Title of Session: Euro Language Teachers
Moderator: Bee Dieu
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Room: ASO

BeeD joined the room.
BeeD: Hello Cynthia
CynthiaHG: Hello
BeeD: So welcome to another Euro Language Forum session. We usually start with introductions
BJ: I'm an art teacher in Pennsylvania and a helpdesk volunteer for Tapped In
BeeD: Barbara Dieu teaches English as a Foreign Language at the Franco-Brazilian school in Sao Paulo, Brazil
BeeD: and hosts this session tonight
CynthiaHG: I'm finishing up my student teaching in San Diego.
AlysR: I'm in the teaching credential program at SDSU and this forum was recommended for my EdTech class this summer
CynthiaHG: same here
AlysR: I'm a rookie
BeeD laughs
BeeD: I have not planned anything special tonight...so I am open to your questions and suggestions
BJ: we're all rookies here, Alys. This version of TI is new and we're all learning
AlysR: ok good
AlysR: I'm not clear about Euro Language so I'm not sure what exactly to ask
BeeD: What subject will you be teaching?
AlysR: I'm multiple subject elementary
CynthiaHG: I am multiple subject as well. Many of the students at my school are English language learners.
BeeD: I see...well...in the Euro Language Forum we discuss what we can do with our students in foreign language classes and how the web can helps us with it...
IsaacD joined the room.
BeeD: we also discuss projects and how to prepare them
BeeD waves to Isaac
BJ: welcome to the EuroLang discussion, Isaac
IsaacD: Thanks for the welcome...I'm not exactly sure what we are discussing though
AlysR: Ok great! I definitely could benefit from the suggestions . My school district has many English language learners
BeeD: Hello Isaac...would you mind introducing yourself...we have just done that
IsaacD: Sure...I just finished my teaching credential...I student taught in the Chula Vista area

BeeD: Great...so I will show you something I do with my kids when I want to teach them description and Internet vocabulary and skills...
BeeD: Here at school we have just started using the net in class...
BeeD: and although the teenagers play games at home, they are not used to doing activities in class
BeeD: so... I decided to ally description to Internet skills
BeeD: and prepared a module you can find at
http://www.members.tripod.com/the_english_dept/desc.html
AlysR: should we check the site our now or later?
BJ: click on that url and a new web window will pop open for you
BeeD: You can click on the link now
BJ . o O (just don't forget to come back to this chat window after a minute or so)
BeeD: there is a lot of text you can read later...I want you to scroll down to the thumbnail pictures and have a look at the questions...you can also click on the picture to have them bigger
BeeD: Have you managed to see it?
IsaacD: So the students look at these pictures online...in context....or you are holding a picture in front of the class?
BeeD: No... I always start with something in class...a scaffolding...and then take them to the computers...so the pictures here would be on transparencies
BeeD: You could eventually project them if you have the equipment
IsaacD: And how would you bridge this into the internet
BeeD: So if you have a look at the questions I ask......the vocabulary I am aiming at is in the foreground, in the background...and all prepositions related to place
BJ: there are many online art images that you could use, Isaac
BeeD: so we train this for a class and then the second step would be to transfer this knowledge to describe a webpage
BeeD: and at the same time train them to look for other clues a web page can give them
AlysR: are these lessons taught in English or another language?
BeeD: in English...they have had about three years of English when they do this
AlysR: how receptive and successful have the students been with this project?
BeeD: They enjoy it...
BeeD: so if you scroll the module down...you will see that in the second lesson they have a worksheet
IsaacD: Now, is this a step towards teaching them to evaluate entire website...or more just graphics?
BeeD: not an entire website...but a page of a site
BeeD: and all that comes with it
IsaacD: So would this be appropriate for 1st graders....5th graders....high school
CynthiaHG: I think it's nice to be able to incorporate different subjects into a lesson (computer skills, descriptive vocabulary, etc).
AlysR: I agree, especially for students who are learning a language
BeeD: Yes .. high school for me because English is a foreign language...but it is easy for elementary students in English
BeeD: You can have a look at the comments I made after the first class I had on this...
BeeD: if you scroll down

CynthiaHG: About how much time per week do your students have English class?
BeeD: 3 50-minute periods
CynthiaHG: ok
BeeD: What is nice is that they learnt the vocabulary, practiced the language in class orally and at home and did a written task at the end
BeeD: and could analyze a web page and give their comments
IsaacD: Is there a large divide between the students who have computer and internet access at home and those who do not?
BJ: good question, Isaac
BeeD: Now most of them have internet access, at least where I teach...but they have slow and expensive dial-up connections
BeeD: so I would try to do most of this at school
AlysR: so is the primary focus to develop conversational vocabulary, academic language, Internet vocab, or all?
BeeD: I would say all...
IsaacD: lets say I'm in 1st grade with several students who have very limited English skills, how could I scaffold it to meet their English level?
BeeD: You can have some examples of the writing task which incorporates all at http://the_english_dept.tripod.com/descex1.html
BJ: Isaac, I'd suggest you participate in one of the K-3+ discussions too...they meet on Tuesday
BeeD: You would have to pre-teach the target vocabulary...make them practice it before asking them to go on the net...
BeeD: or...devise an activity to make them find this voc on the net
BJ . o O (you might want to look at http://www.mikids.com/ for some ideas)
BeeD: My objective after this module was to teach them how to describe and comment critically
BeeD: This is an example of a very academic activity...but you have a lot of other things you can do which are more interesting and amusing
AlysR: do you have any specific examples or perhaps a web resource with lesson plans?
AlysR: I really like the idea or using the internet to develop language skills
IsaacD: It seems as though if you choose intriguing pictures or internet sites of interest to the students, you could develop language quite easily
BeeD: I teach high school...and have put a page for teachers you may be interested in using
BeeD: http://www.members.tripod.com/the_english_dept/teachers.html
AlysR: thank you!
BeeD: there is a bit of everything...mostly directed at language teaching
CynthiaHG: There are some museums that have pictures of art online (I can't think of the name of one right now).
BeeD: The Moma had an art safari
BeeD: Let me see if I can find it
BJ: www.artsconnected.org is a place where you can build your own exhibit
IsaacD: So do you use webquest-type activities in the classroom?
BJ: artsconnected has a monthly tutorial in TI
BJ . o O (except for July)

