



## Technology Use in the ITA Program at Princeton

Barbara Schroeder Jensen  
TESOL 2008

### Telephone

At the beginning of the semester I give the students my cell and office phone numbers and tell them that they are not allowed to email me. If they need to contact me for any reason, they must call me.

### Tape Recorder

Student led discussions are tape recorded. The student leading the discussion is sent home with the tape AND the tape recorder along with a self-assessment sheet. The benefit over video is 1) the convenience 2) it makes students focus on speech.

### Videocamera

All of our micro-teaching sessions (5-7 minutes) are recorded on digital cameras. The files are then emailed to the student with the self-evaluation form.

### Voice tools

We use Blackboard voice email and voice-boards. Not all assignments are graded and some are peer reviewed.

### Internet

We frequently use video/audio listening activities on language, culture, and teaching. Activities include: listen and summarize, mirroring, jigsaw listening, transcription.

[www.npr.org/archives](http://www.npr.org/archives)

[www.ehistory.com/world/amit/bestof.cfm](http://www.ehistory.com/world/amit/bestof.cfm)

[www.quickanddirtytips.com/about.aspx](http://www.quickanddirtytips.com/about.aspx) [www.sciencefriday.com/pages/bytopic.html](http://www.sciencefriday.com/pages/bytopic.html)

(low levels) [http://www.voanews.com/specialenglish/about\\_special\\_english.cfm](http://www.voanews.com/specialenglish/about_special_english.cfm)

(Common Student Questions) [www1.umn.edu/ohr/teachlearn/nonnative/questions/index.html](http://www1.umn.edu/ohr/teachlearn/nonnative/questions/index.html)

### Interviews

We filmed interviews with Princeton Graduate students talking about their research and undergraduates describing life at Princeton. These videos are mined for various language activities combining listening, mirroring, and adjusting a topic to fit the audience.

### Recordings

Recordings were made of native speaking students asking typical small talk questions. These are similar to “Common Student Questions” however these questions are not academic. They are divided by context (context and question examples include “**At a Party:** *So, do you live in Princeton?*” “**Before Class,** “*So did you get through the reading?*” Practicing comprehending and asking small talk questions helps international students become more proficient at making small talk in their community.

### Google/Wikipedia

Occasionally during tutorial a student will think that a particular phrase or structure I'm correcting is already correct. Instead of convincing the student or trying to think of the rule, I immediately search for that string of words (put it in quotes) in either Google or Wikipedia to see if it comes up. For example, “My today's topic is.” Students are always convinced when they see that their version has 8 hits and your version has 100,000. There is also always the off chance that the student may be right ☺



## One Minute How To

One Minute How-To is a website that features people explaining how to do something in one minute or less. For this activity you will have a chance to listen and summarize one of these clips as well as create one of your own.

### **PART ONE:** Listening and Summarizing

- 1) Go to <http://oneminutehowto.com> and listen to a few of the topics. Select a clip that you think the class may be interested in.
- 2) Listen to the link and prepare a summary of it for class. Your summary should last approximately 30 seconds (keep this in mind as you choose your clip).

### **PART TWO:** Pronunciation (“Mirroring”)

- 1) Type a word-for-word transcript of your summary. Mark the rhythm of the transcript (pauses, alternation of stress, focus stress). Underline the vowels and consonants that are difficult for you.
- 2) Make a recording of your transcript on Voiceboard. Bring your transcript to your next tutorial and I will record it on Voiceboard as well.
- 3) Spend some time each day working with your transcript to create good rhythm and clear segmentals.

### **PART THREE:** Creating your own How-to

- 1) Create your own “How-To” to share with the class. The topic is your choice and can be about anything related to your field. Obviously, one minute is not a lot of time, so a subject like "How to Explain String Theory" won't work, but "How to make a homemade rocket" might. **Again you should choose something that may interest your classmates.**
- 2) Write out your transcript and mark the pronunciation features. Record your “How-to” on Voiceboard and bring your transcript to your tutorial to practice.
- 3) Record feedback to your classmates on their recording.
- 4) Listen to the feedback you have received and revise accordingly. When you feel like you have recorded your very best effort, send it to me as a voice email.

### **FINAL:** Presentation

- 1) Prepare to present both the “How-to” you created and the original How-to you mirrored in class.



## Listening Assignment

This semester we will have three Listening Projects. For this project you will listen to an audio-clip on the Internet and transcribe a part of it. The first clip will be on an academic topic, but the final two clips can be selected from anything that appeals to you.

- 1) Go to: [http://www.pbs.org/newshour/newshour\\_index.html](http://www.pbs.org/newshour/newshour_index.html). Choose an appropriate category from the left hand side of the screen. Choose a clip.
  - 2) Listen to either the audio or the video. Transcribe the first 3 minutes of the clip.
  - 3) Go to the Voice Board on Blackboard. Summarize the entire clip on the Voice Board for "Barbara's Class"
  - 4) After your summary, analyze how well you think you did.  
Answer the following questions:
    - a. How many times did you have to listen?
    - b. Did you cheat and look at the transcript before you tried your best?
    - c. When you did look at the transcript, how accurate were you?
    - d. Which type of language did you have the most difficulty with (numbers, preposition, proper nouns, etc)?
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## Grammar Girl

In this activity you will listen to a clip from a website which offers grammar advice. After you listen to the grammar tip offered by Grammar Girl you will teach this tip to the rest of the class.



## LISTENING

- 1) Go to: <http://grammar.qdnow.com/>
- 2) Scroll down until you see the "Episode Archive" listed on the left side of the screen.
- 3) With a partner choose a clip from either the "Grammar," the "Word Choice," or the "General" section that you think the rest of the class may benefit from.
- 4) Listen to the clip and discuss it with your partner. You may have to listen several times.



## SPEAKING

- 1) With your partner, prepare to teach the class what you have learned from your clip.
- 2) Prepare a very short "quiz" for the class based on your lesson. This quiz should be designed to test whether the students understood your lesson.
- 3) Teach the lesson and give the quiz.