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9-2015

# Adding Technology to your Language Course

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# Adding technology to your language course

Pilar Munday, Sacred Heart University, Fairfield, CT

**Hello!**

I am Pilar Munday

I teach Spanish at Sacred Heart University and I love to incorporate technology into my courses.

You can find me at [@mundaysa](#)  
or [mundaysa@gmail.com](mailto:mundaysa@gmail.com)





Any growth requires a  
temporary loss of  
security.

Madeline Hunter



# What will we do today?

9 – 9:15	Introduction
9:15 – 9:45	Icebreakers & Discussion
9:45 – 11:00	Tools
11:00 – 12:00	Google Apps
12:00 – 1:00	Lunch break
1:00 – 1:30	Blackboard Integration
1:30 – 2:00	Assessment
2:00 – 3:00	Your Turn

1

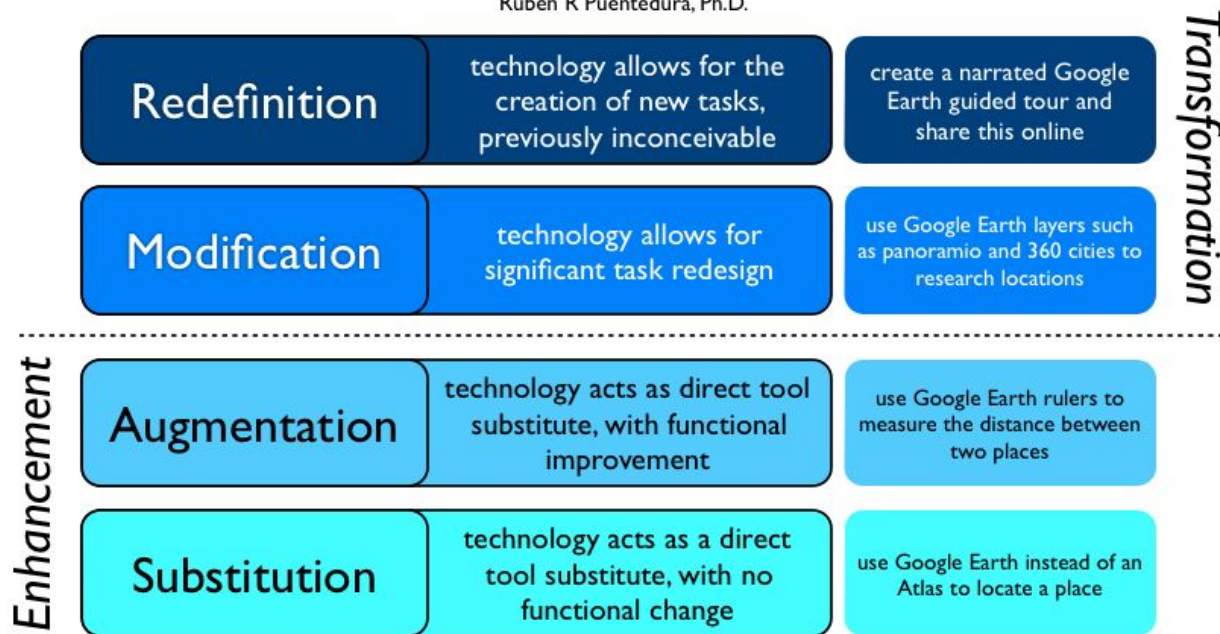
# Introduction

Why use technology?

# The SAMR Model

*enhancing technology integration*

Ruben R Puentedura, Ph.D.



examples added by the Digital Learning Team

<http://www.hippasus.com/rrpweblog/>

Do you **need**  
to use  
**technology**?

2

# Icebreakers

Let's use our devices!





## Icebreaker #1

1

In this activity, we are going to share an image that we have in our own smart devices. It can be a picture of someone in your family or a place you love.

2

Go to <http://padlet.com/mundaysa1/Hartford> on your device and follow the instructions there.

3

Let's comment on the images you posted there so we get to know each other better.



## Icebreaker #2

1

We are going to talk to two people in the room to get to know them better. Then, we can talk about what things we have in common.

2

Talk to someone for 2 minutes. Then talk to someone else for another 2 minutes. Tell each person different information about you. Take notes about your partner responses.

