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Web 2.0 and language learners: Moving from consumers to creators

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Abstract

Web 2.0 offers opportunities for creating a student-centered environment that maximizes use of the target language while integrating the three modes of communication (interpersonal, interpretive, and presentational). Learners produce language output as they interpret content and create products that demonstrate their understanding and document their language abilities. This article provides exemplars of activities that use Web 2.0 resources that can be integrated into the language classroom to create an engaging learning environment.

The shift from using digital technology as a means of seeking information to one where the user provides and creates information has democratized education, extending the classroom walls to the world at large. Students are coming to the classroom increasingly proficient in the use of technology, savvy at locating information and connected to the world in myriad ways, both social and cognitive. The role of the teacher is to find ways to capitalize on these skills and channel them into learning experiences that are real and engage the learners in problem solving tasks that maximize critical thinking and creativity,
while bringing students into the “flow” of the joy of learning (Nakamura & Csikszentmihalyi, 2002).

When information is given, or delivered, it belongs to the teacher, not the learner. Technology allows the teacher a venue to create engaging tasks that put the tools in the hands of the learner. Through carefully structured steps, the learner can achieve the learning goals. Web 2.0 offers multiple opportunities for creating a student-centered learning environment that maximizes use of the target language, models best pedagogical practices, and promotes a standards-based curriculum through integration of the three modes of communication (interpersonal, interpretive, presentational). The paradigm shift from a teaching to a learning centered classroom places the responsibility for learning on the learner who must be fully engaged in the act of learning through authentic tasks that emulate the real world. The learning tasks are determined by the teacher but must be carried out by the learner. The learner interprets the content and produces artifacts and products using Web 2.0 that provide evidence of understanding and language achievement.

Technology offers the language teacher the ability to create a learning environment where language communication is authentic, relevant, and meaningful to learners. Such an engaging learning environment can lead to higher motivation, higher student achievement, and a greater appreciation of language study. This article summarizes the results of research on technology impact on language learning and the implications of these findings for the language classroom, providing exemplars for integration of Web 2.0 into the language-learning experience.

**Literature Review**

In the foreign language classroom, three conditions contribute to an optimal language-learning environment (Zhang & Zhao, 2011): comprehensible and rich language input (Cobb & Stevens, 1996; Krashen, 1981), opportunities for output or practice (Lantolf, 2000; Swain, 1985), and quality feedback (Brandl, 2008; Lysakowski & Walberg, 1982). Technology has allowed foreign language teachers to provide comprehensible language input through the use of images together with spoken or written words (i.e., television, films, SMART Boards, or software such as PowerPoint). Multimedia input supports the comprehension process as it promotes a meaningful connection between the verbal or textual input and its visual representation. It supports the retention process as well, helping to embed this information in long-term memory (Mayer & Clark, 2003). Traditionally, technology has been used by language teachers in order to provide language input through texts, videos, and informational websites. With the emergence of Web 2.0 technologies, learners themselves can produce language output and move from consumers to producers of information, as they interpret content and create artifacts.

The term Web 2.0 was first used in 2004 and refers to the second generation of the Internet, namely the promotion of production, creativity, information sharing, and collaboration (Schrum & Levin, 2009). Anderson (2006) defines Web 2.0 applications as “networked tools that support and encourage individuals to
learn together while retaining individual control over their time, space, activity, identity, and relationship” (p. 4). Ko and Rossen (2010) find Web 2.0 tools easy to learn and apply with built-in sharing and collaboration features. These tools become ideal vehicles in the language classroom to promote authentic language use, negotiation of meaning, and language output.

The benefits and uses of Web 2.0 tools in the language classroom have been widely recognized, not only as a means to establish contact with native speakers through forums or social networks, but also as a motivator for students to engage in collaboration and communication (Curwood, 2010; Hanna & de Nooy, 2003; Kern, 2006; Sharma, 2010). Web 2.0 offers innovative ways to interact with a variety of language texts and aural input, and the opportunity to create products that use the target language through digital storytelling, online posters, comic generators, and wikis. Web 2.0 tools can also serve as powerful socialization and communication tools when used in cooperative learning activities that promote language negotiation among learners.

