

## **Open Windows to Language Learners through Technology and Interaction**

### **Activities by Amal El-Hoseiny**

#### **Photo Story**

Let your students experience their teacher in a different appealing way. The use of technology-based clips will enhance your students' learning skills in a foreign language classroom. You can increase their interest in learning by creating your own curriculum-based photo story. You can use your own pictures, your students' pictures or any images you would like to import from the internet. You can use tools for panning and zooming effects, or insert recorded narration. You can also add titles and/or text and background music to your story. The use of audio-visual aids facilitates the language learning process because it involves more than one sense in an attractive way. In addition to the auditory components, the visual clues can enhance comprehension.

How to make a photo story clip:

1. Download "Photo Story 3" for free from the internet
2. Import images from your computer, or from the internet.
3. Select the "import image" button
4. On the "all the files" tab, click the folder in which your pictures are located. Select one or more pictures by holding down the "control key (Ctrl + Click)" and then click OK.
5. Your pictures should appear in the film strip at the bottom of the page. To view the pictures in the film strip use the scroll bar located below the strip. To move any picture to a different position select it thumbnail in the timeline and click the left or right arrow.
6. You can edit all the pictures you selected in your story before closing the Edit pictures dialog box by clicking the go to next pictures button. Edit the picture and go to the next or previous picture.
7. In the import and arrange your pictures dialog box you can edit the slide you wish and make adjustment to the image using the icons below the large preview. There are several icons to correct the level of the picture's color, correct the red eye,

- rotate and crop the image, remove black borders and correct contrast. There are two ways to correct color level by pressing the icon itself or by clicking the “Auto fix” dialog and then choose the best color you wish for you image. Any time you make changes to your picture you should save these changes. Crop a picture by pressing the “Edit” icon. You will see a movable and sizable cropping box, and you can decide the part of the picture you would like to focus on in the selected image.
8. Out of experience, some pictures of clip art show black border when imported to this product, in this case photo story can remove black borders by automatically cropping them
  9. Then press “next” to add title and description to the pictures with the help of the following dialog window. You can type in Arabic and choose the font and size and also the position of the script.
  10. If you finished editing the pictures and adding the text to the pictures you can click “next” to add more options or “back” to add any changes to the previous dialog box.
  11. Record your narration by clicking on the red button. You can record up to 5 minutes to each picture. You can also type your note to use as reference while recording your story events as you select the pictures in the film strip. If you do not like your narration you can delete it and record it again.
  12. If you would like to add narration to specific pictures in the story you can select them and record your narration. For the pictures without narration you can specify how many second you would like them to appear by using the “customize motion”. You can add panning and zooming effects to your pictures.
  13. Add the background music by clicking the “create music” button to choose the appropriate speed or volume of the background music that accompany your narration.
  14. Save your final project.

For more information:

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/faq.msp>

### **Cooperative activities using technology:**

1. Teacher develops a photo story clip “How to make a bird’s beak” and records the narration describing the procedures of making the beak.
2. Students watch the clip.
3. Teacher discusses with students the procedures and checks for comprehension.
4. First, students are divided in small groups of two
5. Students are given papers including steps of procedures
6. Students are asked to be working cooperatively. They need to read instructions, give directions to each other using assigned structure (command form) and then making the bird’s beak.
7. Students should present project orally by reflecting about their projects.
8. Secondly, students are divided in small groups of five; they need to work cooperatively to write a short dialogue between three members of a kindhearted family that likes to feed birds in the garden. The remaining two students have to pretend that they are two birds flying on a hot day. The birds should add their input before and after the party. Students need to role-play using their beaks and puppets to act the scene. Students are provided with list of vocabulary and structures to scaffolding their writing.

Spelling mistakes will not affect grades, with this accommodation students will write freely and the anxiety or fear of making mistake will not hinder their learning progress. One of the positive aspects of this project is that students will help one another and work collaboratively to get good grades while competing with other groups. That requires continuous active participation of students in learning and assessing their own learning whether it is knowledge or skills they gained. Teachers need also to use checklist to record students’ achievement.

## **Activities by Nachedah Tizani**

### **Power Point to the Rescue**

You are always wondering what to do with a power point in your classroom and here is the solution. Power Point has many features and can be used in many different ways. The needs of the student of this century are met by using the Power Point for homework assignment, differentiated instruction, an aid , and as an excitement way to teach. Even the student will enjoy doing projects, book reports, and many more using this tool.

#### **To design a Power Point activities please follow the steps:**

- Click on Start
- Click on Program
- Click on Microsoft Power Point
- Click on Blank presentation /click OK
- Choose a layout (Blank or any other one depend on what you like to do)
- If you have Arabic Power Point you can write in the text box, if not you can cut and paste from word to Power Point in the text box
- To insert a picture you go to insert then press picture then clip art. Or you can scan a picture and save it in a file and insert it to the power point slide. To insert a picture from a file you go: insert then picture then you choose the picture from the file.
- To record your voice or any other from a tape recorder you can to Insert/Movie and Sound/ Record Sound
- Click on the red circle to start recording and ok when you're done. If you didn't like it click on it. Then press Delete and starts again.