3

On your device, please complete this form using your notes. <http://bit.ly/Icebreaker2>. We will then discuss results.



## Discussion

- Could we do this **without** technology?
- Can it work in **online** or **blended** environments?
- Difficulty/time issues
- What **value** has been added?
- Creating community / humanizing your online class

# 3

## Tools

Some examples and activities



## Reading & writing



Tools to consider:

- Blogger
- Twitter
- Instagram
- Duolingo



**Blogger**

Public space where students showcase learning

They can be used as portfolios

They serve as journals

Videos and sound files are easy to embed

Students can get comments from anyone



Twitter

#### United States Trends

#SolveMyProblemsIn4Words

Curt Schilling

Aaliyah

Vick

Roger Ailes

#TWUG

#BornToRun

Don Orsillo

DeAndre Jordan

Kyle Flood

#### Mexico Trends · Chang

#5monthswithoutzayn

#EsperoQueNuncaMePase

Tim Burton

#PorQuererEnamorame

Mónaco

Carmen Salinas

Dave Franco

Rosario Robles

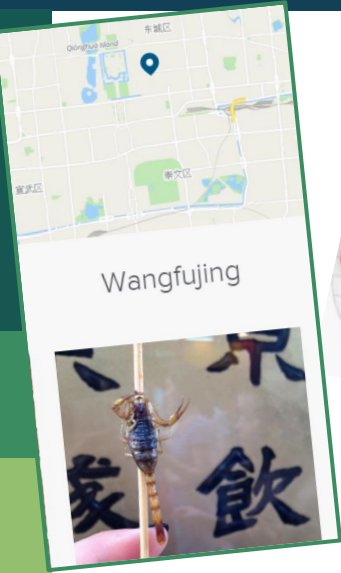
Truman Capote

Roque Santa Cruz

- Follow famous people or institutions (that they choose)
- Practice vocabulary (in class and outside)
- Observe culture in action through Twitter's “trending topics”
- Create a “class” account



# Instagram



#feriademalaga

19,000 posts

- Follow famous people or institutions (that they choose)
- Create a “challenge” for your students
- Have students find interesting hashtags (for example for famous holidays)





## Speaking & Listening



Tools to consider:

→ LingtLanguage

→ Flipgrid

→ Mobile Devices

→ Duolingo



LingtLanguage.com

### Dr. Munday's Classes



SP101



SP211

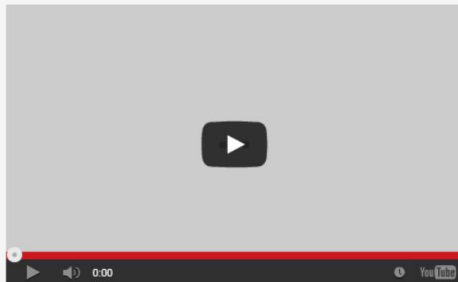


SP102



SP212

#### Mujer Florero



En la página 133 de su libro tienen la letra de esta canción del dúo **Ella baila sola**. Lean la letra y luego miren el video.

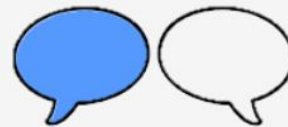
Contesten estas preguntas:

1. ¿Cómo se relaciona esta canción con la lectura "Eva" que vimos en clase?



### Examen Capítulo 2

Conteste a todas las preguntas de la manera más completa que pueda.



### Responses by student

**Pilar** 1563 days ago at 8:01 p.m.

1.   




flipgrid.

1


Create grids of questions

Nov 14, 2014 9:56 AM



0:27

Building upon my story, share a recent design opportunity.



58 1976 1423

Nov 8, 2014 12:33 PM


Einstein defined creativity as the 'residue of wasted time.' How would you define the term creativity and its importance to the future of education in the US?




32 639 2167


2

Receive video responses





Stacy 23



Luke 4



Tatum 11

When you hear the term *universal design*, what is the first object that comes to mind?

3

Everyone views and shares




1:25

Dennis

November 17, 2013, 3:04pm

874 23



Let's try one: <http://flipgrid.com/#hartford>



flipgrid.

Example of integrating  
Flipgrid into a webpage (for  
Spanish  
Intermediate/Advanced  
students).

<https://tackk.com/speflipgrid>

# Spanish Proficiency Exercises

## Video Tasks

Here you may find all the 14 tasks included.

