on how to write a cinquain poem and practices writing several sample poems with the students. For this activity, the cinquain poem follows the model of:

Noun
Adjective Adjective
Verb Verb Verb
Adjective Adjective
Noun
After viewing the movie, students are asked to choose a character from the film and to describe him by using a cinquain poem. Students write their cinquain using their dictionary, grammar text, etc. to ensure correct grammar usage. Their cinquain is then illustrated.

When the students have completed the cinquains, an anthology is compiled and published to be shared with parents, to display on school display case, and/or to use as an outreach tool into the community.

Reflections and Comments:
1) Context of the lesson: This lesson can be used to practice many different grammar points. For instance, in the adjective line, students can use present active participles, perfect passive participles, third declension adjectives, etc. In the verb portion of the cinquain, the students can use irregular verbs, action verbs, verbs of a particular tense, voice, or mood, depending on the grammar currently being taught in the classroom.

2) Appropriateness for students with learning disabilities: This activity can give students with learning disabilities an avenue to express themselves creatively either through the illustration of the cinquain or through the creation of the poetry. Also, the simple structure of the cinquain (1 noun, 2 adjectives, 3 verbs) is easy to follow.

3) Assessment: The teacher can assess the cinquain by looking at the grammatical agreement/correctness of the adjectives chosen, agreement with the noun, etc.

4) Mode of participation: students can work on their cinquain individually and can present them individually after viewing the movie as a group activity.

5) Materials needed: Dictionary (Latin to English, English to Latin), textbook, movie Ben Hur, a television and VCR, and sample cinquains to share with the class as examples.

Extension Activities:

Cinquain poems are typed using a word processing program, they are compiled into a class anthology and shared with students in another school.

Interdisciplinary Connections:

English Language Arts
A. Traditional Technologies

- Films/Videotapes
  Sample Lessons

- Audiocassettes Sample
  - Moving With the Animals
  - Cloze Activities
  - Telephone Messages
Moving With the Animals

Classroom Information:
Language: All (especially French)  Language Level: Beginning
Time Needed: 20 minutes  Grade Level: Grades 2-4
Software: None
Hardware: Tape player
Other Equipment: Audiocassette of Carnaval des Animaux de Saint Saens

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Ask and answer questions using learned material orally and/or in writing.
- Name and describe orally people, places, and things using everyday words and phrases.

Procedures:

The purpose of this activity is to introduce ways of locomotion for certain animals. It involves a reintroduction of vocabulary words for selected animals.

- Teacher hangs a sheet and shines a light directly behind the sheet.

- With shadow hand movement behind the sheet, the teacher imitates the motion of certain animals and says, “The bird flies,” “The rabbit hops,” “The fish swims,” etc.

- The teacher repeats the activity asking yes/no questions.

- Teacher asks for a student volunteer to do the hand movement and asks either/or questions.

- Activity is repeated with a student volunteer and with the teacher asking “What is .... doing?” and the class identifies the verb of locomotion.

- Students gather in a circle and are involved in a game of Simon says acting out the verbs of locomotion. This is first directed by the teacher and then by student volunteers.

- Teacher plays the cassette of Carnaval des Animaux by Saint Saens and asks students to move about as is suggested by the music.

*Note: This lesson is adapted from a lesson observed in Mary Alice Lodico’s French class, Haywood County.
Possibilities for Extension Activities:

- Class makes a pattern book of animals and their ways of locomotion.
- Lesson can be followed by a study of animal habitats.

Interdisciplinary Connections:

Healthful Living
Science
### Classroom Information:

**Language:** All  
**Time Needed:** 20 minutes  
**Language Level:** All  
**Grade Level:** All

**Software:** None

**Hardware:** Tape player, overhead projector

**Other Equipment:** Pre-recorded cassette of a song by a modern singer, overhead projector and transparencies with complete words to selected song

### Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify main idea(s) and some supporting details from oral and written passages selected from a variety of resources.
- Demonstrate understanding of oral and written phrases and sentences from simple passages dealing with familiar topics.