#### **An interactive activity**

##### **Have Fun and Learn With a Game Board**

This Game board is designed to reach all learners and to increase the level of communication between students in the Arabic Language. Followed are the steps of how your students will interact to create the game and enjoy playing it afterward.

- Give an idea to the students or ask your students to think of a story or even it can be from a lesson you're teaching.
- Divide the classroom into groups; each group can be form 2-4 students.
- The students will communicate actively in the target language.
- The students will start to write their own sentences to use for the game in their notebook.
- The students will illustrate the pictures or if the story they choose is from their lesson than use it for the Game Board.
- Use the format I gave you.

- Blow it on paper 11\*17.
- Give each group one paper
- Each group will write their sentences on seven different squares.
- Each group will paste their pictures in the squares or they can illustrate their pictures right away on paper.
- On the right side of the grid make each group write the instructions.
- After every thing is done you can copy the paper in Kinko's to make it look presentable. Even you can laminate it afterward to use it for review or for tier assignments and many more ideas.

### **What do you need to play this game?**

- Dice
- Two to four large colorful buttons(depend on how many players are there)

### **How to play the game?**

Each player will need to roll the dice and move the button accordingly. The player who reaches the last square first is the winners.

**P.S: This Game was adopt it from a magazine named "Toutaouta"**

## Activities by Ilham Zayat

Language is a means of communication. Students will not become communicatively proficient unless teachers provide students with optimum opportunities to communicate in the classroom. Cooperative and collaborative learning are effective methods that engage students in pairs and small group activities, sharing their own strengths and developing weaker skills. In addition to the academic gain, cooperative learning help students develop their interpersonal skills as they learn to deal with conflict. Also, technology is an effective tool since this generation is technology oriented.

### Bubble Share

BubbleShare is a photo-sharing service that enables teachers and students to create photo albums and to share them with others. It is easy, simple, and programmed to read Arabic as well. Following are the steps to create an album:

1. Go to [www.bubbleshare.com](http://www.bubbleshare.com)
2. Sign up by writing your email. Press sign up.
3. Create an account. Fill in the information needed.
4. The first page is the upload page. Select your photos and add them to the list for it to use for your album. You will see a button, "Add Photo." When you click on this it will bring up your computers Open file window so you can select a photo.
5. After you add all your pictures click on "Create Album" button. Once the progress bar reaches 100%, submit the form and you will then be directed to the Slideshow Editor.
6. The Slideshow Editor allows you to change the order of the slideshow, remove photos, change the name and descriptions, and add/remove comments.
7. Share your album

### An interactive activity

#### "Stick it on"

This interactive activity can be played in pairs or small group to review vocabulary and enhance fluency.

#### Idea 1

1. Write the new vocabulary on small cards.
2. Put tape on the back of each card.
3. Divide class into groups and give each group a set of words
4. Display the words.
5. Students take turns defining words. When a correct definition is given, the student sticks it on his body.

#### Idea 2

1. Follow steps 1-4 mentioned above.
2. Have students retell a story using the words. When a word is used, the student sticks it on his body.

### Idea 3

1. Follow steps 1-4.
2. Have students come up with a new story using the words. When a word is used, the student sticks it on his body

Lina Kholaki

It is important to realize that within the definition of cooperative learning, there is an enormous diversity of cooperative approaches. Methods may be informal, where students simply work together on their own individual work. Johnson, Johnson and Holubec refer to informal cooperative learning as short meetings, often between pairs, to simply discuss and share information. Methods may also be quite formal, where structure is imposed, with specific ways of forming teams. Students may be working together on projects or creative activities or on specific content. All members may be working on a different portion to bring together as a whole or they may all be working on the same task. Even numbers in groups may vary from as low as 2 to more than 6.

There are four basic principles to cooperative learning. The acronym "PIES" refers to these four key components. When any one of these principles is not implemented, cooperative learning does not take place and group work occurs.

Positive Interdependence--Is help necessary to complete work?

Individual accountability--Is individual public performance required?

Equal Participation--How equal is the participation?

Simultaneous Interaction-- What percent of students are overtly active at once?

Creating a cooperative lesson with "PIES" is not easy and involves careful planning to ensure success. (Kagan 1998)

Activity:

Project outline:

All individuals in the group should be part of this project

The use of video, phtostory, moviemaker, podcast and any other means as long as it is agreed to all the members of the group.

Express your thoughts by using sentences or strings of sentences

Use pronunciation and intonation patterns.

Writing subtitles or scenarios should meet the standard writing (spelling, structure)

Choices of different prompts:

All groups can choose any of these choices:

- 1- You will be living with a host family in (Lebanon) next year. You call the family, introduce yourself, and ask several questions in order to learn more about them.
- 2- You want to rent an apartment. Talk to the building manager and describe what you want. Ask four to five questions to find out everything you need to know.
- 3- You are looking for an apartment-mate. Ask several questions that will help you decide if this person will be a good apartment-mate for you.
- 4- You want to buy tickets for a concert. Call the ticket office and ask several questions in order to get the information you need.

These are suggestions to create your own scenarios and role-play. You have the freedom to add or delete parts as you see fit. Please make sure that all individuals in the group should be part of the production, even if there is a repetition with different characters.

