

During this stage of the course, my aim was to create activities that meaningfully integrated digital tools. When I speak of meaningful integration, I mean two things. First, each tool supported the acquisition and application linguistic and cultural knowledge. These were not tools used for technology's sake, but rather to support language learning. Second, the tools worked together to create a cohesive unit. The materials from the later lessons drew from what students had seen in prior activities. As both a teacher and a student, I like for materials to work together in this way. I think it creates a kind of cohesion that helps students see why they are doing the activities, why they are learning the vocabulary and grammar, and how they can apply the information to perform daily tasks.

The topic that I chose to focus on for my activities was food, a common subject for introduction-level courses. In that unit, textbooks often emphasize food vocabulary and simple commands that you would use to tell someone how to make a recipe. The activities that I created centered on reinforcing those concepts through listening, engaging with vocabulary, and speaking about food in the target language.

The first activity, a video from the recipe website Tasty.com, included embedded comprehension questions. This allowed students to practice interpretive skills as they interacted with an authentic text. Next, students used the video as a model for how to describe making a recipe. After working as a group to compose a list of useful vocabulary terms, the students recorded themselves explaining a recipe for Profesora Forehand's Flipgrid Kitchen. As a final step, they replied to each other's videos to talk about their likes/dislikes using the "gustar" structure. With this activity, students practiced presentational speaking and interpretive skills. Finally, I created a Quizlet with vocabulary from the Edpuzzle, their textbook, and their cooking videos. This Quizlet collection served to tie the previous activities together and serve as a review for students to use as they prepared for a chapter quiz.

I think that this topic adapted particularly well to the online format because the vocabulary is straightforward and the theme works well with a variety of digital applications. Some of these activities were activities that I have wanted to do with my students in face-to-face classes, but that I was unable to do because of time constraints and because I was following the pacing and content set out by a course coordinator. This course provided me with the time and the freedom to experiment with designing these tasks.