All the exercises

And here are the individual tasks. Remember that this will be a better practice for you if you review the videos from native speakers posted in the Spanish Proficiency Exercises web page listed above. There are links to specific questions in each of the buttons below.

Programas favoritos de Televisión

Película favorita



## Mobile devices

### AUDIO:

- Have students [record each other](#) using Voice Memo or [Dragon dictation](#)
- Ask them to send you messages via email or text (maybe through [What'sApp](#))

### VIDEO:

- Create short videos and stitch them together with iMovie or Windows Movie Maker





## Mobile devices

### INTERESTING APPS:



Soundcloud: Recordings that can be shared or embedded



Moldiv: [Edit pictures](#), create collages, [add words to pictures](#), make posters



Trivia Crack: A game similar to Trivial Pursuit. Players from many countries, many languages, including simplified Chinese

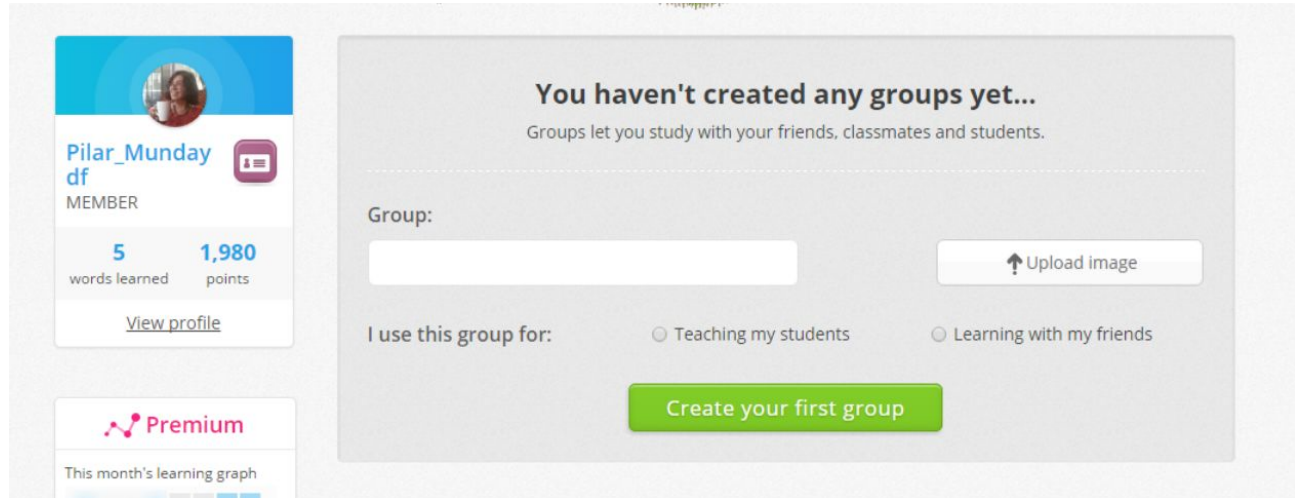


## Mobile devices

### OTHER INTERESTING APPS:



memrise

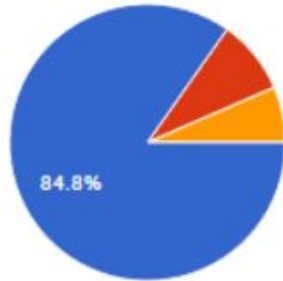




**Duolingo**

Students had to do 5 lessons per week.  
It was 15% of their final grade.

**Did you like Duolingo better than regular homework?**



Yes	39	84.8%
No	4	8.7%
The same	3	6.5%



# 4

## Google Apps

Docs, Spreadsheets, Forms, Slides



Google Drive



Why use it?

- Everything saved
- Collaborate easily
- No sending files
- Many applications



## Google Docs

### El cambio climático en primera persona

<http://www.elpais.com/fotogaleria/cambio/climatico/primerapersona/elpgal/20091206elpepusoc>

Completa este cuadro con la información en la página de como ejemplo.