### Procedures:

- Prior to this activity, the teacher needs to transcribe the words of a famous song on paper. An overhead transparency is made of the complete song.

- The teacher, then, plans a modified cloze activity by deleting some of the words that are already known by the students. (Some songs lends themselves well to numbers, others may be better suited for descriptions with adjectives, to give the names of countries, etc. At any rate, pre-listening activities should precede the cloze activity. Based on the students’ language level and knowledge, the teacher decides whether the deleted words should be related to one topic or should be random words familiar to the students.)

- A copy of the song minus the deleted words is given to the students.

- Students listen to the pre-recorded song twice and fill in the missing words based on the song they are hearing.

*Note: This activity does not have to focus on modern singers. Pre-recorded radio broadcasts and/or travel announcements (of boarding time, flight numbers, gate number, etc.) can serve the same purpose.*
Possibilities for Extension Activities:

- Beginning students (especially FLES) listen to a song and act out the song with appropriate gestures (e.g., for French teachers, *Le carnaval des animaux* de Saint Saens is especially well suited to this activity).

- Advanced learners can identify the main idea and supporting details expressed in the song. They can read the complete song and determine the emotions and feelings expressed in it. They can select an American song, with similar ideas and compare and contrast both songs.

- As a follow up to this activity, students can listen to and study a variety of additional songs from the target country and study them to determine common topics addressed in the songs.

- Students listen to two songs dealing with one theme (e.g., the theme of Country) from the target culture. As they listen, they compare and contrast the two songs and report on the similarities and differences.

- Students compile a book of their favorite songs from the target culture.

Interdisciplinary Connections:

English Language Art
**TELEPHONE MESSAGES**

<table>
<thead>
<tr>
<th>Classroom Information</th>
<th>Language: All</th>
<th>Language Level: Intermediate</th>
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<tbody>
<tr>
<td>Time Needed: 20 minutes</td>
<td>Grade Level: All</td>
<td></td>
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<tr>
<td>Software: None</td>
<td></td>
<td></td>
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<tr>
<td>Hardware: Tape player, overhead projector</td>
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<tr>
<td>Other Equipment: Pre-recorded cassette(s) with telephone messages.</td>
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</tbody>
</table>

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Identify main idea(s) and some details from simple oral and/or written passages.
- Identify accompanying gestures, intonations, and other visual or auditory cues to interpret simple oral and/or written passages.

Procedures:

Students listen to telephone messages left on an answering machine for the purpose of transmitting them to a roommate or relative who is unavailable to answer the phone now.

- Teacher gives students telephone pads *While You Were Out* with key categories such as: Date, Time, To, From, With, Phone, Please Call, Returned Call, Urgent, Need to See You, Will Call Again, Message.

- Students listen to several taped messages and take notes on what they hear.

- Students are asked to identify the relationship between the caller and the person called. Is it a business associate, a friend, a parent, an unknown caller, a marketing company, a wrong number, etc.?

- As an assessment activity, students compare the information they jotted down with the information of a friend.

*Note: This activity is especially useful to introduce students to a variety of voices and accents.*
Native speakers can be asked to record messages which have been especially scripted for them.

Sample Scripts

*Hey, this is Mary, thanks for the flowers. Call me at home tonight.*

*Hi John, this is Mom. Are you OK? You have not called in a week. Are you eating lunch with us this Sunday? I will call you back at 7:00. Love you.*

*Hello Mr. Smith, I read in the ads that you have a bicycle for sale. I am looking for a used bicycle but do not want to pay more than $80.00. Could you call me back at work after lunch. My number is 762-3719. Oh! I almost forgot my name. My name is Jack Frost.*

*Hey John, this is Jack. I am not feeling well and will not be going to school tomorrow. Call me at 873-5432 and give me the homework for math class. Thanks. Don’t call after 10:00 pm, my parents don’t want me to answer the phone after that time. Thanks pal!*

Possibilities for Extension Activities:

Students are told that they have just been given an answering machine and are asked to record their own message greeting callers.

Interdisciplinary Connections:

English Language Arts