The use of Web 2.0 tools offers several advantages: they are Web-based, have a collaborative character allowing for multiple users, provide storage for online content, and allow for shared content (Schrum & Levin, 2009). Because of these characteristics, Web 2.0 tools promote active involvement of the students in the learning process as they produce artifacts using the target language and interpret texts and content through visuals.

Meaningful contexts within real communication are needed for language acquisition to occur (Hall, 1995; Shrum & Glisan, 2009). By using literature or authentic texts/content in the language classroom in combination with Web 2.0 tools, learners are provided a meaningful context that can serve as the springboard for communication, collaboration, and interaction. By analyzing literary/textual content through carefully planned instructional activities, students are able to create and publish quality products that allow them to personalize such content. For example, after carefully exploring a major character in a novel through a detailed reading, students can create an avatar to present that character to an audience (See Appendix D).

Learning by doing has been identified as a methodological principle for implementing communicative language teaching practices (Brandl, 2008). If new knowledge is tied to real-world activities, it is better integrated into long-term memory and more easily retrieved (Doughty & Long, 2003). Creating products such as comic books, digital stories, or podcasts promotes language output through a hands-on approach to language learning. Furthermore, these products are ideally created as collaborative projects, promoting interaction among learners. Collaboration has been recognized as a strong facilitator of learning, and it is representative of a student-centered environment (Kagan, 1992).

**Incorporating Web 2.0 into Standards-Based Instruction**

The incorporation of Web 2.0 applications allows students the opportunity to create original language products that motivate learners. However, integrating these applications in ways that support standards-based instruction is sometimes
challenging for teachers. Standards-based instruction espouses that students should learn to use their new language for three purposes: to communicate interpersonally, to interpret, or to present information and ideas (National Standards in Foreign Language Education Project, 1999). Tied intimately to these standards is assessment focused on capturing evidence of how students can demonstrate their use of the language.

The first step in a successful lesson is to carefully identify the learning objectives in terms of measurable performance. For example, “I can introduce myself in formal and informal situations using the appropriate non-verbal gestures.” An example based on a literary text might be stated as follows: “I can create an alternative ending to the short story we read.” Students are then required to demonstrate achievement of these learning objectives at the conclusion of the lesson. The three modes of communication (interpretive, interpersonal, and presentational) are incorporated into the lesson, as students receive textual or audio-visual language input (interpretive), practice with this input through communicative tasks (interpersonal) and demonstrate their language skills and understanding (presentational).

By adding the element of Web 2.0 to this process, students are now empowered to choose their own sources of input, work with that input in personalized ways, and create their own product to demonstrate achievement of learning objectives. Motivation and creativity can be greatly enhanced when students have choices. For example, students can demonstrate their ability to introduce themselves by creating online digital posters or presentations that spark creativity and allow for personalization of learning using audio, video, and text. These Web 2.0 applications promote a deeper level of engagement with the language content, as the learner has to determine what to include on the personalized digital poster, which features to use to communicate various information, and what to share with an at-large audience (publishing online). Such deliberate and intentional learning tasks may increase motivation and ultimately lead to language achievement. With online comic generators, students can create an alternative ending to a story by using visuals and text to represent the content in a series of cartoon panels. In order to present the story in its truest form, students will have to read the text carefully for an accurate visual representation of the characters, and use the written target language to narrate the action. Students create their own ending based on their understanding of the story and/or their own background experiences and share these cartoons online with peers. These activities provide motivation to optimize accuracy, creativity, and humor.

**Examples of Web 2.0 Tools for the Foreign Language Classroom**

The following exemplars represent activities that incorporate Web 2.0 technologies appropriate for foreign language classrooms. In all cases, the only technical requirement is Internet access. All applications presented below have no costs associated with them at the time of this publication. These activities can be modified to fit most curricula and are meant to be used as summative assessments and can be adapted for any language and proficiency level. All
are examples of standards-based tasks in that they ask students to produce an authentic product, integrate all three modes of communication, and demonstrate language achievement. Each activity includes a brief description of the Web 2.0 technology involved, information about the pedagogical underpinnings of the task, a description of the activity itself, step-by-step instructions, and examples and rubrics.

