The NetGeneration and Education: Enhancement of the Foreign Language Classroom Through

Integration of Digital Information Resources

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There is no doubt that the use of contemporary technology in the foreign language classroom has become ubiquitous over the past several years. Even instructors who once hesitated to learn the bells and whistles of modern technology have in many instances come to understand the benefits of incorporating technological tools into their classrooms. They use these tools both to meet the learning styles of the digital natives who are now entering secondary education as well as to increase the amount and quality of input that is provided to languages other than English (LOTE) learners. The use of technology in the classroom has opened avenues for exploration of culture, language, and pedagogy by filling the gaps in resources, including textbooks and workbooks, available to language teaching professionals through traditional instructional toolkits.

Yet the effective use of technology in the LOTE classroom can do much more than the simple, albeit important task of engaging student interests. White and Al-Shammari (2010) note that the use of web-based applications in the language classroom can "help instructors and learners overcome many of the inherent difficulties in teaching and learning a second language (L2) outside areas in which the language is spoken" (p. 41). They suggest, in essence, the existence of a so-called "input gap," which limits the number of L2 language forms provided to second language learners in instructional settings. Furthermore, they suggest that without sufficient input, second language acquisition processes cannot be activated and second languages cannot be acquired (White & Al-Shammari, 2010).

In addition, computer- and web-based applications can, as Warschauer (1996) suggested, promote authentic interpersonal connections outside the boundaries of the classroom, engage students in topics of interest to them, and finally provide opportunities to explore and expand their knowledge of the LOTE on their own. These opportunities combine to add to a sense of self-control within the classroom that lessens anxiety, privileges independent study, and promotes language acquisition.

With this in mind, it is clear that technology and web-based applications used in the LOTE classroom can help teachers create lessons and classrooms that appeal to all students, heighten motivation, and enhance learning. Yet, as effective as the use of technology in the classroom can be, impediments remain. In fact, the success of integrating technology into a language curriculum depends as much on the ability to create, find, and evaluate collaborative digital projects, language learning communities, podcasts, vodcasts, blogs, and other applications as it does on the ability to successfully integrate them into the fabric of individual lesson plans. In a world exploding with emerging Web 2.0 technology and resources, it can be an overwhelming challenge for today's educator even to know where to begin. This brief article, therefore, will serve as a basic guide to point teachers in the direction of digital opportunities that can be used and built upon for use in teaching LOTE. Websites providing professional development resources will be provided as well. Topics include collaborative projects that span the globe, language learning communities (some commercial and some nonprofit), foreign language dictionary-translation sites with language forums, how-to resources for creating original materials and ready-to-use resources.

Social Networking and Web 2.0 Tools

The popularity of social networking sites such as *Facebook* and *MySpace*, and other Web 2.0 tools such as "wikis, Nings, and blogging platforms" (Lindsay & Davis, 2010) that inundate our culture today can be used to enhance the LOTE student's learning experience by turning the classroom into a virtual learning environment (VLE). The use of Web 2.0 tools has the potential to allow the individual student to create his or her unique educational encounter, which can extend beyond the physical classroom. Opportunities to explore other cultures while interacting with native speakers of the second language range from active participation in collaborative projects from around the world to logging into a virtual language learning community filled with social interaction, activities, downloadable podcasts, etc.

Whereas online communities may seem unfamiliar and even frightening to some educators, it is a given that members of the NetGeneration do and will participate in them. In "Navigate the Digital Rapids" (March/April 2010), Julie Lindsay and Vicki Davis report concerns that many of their peers have from teaching students "proper online social interactions" when those activities are outside the classroom and, therefore, out of their control (p. 12) to apprehension that support of online social interaction in the classroom may cause a backlash of criticism. Lindsay and Davis address some of these concerns and provide the article in a downloadable pdf file (see Table G).