Nombre o nombres de las personas afectadas	¿Qué edades tienen?	¿De dónde son?
Chai Erquan	65 años	China



### El cambio climático en primera persona

(Texto y fotografía: MATHIAS BRASCHLER y MONIKA FISCHER)

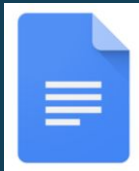
#### "El tiempo está loco y eso nos preocupa mucho"

Gumersindo Sutta Illa (54 años) y su nieto Richard Guerra Sutta (10). Agricultores. Chahuaytire (Perú). Las temperaturas en los Andes peruanos han aumentado y el tiempo es cada vez más imprevisible. Los pueblos indígenas de esta zona han cultivado patatas durante miles de años, pero este tubérculo ya no se da bien. "El tiempo está loco, está constantemente cambiando y eso nos preocupa mucho. No sé qué pasa, pero hay muchas heladas y el aumento de la temperatura está afectando a la tierra".

2009-12-06

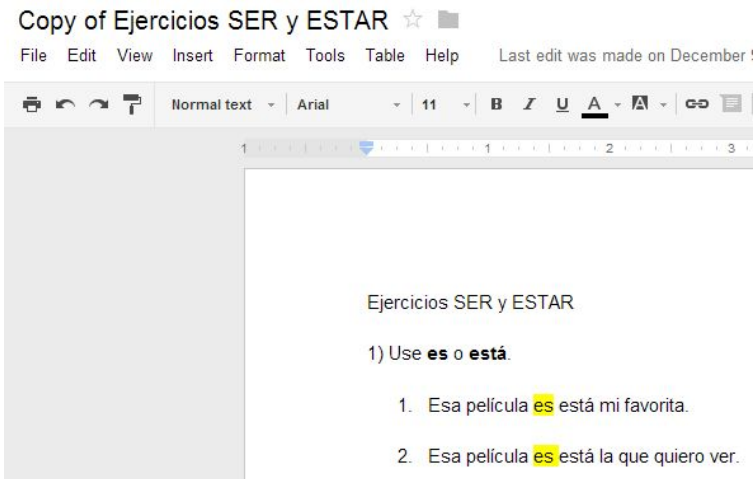
• Índice

Example of collaborative work



## Google Docs

Use them for collaboration: peer editing, in class activities, instructor feedback



<http://bit.ly/hartford2>



# Google Spreadsheets

	B	C	D	E
	Fecha de la presentación	Nombre del artista	Título de la canción	Página web con la letra
ssa N.	5 de noviembre	Christina Aguilera	El Beso Del Final	<a href="http://www.azlyrics.com/lyrics/christinaaguilera/elbesodelfinal.html">http://www.azlyrics.com/lyrics/christinaaguilera/elbesodelfinal.html</a>
nielle E.	9 de noviembre	Shakira	La Loba	<a href="http://www.metrolyrics.com/loba-lyrics-shakira.html">http://www.metrolyrics.com/loba-lyrics-shakira.html</a>
weather M.	30 de noviembre	Luis Enrique	Yo no se mañana	<a href="http://www.youtube.com/watch?v=qdOJQgwVpGc">http://www.youtube.com/watch?v=qdOJQgwVpGc</a>
urie	3 de diciembre	Enrique Iglesias	Dímel	
ncent J.	16 de noviembre	Casa de Leones	No te	
auren M.	23 de noviembre	Shakira	La To	
bert S.	12 de noviembre	Viuda Negra	La Sir	
			Elem	
		Rata Blanca	La Le	
na M.	3 de diciembre	Elvis Crespo	El Ma	
Erin J.	7 de diciembre	Enrique Iglesias	Suave	
			Heroe	
in E.	10 de diciembre	Juanes	Nada	
cole A.	5 de noviembre	Enrique Iglesias	Amor	
gata	9 de noviembre	Juanes	Alguien	
			A Dio	

**Canciones SP151A** ☆

File Edit View Insert Format Data Tools Help All changes saved in Drive

INSTRUCCIONES PARA LA CANCIÓN:

1. Elijan una canción que les guste
2. Mándenme en un email el título de la canción y el artista para que yo lo ponga en el playlist del blog de la clase.
3. En clase, tienen que explicar lo siguiente::
  1. Por qué les gusta esta canción
  2. Explicar un poco el vocabulario de la canción
  4. Explicar la gramática de la canción
  5. Pongan el nombre de la canción, del artista y la letra de la canción en nuestra página.