**Wiki and Online Quiz**

**Web 2.0 Technology.** Wiki: sites.google.com  Quiz: docs.google.com

**Description.** Google Sites (Google, 2011b) provides a user-friendly, Web-based platform on which to create wikis. Google Docs (Google, 2011a) is a series of document types including word processing, spreadsheet, and presentation formats that are Web-based and available free of charge. A wiki is a communal space on the Web where students can work collaboratively to create a product that incorporates images, video, audio, and written information. Both of these Web 2.0 applications support collaboration among users.

**Pedagogy.** Based upon the reading of literary or authentic texts/content (interpretive mode of communication), group members combine their information to create a wiki describing events during a specific historical period (presentational mode of communication). To follow up, students peer review another group's wiki using a rubric to evaluate the accuracy of information, organization, clarity, appearance, and content. They also provide suggestions for improvement. Through this process, participants compare and contrast their own information with the information from the other groups, engaging in deeper processing (interpretive mode of communication). Groups then discuss how they can improve their wikis based upon the peer reviews they receive from other groups (interpersonal mode of communication). The improved wikis are presented to the class (presentational mode of communication).

An additional supplementary task involves group members creating an online quiz using Google Docs based on the information in their wiki. These quizzes are embedded into their wiki sites. Each student completes a quiz from a different group, and finally, group members gather to evaluate the responses (interpretive mode of communication). This set of activities promotes the recycling of vocabulary and grammatical structures. Students work with the same content in a variety of activities that allow them to engage actively with historical content using Web 2.0 tools.

**Activity.** Negotiation and collaboration (interpersonal mode of communication) and Internet research (interpretive mode of communication) lead to the development of a wiki (presentational mode of communication) based upon an authentic text. Wikis are improved through peer review and revision. Online quizzes are developed based upon information contained in the wikis.

**Instructions.**

1. Students read an authentic text embedded in an historical era.
2. Students divide into theme-based groups related to the historical era to
create a wiki. Each student in the group is responsible for one page of the wiki that corresponds to a different historical event from the era. Each page must contain information about the historical event in at least two different forms (text, photos, graphics, or video).

3. Students peer review another group’s wiki and complete a rubric to evaluate certain aspects of the wiki.

4. Based upon the peer reviews, groups discuss how they can improve their wikis and then make the necessary changes.

5. Students present improved wikis to the class.

6. As an extension of the wiki activity, students create an online quiz based on the information in the wiki using Google Docs and embed the quiz into the wiki.

7. Students complete one of the quizzes created by another group.

8. Groups discuss their quiz results.

**Examples.** See Appendix A for an example of a wiki site, Appendix B for an online quiz, and Appendix C for a peer-review form.

**Avatars**

**Web 2.0 Technology.** www.voki.com

**Description.** Voki (Oddcast Inc, 2011) is a user-friendly website that allows for the creation of avatars, which can be useful outlets for target language practice in the language classroom. Avatars are movable images that represent a person in a virtual environment (Farlex, Inc, 2011).

**Pedagogy.** Students can create customizable images of themselves or others, selecting among a wide variety of physical features. A valuable feature of the website Voki is the ability to add voice using different modalities. Voice can be recorded by phone or computer microphone, or can be typed in. The user has the option to select the language and accent the computer will use when reading the typed text.

In this activity, students work in groups to analyze the characters of a story (interpretive and interpersonal modes of communication). They then pretend they are psychologists creating profiles for an online dating service and create an avatar of their assigned character based upon information in the text (presentational mode of communication). It is important that their avatar not reveal his/her name. When the avatars are presented to the class, the other groups must guess which character is being represented (interpretive mode of communication), thereby focusing students’ attention and engaging them in deeper processing.

**Activity.** Students analyze the characters of a story (interpersonal mode of communication), create an avatar (presentational mode of communication), and guess which characters are represented by the avatars created by other students (interpretive mode of communication).

**Instructions.**

1. Students are assigned a particular character from an authentic text.

2. In groups, students discuss the characteristics of this character and
identify his/her role in the story. They identify such things as personality, profession, family, friends, hobbies, dreams.  

3. Students, acting as psychologists working for an online dating service, create a profile for this character.  

4. Using Voki, students create an avatar for the character, including an image and a voice, but do not mention the character’s name.  

5. Students guess the names of the avatars created by their fellow students.  

**Examples.** See Appendix D for an example of a Voki avatar and Appendix E for a rubric to grade this project.

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**Comic Books**

**Web 2.0 Technology.** www.toondoo.com

**Description.** ToonDoo (ZOHO Corp, Inc, 2011) is a free comic generator where anyone can create visual stories without the need for hand drawing.