In 2006, teachers Julie Lindsay (then in Dhaka, Bangladesh) and Vicki Davis (Camilla, Georgia) collaborated in connecting their classrooms to create a global learning experience for their students. The idea of "flattening" classrooms refers to the flattening of the globe through technology enhanced communication inspired by Thomas Friedman's book *The World Is Flat: A Brief History of the Twenty-first Century* (2005). The *Flat Classroom Project* has grown to

include extensive use of Web 2.0 tools in creating global classrooms for middle school and high school students. The project's website states,

> One of the main goals of the project is to "flatten" or lower the classroom walls so that instead of each class working isolated and alone, two or more classes are joined virtually to become one large classroom. The project is designed to develop cultural understanding, skills with Web 2.0 and other software, experience in global collaboration and online learning, and awareness of what it means to live and work in a flat world, while researching and discussing the ideas developed in Friedman's book *The World Is Flat*. (Flat Classroom Projects, 2010, Announcing new projects, para 2)

The Project creators are now initiating the twentieth endeavor for The *Flat Classroom Projects,* which will run from September 2010 through December 2010. A number of other projects have grown from the initial effort including the *NetGenEd Project* (with author Don Tapscott), *Digiteen Project* (a digital citizenship project for teens), and *Eracism* (a project promoting the awareness of racism on a global basis). More information about projects as well as teacher guidelines, applications, video clips, documents, and blogs can be accessed from the organization's website (see Table A).

The *Flat Classroom Projects* create customized social networking sites through the use of *NING*. The *NING* platform, which was free to educators prior to the summer of 2010, allows the creators to organize information pertaining to the chosen subject, create rules of engagement, and let imaginations run wild as they create their own virtual classrooms. For as little as $20 annually per 150 members, a foreign language classroom or department can become the hub of a social network that has the potential to immerse students in L2 activities. During class and even beyond, students can get involved with others from across the world while collaborating on interesting cultural, linguistic, and social projects (see Table A). A good source of information concerning education and the use of the NING platform is a social networking site created just for educators and can be accessed at http://education.ning.com/.

There are a number of important international projects taking place at this time but another that deserves mention is *Cultura,* a web-based intercultural project designed and created in 1997 by MIT's French Section. The project links American classrooms with those in France, Germany, Italy, Mexico, Russia, or Spain and is based on the constructivist approach. The MIT project is known for

> its pedagogically sound design, approach and methodology, allowing students from different cultures to gradually construct together, via a common website and a computer-mediated exchange, a deeper understanding of each other's cultural attitudes, beliefs and values. (*Cultura*, 2009, Learn about Cultura, para 2)

The *Cultura* website explains thoroughly the philosophy behind the approach and provides the methodology, a teacher's guide, and examples of current exchange projects (see Table A). A large percentage of NetGeners are going to be posting on social networking sites (*Facebook, My Space, etc.)* from school or home computers or from their phones while at the coffee shop, the movies, or any other place their social life might take them. The possibility of adding an educational networking site into the mix may blur the lines between learning and recreational activities.

For those who would prefer "out of the package" resources, there are *language learning communities* that provide access to a global community and resources such as interactive lessons, audio files, and written exercises. A high-quality site, *Busuu.com*, (with a limited free membership or full access paid membership) provides access to a community of native speakers as well as downloadable podcasts for the students' ever-present mp3 players, interactive language courses with lessons, comprehension exercises, and grammar guides. *Busuutalk*, the instant chat format (which can be deactivated if desired), allows students to interact with other community users from around the world. The chat forum provides a translation application that helps deliver and translate messages accurately. The site itself is attractively designed and easy

to navigate, and provides e-mail capability, theme-based study units, downloadable podcasts, and the option for users to login with their *Facebook* account. In fact, more can be read about *Busuu.com* on its own *Facebook* page (http://www.facebook.com/busuucom). With very little preparation, the teacher can introduce the student to a wealth of resources and help fill the "input gap" that comes from lack of immersion in the second language culture. However, unlike the *Flat Classroom Projects,* the teacher has less control regarding with whom the student interacts. With the chat activated, any user can request to chat. Of course, the student can ignore the request or deactivate the chat. This would, however, allow teaching opportunities for educators concerning "digital citizenship," with an emphasis on cyber issues of etiquette, safety, bullying, etc. Definite guidelines should be in place and parental support elicited for out-of-class interaction.

Virtual interaction with native speakers can also come in a form similar to the traditional letter-writing "pen pal." "*eTandem Europa*" is a project funded by the European Commission as part of the European Year of Languages 2001. The site provides opportunities for users to learn a foreign language as they interact via e-mail, telephone, or video-conference with speakers of other languages. There are tips for the integration of *eTandem* into classrooms, as well as the opportunity to purchase handbooks and teachers' guides. Table A provides links to language-learning communities and other related resources.