Completan una página en esta presentación:  
<https://docs.google.com/presentation/edit?id=0Ac7s6zM29u55ZGZycHBiNzhfMTkxZ3Nja3Y2a2g&hl=en&authkey=CPT573I>

Pueden ya escuchar las canciones en dos lugares:

<http://www.playlist.com/playlist/20580578315>

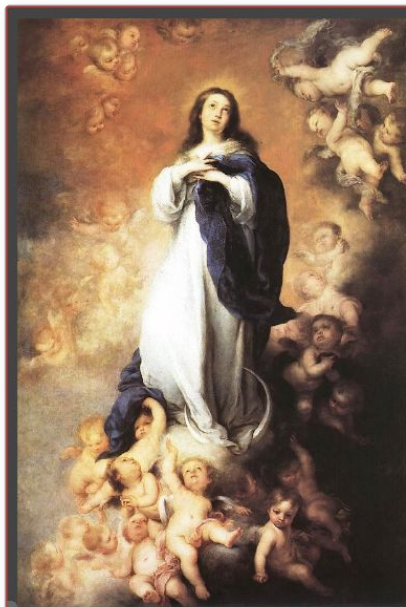
En la página de GROU.PS

As a bulletin  
board





## Google Slides



AUTOR: Murillo  
TÍTULO: Inmaculada  
AÑO: Hacia 1678

Opinión: A mi siempre me gustaron las pinturas religiosas, especialmente con los niños ángeles. Se puede ver un contraste en la luz en que la porción derecha de la pintura es negra, pero la luz es más brillante alrededor de la Inmaculada. Lo que también me llama la atención es que aunque los niños son ángeles, Murillo los pintó con las mismas características de todos los niños; los niños nunca pueden fijarse en una sola cosa. Algunos miran fijamente en la Inmaculada mientras algunos están centrados en otras actividades o pensamientos.

Nombre: Ines Conatiempo

Students can create a presentation together easily



## Google Forms

Use them to

- get to know your students
- collect homework
- create quizzes that are gradable ([Flubaroo](#))
- adapt materials from the book and embed them in Blackboard



# Google Forms

## Examples

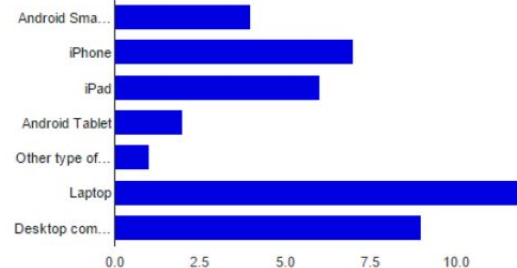
**Podcasts de la Profesora Munday - Capítulo 7**

Por favor, escriban aquí las respuestas a las preguntas que les hago en el podcast.  
\* Required

**Nombre y apellido \***  
Please, write your last name first (Gracias)

**Pregunta #1**

Do you own any of these devices?



Android Smartphone	4	30.8%
iPhone	7	53.8%
iPad	6	46.2%
Android Tablet	2	15.4%
Other type of tablet	1	7.7%
Laptop	12	92.3%
Desktop computer	9	69.2%





## Other Interesting Tools

Name	Platform	Description	Languages
<a href="#">Lingua.ly</a>	Web, iOS, Android	Highlight words, translate them, flashcards	English, Spanish, French, German, many more
<a href="#">Kaizena for Google Docs</a>	Google Docs	Give oral feedback	Any language
<a href="#">GradingHelp</a>	Google Docs	Help correcting writing assignments	English
<a href="#">HelloTalk</a>	iOS, Android	Partner exchange to practice languages	More than 100
<a href="#">WeSpeke</a>	Web, iOS, Android	Partner exchange to practice languages	English, Spanish, French, German, Portuguese, Italian
<a href="#">Tandem</a>	iOS	Partner exchange to practice languages	English, Spanish, French, German, Portuguese, Japanese, Chinese
<a href="#">Coffeestrap</a>	Web, iOS, Android	Partner exchange to practice languages	English, Spanish, French, German, Portuguese, Japanese, Chinese

<http://bit.ly/languagewebsites>



# STOP!!

Lunch break



5

# Blackboard Integration

Some ideas



## Message





# Blackboard

## Tackk

Recordings / Grabaciones

BEGINNING SPANISH I  
SP-101-B (14FASP101B)

Announcements

COURSE INFORMATION

Syllabus

Fechas Importantes

TASKS / HOMEWORK

DUOLINGO

Blog

Podcasts

Recordings / Grabaciones

Gosoapbox

Crédito-extra

Exámenes

RESOURCES

Recording information

The Lingt Classroom logo, featuring two overlapping speech bubbles (one orange, one blue) above the text 'lingt classroom'.