Pedagogy. Comics allow the creator to illustrate a conversation and dialog representing real-life scenarios, and serve as an excellent exercise to foster creativity. Versaci (2001) points out that comic books develop analytical and critical thinking skills. “A common goal, regardless of the level we teach, is to help students read beyond the page in order to ask and answer deeper questions that the given work suggests about art, life, and the intersection of the two” (p. 64).

In this activity, students working in pairs are provided with a “what if” scenario and must brainstorm an alternative ending to a story read in class (interpersonal mode of communication) based upon a hypothetical situation. They create a five-page comic strip that illustrates their new story ending using the online comic generator ToonDoo. This application allows students to use their imagination to create a visual story by simply dragging and dropping images from a large range of pictures, characters, and scenery stored in its online library. Users can also upload their own pictures and manipulate them into their story. The student-generated comics are shared with the whole class (presentational and interpretive modes of communication), and students discuss the different endings (interpersonal mode of communication).

**Activity.** Using ToonDoo, and working in pairs, students create a comic book that represents an alternative ending to a story read in class, according to the hypothetical “what if” situation that they are assigned.

**Instructions.**

1. Students brainstorm an alternative ending to a story read in class based upon a hypothetical “what if” scenario assigned by the teacher. For example, What if the main character in the story would not have come back to his home? What if the main character in the story would have had the opportunity to go to school?  

2. Based upon the brainstorming session, students create a ToonDoo that illustrates their alternative ending.  

3. Students present their ToonDoos to the class.
4. Class discusses the various endings.

**Examples.** See Appendix F for an example of a ToonDoo and Appendix G for rubric to grade this project.

**Collaborative Storytelling**

**Web 2.0 Technology.** storybird.com

**Description.** Storybird (2011) is a free, Web-based tool that allows users to create visual stories that can be written in collaboration with other users and are published online.

**Pedagogy.** Collaborative storytelling in an online environment encourages even reluctant writers to use their imaginations to create unique stories. By using artwork already created by talented artists, Storybird gives students the opportunity to focus on the language itself, using their own words to describe what they see depicted in the illustrations created by others (interpretive and presentational modes of communication). An excellent way for learners to demonstrate comprehension of new vocabulary is to have them use the words correctly in unfamiliar contexts. This activity requires students to recycle vocabulary in a creative context to demonstrate their understanding of the meaning (interpretive mode of communication). The collaborative aspect of this activity encourages students to negotiate meaning, discuss language structures with one another, and take pride in their shared efforts (interpersonal mode of communication).

**Activity.** For this activity, students work with partners to create a story with the words/phrases from a story previously read in class. Partners use two different computers, with each partner responsible for half of the story (either the first or the second half).

**Instructions.**

1. Each student makes a list of ten new vocabulary words they encounter as they are reading a piece of authentic literature assigned in class.
2. Using Storybird software, one student creates the first half of an original story using his/her 10 vocabulary words in context.
3. The student shares the Storybird with a partner, and the second student finishes the story, incorporating his/her own set of vocabulary words into the second half.
4. Students read one another’s Storybirds and try to identify the vocabulary words that were chosen from the original story.

**Examples.** See Appendix H for an example of a Storybird. This activity can be graded with the same rubric used to grade the ToonDoo (See Appendix G).

**Online Poster**

**Web 2.0 Technology.** www.glogster.com

**Description.** Glogster (2011) is an online poster generator that allows for the inclusion of text, images, sound, and video.
Pedagogy. This tool promotes expression in a creative way, permits learners to use the foreign language through writing and speaking, and allows them to associate expressions with a visual representation (presentational mode of communication). When reviewing peers’ creations, Glogster products function as a basis for reading and listening comprehension activities (interpretive mode of communication). This tool, among many other activities, is ideal for creating community and promoting interaction among learners (interpersonal mode of communication). In the final portion of this activity, students are asked to search for specific information.

Activity. Students complete a community building exercise in which peer interviews (interpersonal mode of communication) are transformed into digital posters to be presented to the group (presentational and interpretive modes of communication).