Foreign Language Dictionaries, Translation Software, and Language Forums

There are many online resources available that provide students with translations, definitions, grammar, and answers to questions about culture. *WordReference.com* provides free online translation dictionaries that translate English to Spanish, French, German, Italian, etc., and

vice versa. Associated with the dictionaries are language forums that provide interaction between native speakers and those learning a second language. The site is very basic as far as presentation and provides discussion forums in which students can interact about topics related to "translation, word usage, terminology equivalency, and other linguistic topics" (WordRefererence.com, 2009, Mission Statement).

WordReference.com forums provide a moderated and peer-regulated community with members flagging any inappropriate postings or interactions. The site is intended to answer specific questions concerning grammar, vocabulary, and even specialized vocabulary (such as medical terminology, agricultural terms, etc.). Proofreading of longer pieces such as books or homework assignments is not permitted. Members may not post personal information such as e-mail addresses or phone numbers in the forums and are allowed to discuss linguistic issues only. See Table B for more information.

SpanishDict.com is an online Spanish dictionary and translator that features flashcards with audio files and a word of the day with both audio and definitions. Users can subscribe to the RSS feed, create an online phrasebook, and join the SpanishDict.com community of learners (Table B).

Jollo.com is a site that compares results from various online translation applications such as *Babylon, Yahoo Babel Fish, Google Translate, Microsoft Translator, and WorldLingo*. The user submits a phrase and the various applications provide interpretations. At that time, the *Jollo* community of users can improve on the translation and vote for the most accurate one. *Jollo* also offers the user the option of keeping a personal phrase book online.

ImTranslator and *Bab.la,* web-based applications, provide audio translation of written text in French, Spanish, German, Italian, etc. *Verbix.com* provides both online and downloadable

verb conjugation software both in Spanish and French. See Table B for more information about these kinds of applications.

Vodcasts, Podcasts, and Interactive Sites

Video podcasts (vodcasts), podcasts, and mp3s are staples of the NetGeners' digital diet. The landscape of our entire culture has been affected by these ever-emerging technologies. Most teens and even "tweens" carry or have access to a cell phone, iPod, or other device with capabilities ranging from texting, tweeting, taking photographs, recording videos, and sometimes even to talking. If they have the right device in the palm of their hand, they can download their favorite song, watch the latest episode of *Phineas and Ferb,* or search for and view videos from *YouTube* or *Blip.tv*. These are the students, members of the "backpack generation" (Curtis, 2001), that are entering today's classrooms. These are the ones challenging educators as they attempt to keep them engaged in the task of learning a second language. More and more, vodcasts and podcasts are becoming available for classroom use. Some of these resources are provided through commercial sites while others are available free of charge.

Yabla, a commercial site described as an online video magazine for language learners, uses "multimedia technologies designed with language learning and media localization in mind" (Yabla 2010). The site uses actual television, film, and music clips to provide "non-natives with effective, content-driven acquisition experiences" (*Yabla* 2010) that can be accessed at their convenience. Vodcasts, which can be slowed for easier understanding, are presented in the target language with subtitles in both the L2 and the students' native language. During the video, students have the option to click on specific words to access definitions from the integrated dictionaries. Categories include comedy, music, drama, food, and sports. *Yabla* offers language immersion through news clips, music videos, interviews, and more in French, Spanish, German,

and English. Prices depend on the number of students in a class. See Table C for links to demos and other resources.

An excellent source, *Podcast Alley* provides information concerning podcasts and podcasting, including many links to creation tools and resources such as music and sounds to use in podcasts, and maybe most importantly, a directory of more than 85,000 podcasts covering all kinds of subject matter. Site creator Purdue educated Chris McIntyre states,

> In an effort to support the podcasting community, I am offering my services to help index all the podcasts we can find. It is also my intention to provide a wonderful place where people who love creating and/or listening to podcasts can come to get the latest news, tutorials, podcasts, and everything else [related to] podcasting. I truly believe that podcasting is a powerful communication tool and will have a profound effect on the way we communicate in the future. (2010, About us, para 2)

Podcast Alley allows the user to subscribe to podcasts such as *Learn French with Coffee Break French* and *Learn Spanish with Coffee Break Spanish.* This is an excellent source for many educational subjects. See Table C for more information.