CynthiaHG: cool.

BJ: another good place to look is www.field-trips.org

BJ: that is also a monthly discussion group that meets in TI. Kim Foley, the leader of the discussion, will be doing a presentation during the TI Festival on July 16

BeeD: You can build your own hunt at Filamentality...http://www.kn.pacbell.com/wired/fil/

BJ: good suggestion, Bee.

BeeD: I did one on New York after a cultural unit...and the students work in groups

BeeD: http://www.kn.pacbell.com/wired/fil/pages/huntnyorkba.html

BeeD: and the first group to complete it correctly gets a prize

AlysR: these are all really great suggestions...thank you!

BeeD: You can also take your students to visit Viva...a virtual village http://www.ardecol.ac-grenoble.fr/viva/

AlysR: I would also think that certain Webquests and Web Inquiry Projects would also facilitate language learning and familiarity with the internet. SDSU has a great resource for such projects. I love these.

BJ agrees. Bernie is doing a session on his new webquest page on Tuesday

BeeD: and give them a worksheet beforehand so that they do not get lost http://www.ardecol.ac-grenoble.fr/viva/tice/index.htm

BeeD: Webquest are wonderful activities but somewhat difficult for beginners

CynthiaHG: I would say having students evaluate different webquests is a good way to get them familiar with them.

AlysR: that's true. the teacher would have to be very selective and cognizant of the learners' abilities

BeeD: as they are more open...and students sometimes cannot understand well what they read or communicate their ideas

BeeD: so they get all excited about the task but forget the language and tend to use a mix or their native language

BeeD: which is just normal

AlysR: so would you suggest using resources that are not as text-heavy?

CynthiaHG: Letting students work in groups rather than individually would make it easier to understand how to do the project rather than individual work.

BeeD nods

AlysR: I like your lesson because presenting students with photographs allows them to generate language creatively rather than be responsible for receiving and interpreting confusing text.

BeeD: Yes...and they ask you the vocabulary they need to describe it...so it comes very naturally

AlysR: that is very important. natural language production is probably the best way to acquire to language skills.

BeeD: Another activity they love is when I ask them to choose a free virtual card to send me on different occasions like Halloween, Valentine's Day or normal school holidays

CynthiaHG: Do you conduct all your class in English?

BeeD: Yes...

AlysR: is their dominant language Portuguese?

BeeD: I have started using blogs with mine...

AlysR: we just learned about blogging in my EdTech class. I am very excited about this new concept!
BeeD: Portuguese and French...we are in a bilingual school
CynthiaHG: What is blogging?
BeeD: Blogging is a journal online
AlysR: web-log: kind of like an online journal
CynthiaHG: ok
BeeD: Let me show you one...
AlysR: They're great because you can get a whole class involved and they promote literacy!
BeeD: this is a common blogger between my students and I
BeeD: http://www.beeonline.blogspot.com
BeeD: we post here when we have things we want to comment...it's not compulsory
AlysR: what do you think about ePals as a way of developing language skills using the internet?
BeeD: e-mailing is a great way to promote communication
BeeD: but it is difficult to keep track of with big classes
AlysR: yeh, I think I would be hesitant to do that in my own classroom.
BeeD: I do a lot of it...but you need to be well organized
BJ: I've had a lot of requests for information about getting pen pals lately...would epals be a good resource for that?
BeeD: I started my USAConnection project with Epals...
BeeD: before even having computers at school
BeeD: It worked well...but you need several options
BeeD: not all teachers keep it up
BeeD: not all students write
BeeD: so it may be frustrating for some
CynthiaHG: Did you have the kids email about certain topics or did they write anything?
AlysR: Epals is good at locating classrooms who are interested in correspondence. You can be very selective about what kind of classroom you wish to correspond with which is nice. Lots of logistical things to think about for it to be successful.
BeeD: Yes, definitely
AlysR: Telecollaborative lessons would give the students direction rather than free writing.
BeeD: It's easier when you do it on forums like I do for time project
BJ: our hour is about up, Bee. Did you want to make any closing comments?
BeeD: on certain pre-arranged topics
BJ . o O (like Eurolang meets again next Sunday at the same time?)
BeeD: I get carried away when I am online...yes it is time
AlysR: thank you all!
CynthiaHG: thanks
BeeD: Yes...the last one before September
BeeD: Thank you for coming
BeeD: and I hope to see you here more often...now that you know the way BeeD waves bye