Instructions.
1. At the beginning of a new term, the teacher collects ideas from the class about the top five things they want to know about their classmates and lists them on the board.
2. Working in pairs, students interview one another to gather information about their partner in the five chosen categories i.e., hobbies, family, favorite music, etc., (interpersonal mode).
3. Each student creates a digital poster that incorporates text, images, sound, and/or video about his/her partner based upon the information obtained during the interview.
4. Students present their partners to the class using their digital poster (presentational mode).
5. During the presentations, students must take notes so that they are prepared for a follow up Jeopardy style game about their classmates.
6. Alternatively, students display all digital posters together in an online poster gallery (i.e., the class website). Students review all posters and attempt to find classmates with whom they have something in common. The names of these classmates are recorded on a handout (interpretive mode).

Examples. See Appendix I for an example of a Glog. This activity can be graded with the same rubric used to grade the ToonDoo (See Appendix G).

Conclusion

Web 2.0 promotes the acquisition of language and knowledge that is centered on the learners while promoting interactions with content, their fellow students, and the instructor. The instructor’s role becomes one of an architect who creates the blueprint for the lesson and ensures a high degree of interactivity and engagement through carefully planned learning tasks. Teachers and learners thus become partners in constructing knowledge as they create and assess authentic products. Such engaging and authentic learning tasks can empower students as
learning is socially constructed through interaction with others and is expressed through a personal interpretation of knowledge. Creativity, critical thinking, and performance are promoted in ways that motivate learners. The standards-based digital learning tasks presented in this article are designed to serve as exemplars that can be replicated and adapted based on the needs of learners in the classroom.

References


Zhang, G., & Zhao, Y. (2011). Technology uses in creating second language (L2) learning environments: When learners are creators. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 2940-2945). Chesapeake, VA: AACE.

Appendix A

After reading the novel *Damals war es Friedrich* [Friedrich] (Richter, 1961), which takes place in Nazi Germany before and during World War II, students are divided into small groups to create a wiki based upon the historical events from the book. Each student is assigned one historical event and is responsible for researching that topic and building one of the pages of the wiki. Here is an example of one of the wiki pages from this project. It includes text, charts, photos, and video.

![Wiki Example](image.jpg)

Appendix B

As an extension of the wiki activity, each student creates an online quiz using a form, one of the Google Docs tools (Google, 2011a), about the information on their individual wiki page. This quiz can be embedded into the page, so when the wiki site is ready, the quiz will be part of the page. Other students can take the quiz, and the creators of the wiki and the quiz can check the answers. By including an online quiz on each page, readers can test their understanding of the material presented in the wiki.
Appendix C

Form for Wiki Peer-Review

Group name: ___________________________

Evaluate one of the other groups’ wiki and circle the most appropriate option, 1 being the lowest grade and 5 being the highest.

<table>
<thead>
<tr>
<th>For each historical event, dates, description of event, and effect on characters in the story was described</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information is accurate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The information is clear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The information is organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The wiki is visually appealing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>References to other sources are included.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

What were the strengths of this wiki? ____________________________________________________________

How would you improve this wiki? ____________________________________________________________________
Appendix D

Students read *To Live* (Hua, 1993) in the Chinese language course and create a profile for their assigned character that would appear on an online dating service, and then create and publish an avatar.

Appendix E

This is a general rubric that can be used to provide feedback for creative products that are mostly written but include visual and oral components. This rubric was designed for the intermediate low to high learner but can be adapted to different language levels and requirements as needed.

Non-Negotiable Items – The following requirements must be met for the assignment to be accepted:

1. Handed in by the deadline.
2. Length requirements (as specified for the assignment).
3. Written in student’s own words with dictionaries and translators consulted only occasionally to clarify individual word choices or short idiomatic expressions.
4. Other assignment-specific non-negotiables stipulated by the teacher.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Function</td>
<td>Language expands toward narration and description that includes connectedness, cohesion, and different time frames. Mostly connected sentences and some paragraph-like discourse. First draft reflects outstanding planning and organization. German use is excellent based upon student’s current knowledge with careful attention to grammar and usage.</td>
<td>Able to express own meaning in a basic way. Strings of sentences, mostly simple, but sometimes complex. Draft reflects planning and organization. There is evidence of organization of ideas in the draft. German is basic and requires much editing from instructor.</td>
<td>Mostly memo- rized language with some attempts to create simple sentences and phrases. Rough drafts reflected little thought or effort, and work required much prodding from instructor. German was poor, and little effort was made to improve.</td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td>Makes choices of phrases, images, or content to maintain the attention of the audience. Graphics are related to the theme/purpose of the product and enhance reader interest or understanding. The story leaves a strong impression. Listeners are likely to be entertained or better informed as a result of listening. Illustrations greatly enhance the storyline.</td>
<td>Begins to make choices of phrases, images, or content to maintain the attention of the audience. Most graphics are related to the theme/purpose of the product and enhance reader interest or understanding. The story is clear but lacks creativity. The material flows well. Illustrations are adequate.</td>
<td>Focused on successful task completion. Graphics seem randomly chosen or distracting. The message is there, but lacks organization. Story is somewhat hard to follow.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary provides information and explanation and tells a compelling story. Word choice is interesting and appropriate for student’s level of German.</td>
<td>Vocabulary is sufficient to provide information and limited explanation. Word choice contributes to understanding.</td>
<td>Simple sentences and memorized phrases. Word choice interferes with understanding.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Sound Track/Verbal Component</td>
<td>German is fluent and easy to understand. The pronunciation is clear with few grammar errors based upon student’s current level of German. Very high quality sound. The material is pieced together in a thoughtful and creative way that enhances the story. Sound effects are creatively implemented to strengthen overall effect.</td>
<td>German is almost always easy to understand. A few words mispronounced and/or grammar errors. Meaning is still clear. The recording is good. The editing is logical and supports the message. Audio enhancement tools in the software are implemented.</td>
<td>German is sometimes hard to understand. Many errors in pronunciation and grammar. Recording is adequate, but the editing is sloppy and doesn’t take advantage of any enhancements in the software. Poor sound quality. Very little use of sound effects.</td>
<td></td>
</tr>
<tr>
<td>Editing</td>
<td>Teacher edits &amp; feedback are carefully incorporated each time. Understanding of teacher feedback on first drafts is demonstrated in the final edited document.</td>
<td>Most edits were included in the final product.</td>
<td>Mistakes were continually repeated. Instructor edits and feedback were mostly ignored.</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

After reading Damals war es Friedrich [Friedrich] (Richter, 1961), German students are asked to write an alternative ending based upon the assigned hypothetical situation. In the story, Friedrich, the Jewish main character, was continually harassed by his Nazi landlord, Herr Resch. For this specific example, the hypothetical situation is: What would have happened if Herr Resch were not a member of the Nazi party? Here is a ToonDoo created by a student that depicts the alternate ending.
FRIEDRICH 3 - BY WHLANGER

Herrn Risch, wir brauchen Ihre Hilfe. Wir wissen nicht, was zu machen... oder wo zu gehen.

Hessische Juden werden verhaftet. Das Leben der Juden wird sehr schwer.

Aber warum?

Ich weiß! Ihr braucht einen Platz, wo Ihr euch stecken könnt.

FRIEDRICH 4 - BY WHLANGER

Woher werden wir gehen?

Verdächtig! Ich sage es niemand!

Keine Sorge! Herr Risch lässt uns oben im Dach wohnen. Wir bleiben uns da hin und wieder sicher für Juden.

Danke! Ich wundere, dass ich das wissen konnte.

Es ist zu gefährlich!

Endlich war der Krieg zu Ende!

FRIEDRICH 5 - BY WHLANGER

Ja, zum Glück ist unser Haus nicht zerstört, wie die anderen.

Alles ist zerstört worden!

Also, was machen wir jetzt?

Wir helfen Herrn Risch alles wieder in Ordnung zu bringen.

Ausgezeichnet!

Das Ende
Appendix G

This is a general rubric that can be used to provide feedback for creative products that are mostly written but include visual components. This rubric was designed for the intermediate low to high learner (American Council on the Teaching of Foreign Languages, 2012), but can be adapted to different language levels and requirements as needed.