For those who would like to create their own podcasts, *Gabcast.com* offers a relatively simple solution. Educators or their students can create podcasts by establishing a "channel" on the *Gabcast.com* site, calling the toll free number provided, and recording a segment. The recording is automatically saved to the user's account and later published to the unique channel. Once created, the podcasts can be subscribed to through a format such as iTunes. Time for recording podcasts start at $10 for 100 minutes. Information on this and other vodcasts, podcasts, and related topics can be found in Table C.

The University of Texas has an entertaining and interactive site that concentrates on French grammar. Originally created for the students of the University of Texas, *Tex's French Grammar* teaches while it weaves a "surreal" and humorous story of Tex the armadillo, the love of his life Tammy, and a naughty kitten, Bette, who tries to cause them problems. The site

consists of cartoon images, downloadable mp3 files, podcasts, and pdf files. See Table C for further information.

Barbara Kuczan Nelson has created a wonderful Spanish language and culture site with themed study modules (such as "Offerings" for the *Day of the Dead)* with podcasts of music and interviews, teacher guides, and activities. Users have free access to the site with its beautiful artwork and photographs, accompanied by text and spoken word (see Table C for information on this and other sites). This is a good example of the many sites that are or will be available for use by foreign language classrooms.

Authoring software, applications, websites, etc.

Educators can also make use of applications, such as *Hot Potatoes,* that allow for the creation of interactive exercises and online authoring tools, such as *QuestGarden,* to provide web based educational exercises. *Hot Potatoes* has six free downloadable applications that will allow for the creation of multiple-choice, short-answer, jumbled-sentence, crossword, matching, and ordering exercises that require the student to search the World Wide Web for sources. *QuestGarden* simplifies the process of creating high-quality WebQuests that engage the student in higher level thinking skills and engages them in a beneficial use of the web. For the educator new to the concept of web quests, *Webquest.org* provides many resources, including articles and videos on the rationale behind the use of the format, how it started, why teachers should use them, and more. See Table D for more information.

Sites for Professional Development

Obviously, keeping abreast of the latest development in these technologies provides a challenge for today's foreign language teacher. There are sites dedicated to almost any topic necessary to close the information gap for educators. For example, *Teacher Vodcasting* (http://vodcasting.ning.com/) is a NING based social networking site for educators using or wanting to know more about vodcasting. *Educational Vodcasting* is another social networking site dedicated to teaching educators about the use of podcasts and vodcasts in the classroom. Initiated by Jonathan Bergmann and Aaron Sams, "pioneers in the field of using vodcasts in the classroom," it introduces the concept of "Pre-Vodcasting" in which the student watches vodcasts at home and use class time for teacher-directed activities. The site gives step-by-step instructions for creating vodcasts of PowerPoint presentations, word documents, etc. They also offer workshops and training. Sites such as the *International Society for Technology in Education* provide many links for professional development, including conferences, training programs, webinars, and more. See Table E for more information.

NetGeners with their iPods, smart phones, and laptops create a challenge for the twenty-first century classroom. However, as educators become more aware and knowledgable of available resources, the power of these devices can be harnessed and used to magnify the learning experience. Authentic interpersonal connections outside the boundaries of the classroom can be facilitated through the use of collaborative projects using educator-directed social networks. Students can pursue topics of interest to them as they access music videos or podcasts in the LOTE through resources such as *Yabla* or as they solve social problems with their peers from the other side of the globe. In addition, students can be provided with digital opportunities to explore and expand their knowledge of the LOTE on their own. Gaps in L2 input can be

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reduced significantly through the use of collaborative projects, language communities,

downloadable or teacher-originated vodcasts, podcasts, and web quests. The resources listed here

can serve as a starting place for those wanting to become more familiar with the possibilities of

Web 2.0 as they endeavor to help learners gain a deeper understanding of a second language and

its culture.