LINGT | DR. MUNDAY | SP101

Online tools for helping foreign language teachers and students get the most out of language education.

<http://lingtlanguage.com>

JUST CLICK ON THE BUTTON FOR  
YOUR ASSIGNMENT

# 6

## **Assessment**

How can it inform instruction?





# Performance vs Proficiency

## Assessing Performance

- **Based on Instruction:** Describes what the language learner can demonstrate based on what was learned
- **Practiced:** Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts
- **Familiar Content and Context:** Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned
- **Demonstrated performance:** To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced.

VS

## Assessing Proficiency

- **Independent of specific instruction or curriculum:** Describes what the language user can do regardless of where, when or how the language was acquired
- **Spontaneous:** Tasks are non-rehearsed situations
- **Broad Content and Context:** Context and content are those that are appropriate for the given level
- **Sustained performance across all the tasks and contexts for the level:** To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time



## Performance

### Example: Interpersonal Communication

NCSSFL-ACTFL

## Can-Do Statements

Progress Indicators for Language Learners

### INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.  
I can handle short social interactions in everyday situations by asking and answering simple questions.

**I can have a simple conversation on a number of everyday topics.**

- ☐ I can talk with someone about family or household tasks.
- ☐ I can talk with someone about hobbies and interests.
- ☐ I can talk with someone about school or work.
- ☐ I can \_\_\_\_\_

**I can ask and answer questions on factual information that is familiar to me.**

- ☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- ☐ I can \_\_\_\_\_

**I can use the language to meet my basic needs in familiar situations.**

- ☐ I can ask for help at school, work, or in the community.
- ☐ I can make a reservation.
- ☐ I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- ☐ I can \_\_\_\_\_





## Performance

### Using student response systems

The screenshot shows the GoSoapBox interface. At the top, there's a blue header with the GoSoapBox logo and a green user profile box for 'Pilar Munday'. Below this is a dark blue bar with the course title 'SP102 - Capítulo 6 - 2014'. The main content area has two sections: 'Quizzes' and 'Polls'. The 'Quizzes' section has a purple header and a '+ Create' button. Below it is a button that says '+ Create a Quiz'. The 'Polls' section has a red header and a '+ Create' button. Below it are two poll items, both marked as 'Locked' with a lock icon and 0 responses. The first poll is '¿Dónde lavas y secas tu ropa?' and the second is '¿Dónde vives?'.

Or other tools:





## Self-directed

Name:

Project Title:

### Self-Directed Learning Project

**What do I want/need to learn?**

*Answer this by providing a list of SMART goals: specific, measurable, achievable (but challenging), relevant, and time-bound (By what date do you want to achieve it? Work with your learning coach / teacher to align your goals the the appropriate standards).*

**How will I know and show that I learned it?**

*Describe your plan for demonstrating to yourself and others that you have achieved the goals listed above. Be sure to include a plan that addresses evidence for each of your goals.*

**How will I learn it?**

*Include a detailed plan of what you will do to achieve each of your learning goals. This might include completing specific readings, field trips, interviews, practice with or without a guide, finding and meeting frequently with a mentor or coaching, conducting experiments, or anything else that will help you achieve*

The background features a vertical layout with three main color sections: a dark teal top band, a dark blue middle section containing a large, light blue number '7', and a light green bottom band. A thin, dark green horizontal line separates the middle and bottom sections.

7

# Your Turn

What will you design?



## Let's get to work

GOAL What are your objectives?	PROCESS How do we make the learning visible?	TECHNOLOGY What tools will we use?	COMMUNICATION Teacher to students? Students to students? Global impact?

Where does it fit in SAMR Model?

8

# Show & Tell

Let's us know about your plan!



## Your ideas

- Creating a Tackk Page with embedded content from NPR Story Corps
-

**THANKS!**

Any questions?

You can find me at

@mundaysa 

& mundaysa@gmail.com



## Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)