Non-Negotiable Items—The following requirements must be met for the assignment to be accepted:

1. Handed in by the deadline.
2. Length requirements (as specified for the assignment).
3. Written in student’s own words with dictionaries and translators consulted only occasionally to clarify individual word choices or short idiomatic expressions.
4. Other assignment-specific non-negotiables stipulated by the teacher.

| Student Name: | | | | | |
|--------------|---|---|---|---|
| CATEGORY | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations | Comments |
| Language Function | Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames. Mostly connected sentences and some paragraph-like discourse. | Able to express own meaning in a basic way. Strings of sentences, mostly simple, but sometimes complex. | Mostly memorized language with some attempts to create. Simple sentences and memorized phrases. | |
| Impact | Makes choices of a phrase, image, or content to maintain the attention of the audience. Graphics are related to the theme/purpose of the product and enhance reader interest or understanding. | Begins to make choices of a phrase, image, or content to maintain the attention of the audience. Most graphics are related to the theme/purpose of the product and enhance reader interest or understanding. | Focused on successful task completion. Graphics seem randomly chosen or distract the audience. | |
| Vocabulary | Vocabulary provides information and explanation. Word choice is interesting and appropriate. | Vocabulary is sufficient to provide information and limited explanation. Word choice is adequate and contributes to understanding. | Simple sentences and memorized phrases. Word choice interferes with understanding. |
| Comprehensibility/Content | Content clearly reflects assigned topics. It includes several supporting details and/or examples. Stays on topic. Provides accurate information. Organizes the information effectively. | Content clearly reflects assigned topics. No details and/or examples are given. Fulfills the task but lacks focus. Information is accurate. Lacks some aspects of organization. | Content has little or nothing to do with assigned topics. Topic is unclear. Information is largely inaccurate. Unorganized. |
| Final Evaluation | | | |

**Touch the World**
Appendix H

Spanish language students read an excerpt from *El Alquimista* [*The Alchemist*] (Coelho, 1994) and choose 10 unfamiliar vocabulary words from the story. They demonstrate their comprehension of these new words by writing an original story using the words in a different context. Here is an example of a Storybird created by two students in response to this assignment (illustrations by bluedogrose).
Appendix I

As a community building exercise at the beginning of a term, students interview a partner. They then create an online digital poster using Glogster that represents the information gleaned from the interview. The Glogster can include image, text, video, and audio information. Students use their online digital posters to introduce their partners to the class. Here is an example of a Glog created by a Chinese student in an ESL classroom.
The following list includes Web 2.0 technologies that can be incorporated into the foreign language classroom for students to create or participate actively in language learning tasks.

<table>
<thead>
<tr>
<th>Technology</th>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audacity</td>
<td><a href="http://www.audacity.com">www.audacity.com</a></td>
<td>Voice recording software</td>
</tr>
<tr>
<td>Blog</td>
<td><a href="http://www.wordpress.com">www.wordpress.com</a></td>
<td>Online diary</td>
</tr>
<tr>
<td>Chat</td>
<td><a href="http://www.google.com/talk">www.google.com/talk</a></td>
<td>Instant messaging</td>
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<td><a href="http://sites.google.com">http://sites.google.com</a></td>
<td>Online portfolio</td>
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<td>Glogster</td>
<td><a href="http://www.glogster.com">www.glogster.com</a></td>
<td>Online poster generator</td>
</tr>
<tr>
<td>Google Docs</td>
<td><a href="http://docs.google.com">http://docs.google.com</a></td>
<td>Collaborative presentations, documents, and forms</td>
</tr>
<tr>
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<td><a href="http://www.jing.com">www.jing.com</a></td>
<td>Screencasts</td>
</tr>
<tr>
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<td>Create a custom social network</td>
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<tr>
<td>Online crossword</td>
<td><a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a></td>
<td>Create crosswords and other learning puzzles</td>
</tr>
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<tr>
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<td><a href="http://www.rhinospike.com">www.rhinospike.com</a></td>
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</tr>
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</tr>
<tr>
<td>ToonDoo</td>
<td><a href="http://www.toondoo.com">www.toondoo.com</a></td>
<td>Comic generator</td>
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<td>Voice Thread</td>
<td><a href="http://www.voicethread.com">www.voicethread.com</a></td>
<td>Collaborative space for conversation surrounding video/image</td>
</tr>
<tr>
<td>Voki</td>
<td><a href="http://www.voki.com">www.voki.com</a></td>
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<td>Voxopop</td>
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<td>Wiki</td>
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<td><a href="http://www.wordle.com">www.wordle.com</a></td>
<td>Word cloud generator</td>
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