Table A

Language Learning Communities, Collaborative Projects, Platforms and Tools

Description	URL
Busuu.com: Language learning community that allows a free trial membership. Downloadable podcasts, interaction with native speakers, themed learning units, etc.	http://www.busuu.com/enc/home
Cultura: MIT's intercultural project linking American students with French, Mexican, Spanish, or German students	http://cultura.mit.edu/
eTandem Europa: site provides opportunities for interaction between language learners via e-mail, telephone, videoconference, etc.	http://www.telecom-paristech.fr/tandem/etandem/etindex-en.html
The Flat Classroom Projects: collaborative effort that brings classrooms from other countries together to work on projects; also includes *NetGenEd Project* (with author Don Tapscott *, Digiteen Project* (a digital citizenship project for teens), and *Eracism* (a project promoting the awareness of racism on a global basis)	http://www.flatclassroomproject.org/ http://www.flatclassroomproject.net/ http://netgened2010.flatclassroomproject.org/ http://www.digiteen.org/, http://digiteen.ning.com/
NING in Education: social networking site for educators using the NING platform	http://education.ning.com/
Platforms and tools	
Gabcast: site that hosts podcasts made by teachers or students; provides the option of creating the podcast over the telephone by calling a toll-free number and publishes it to a unique channel; podcasts can then be accessed by iTunes; only cost is for minutes of recording	http://www.gabcast.com/gc1/
Google Docs: Multiple users can collaborate from various locations on documents that are created or uploaded.	http://docs.google.com/
Moodle: free web application that educators can use to create and customize a virtual learning environment	http://moodle.org/
NING: social networking platform that allows educators to establish private social networking sites. There is a small fee for this service.	http://www.ning.com/
PodcastAlley: information relating to podcasts and podcasting; directory of over 85,000 podcasts; provides links to tools and resources	http://www.podcastalley.com/index.php
Royalty Free Classical Music Library: downloadable music to be used in videos, podcasts, etc.	http://www.royaltyfreeclassicalmusic.co.uk/home.php?cat=158

Table B

Online Dictionaries, Translation Software, Grammar Applications, Language Forums

Web Site	URL	Language	Audio
Babla: dictionaries, translation, and vocabulary with audio; includes English, French, Spanish, German, Italian, etc.	http://en.bab.la/dictionary/english-french/	English, French, Spanish, German, Italian, etc.	YES
ImTranslator: a set of web-based tools, including audio translation of written text, translation, spell check, and much more	http://imtranslator.com/	English, French, Spanish, German, Italian, etc.	YES
Jollo.com: compares results from various online translation applications such as *Babylon, Yahoo Babel Fish, Google Translate, Microsoft Translator,* and *WorldLingo*. The user submits a phrase, the various applications provide interpretations and then a community of users evaluate the interpretations.	http://www.jollo.com/	Over 20 languages including, Spanish, French, Italian, and German	
SpanishDict.com: dictionary, translator, featuring flashcards with audio, word of the day (audio and definition) with RSS feed, phrasebook, etc. The user also has the option of joining the *SpanishDict.com* community of learners.	http://www.spanishdict.com/	Spanish	YES
Verbix: French Online Verb Conjugator	http://www.verbix.com/languages/french.shtml	French	
Verbix: Spanish Online Verb Conjugator	http://www.verbix.com/languages/spanish.shtml	Spanish	
Verbix free downloadable trial version; verb conjugation and spelling	http://www.verbix.com/download/	French, Spanish	
WordReference.com: forums , dictionaries, translation, grammar, terminology equivalency, etc.	http://forum.wordreference.com/index.php	English, French, Spanish, German, Italian, etc.	

Table C
Vodcasts, Podcasts, and Language Learning Activities

Description	URL

Yabla Online Language Immersion: online video magazine for language learners	http://www.yabla.com/
Gabcast: site that hosts podcasts made by teachers or students; provides the option of creating the podcast over the telephone by calling a toll-free number and publishes it to a unique channel; podcasts can then be accessed by iTunes; only cost is for minutes of recording	http://www.gabcast.com/gc1/
French sources	
Frenchpod101 has some interesting podcasts on Blip.tv (http://frenchpod101.blip.tv/file/3756383/) that are pleasant and that reinforce theme-based vocabulary, both audio and verbal. However, they promote the commercial site and hook you with promises of free membership, but it is only a trial membership.	http://www.frenchpod101.com/
French Radio and News: live streams, podcasts, blogs	http://sites.radiofrance.fr/franceinter/accueil/ http://www.rfi.fr/
Languages Online Free Resources for Language Teachers and Students: download free programs to create your own interactive games, directions to add your voice, text, pictures; games available with **audio** of French phrases. Sponsored by the State of Victoria Education and Early Childhood Development	http://www.education.vic.gov.au/languagesonline/
Learn French by Podcast: podcasts can be downloaded for free, but the lesson guides must be purchased for approximately $1.00. Topics range from calling for a taxi to discussing the environmental disaster in the Gulf of Mexico.	http://www.learnfrenchbypodcast.com/index.php sample lesson http://www.learnfrenchbypodcast.com/samples.php
Podcast Alley: podcasts arranged by genre with over 2,000 in education category; search *teach French*	http://www.podcastalley.com/search.php?searchterm=teach+French
Rfi Radio: Current news broadcasts spoken slowly in French for the beginner to advanced student in downloadable podcasts.	http://freelanguage.org/learn-french/rfi-news-in-slowly-spoken-french-podcast
Tex's French Grammar: first year French class originally used for the University of Texas students; concentrates on grammar through the telling of an entertaining story; podcasts, mp3 files, pdfs	http://www.laits.utexas.edu/tex/index.html
Spanish sources	
InstaSpanish: access to free activities or a $9.99 monthly membership e-learning program: recipes, links to free downloads, e-docs, newsletters available in podcasts	http://www.instaspanish.com/
Podcast Alley: podcasts arranged by genre with over 2,000 in education	http://www.podcastalley.com/search.php?searchterm=teach+spanish

category; search *teach Spanish*	
Spanish language and culture with Barbara Kuczun Nelson: themed study modules (such as "Offerings" for the *Day of the Dead)* with podcasts of music and interviews, teacher guides, and activities	http://www.colby.edu/~bknelson/SLC/index.php
NASA: At the present time there is one vodcast in Spanish: El Universo Escondido: NASA's Spitzer Space Telescope; various topics presented with text in Spanish or English	http://www.spitzer.caltech.edu/video-audio/119-hue-004-Galeria-C-mulo-del-Copo-de-Nieve http://legacy.spitzer.caltech.edu/espanol//
Vistas del Sistema Solar: information about the solar system with photographs and a Spanish glossary	http://www.solarviews.com/span/homepage.htm

Table D

Authoring tools, software, online applications, websites, etc.

Description	URL
Hot Potatoes: downloadable free-ware applications that allow for the creation of interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering exercises that use the World Wide Web	http://hotpot.uvic.ca/
QuestGarden: online authoring tool, community, and hosting service that aids in the creation of quality WebQuests; links to other useful sites and examples of WebQuests; over 30 examples in French and over 300 in Spanish are available for use	http://questgarden.com/
WebQuest.org: great source of information relating to WebQuests; links to other resources	http://webquest.org/index.php

Description	URL
CLEAR Center for Language and Research, Michigan State University: promotes and supports the teaching and learning of foreign languages in the U.S. through projects and activities; professional development workshops in language pedagogy; links to many free sources	**http://clear.msu.edu/clear/store/products.php?product_category=online**
International Society for Technology in Education (ISTE): opportunity for professional development through training programs, conferences, webinars, and more. Includes ISTE's National Educational Technology Standards (NETS)	http://www.iste.org/
Educational Vodcasting: dedicated to teaching educators how to "use vodcasts and podcasts to increase student achievement"	http://mast.unco.edu/vodcasting//
Google Docs in Language Teaching: YouTube presentation demonstrating how Google Docs can be used in the classroom; the video quality is not the best but the directions for using Google Docs are very clear	http://www.youtube.com/watch?v=hh3eWzF79BU
Teacher Vodcasting Network: a social networking site for teachers using vodcasting in the classroom	http://vodcasting.ning.com/

General Information and Language Metasites (sites with links to other sources)

Description	URL
CLEAR Center for Language and Research, Michigan State University: promotes and supports the teaching and learning of foreign languages in the U.S. through projects and activities; professional development workshops in language pedagogy; links to many free sources	http://clear.msu.edu/clear/store/products.php?product_category=online
FreeLanguage.org: vodcasts, poscasts, links to general resources such as news, radio, tv, etc.; plenty of advertisements for paid services but many links to free resources; French and Spanish	http://freelanguage.org/
K-12 Instructional Media Center: International Society for Technology in Education's virtual library site with many resources involving technology, projects, assessments, integrated study projects, and much more. Not specifically for foreign language classrooms but a wealth of information that could be adapted	http://www.k12imc.org/iste/
LOTE Center for Educator Development (SEDL): General language resources; many links to great resources from standards and assessments to language and culture sites	http://www.sedl.org/loteced/lotelinks/general.html

Table G

Description	URL
Cain, J. (January 2007) Podcasting enables 24/7 foreign language study and MIT News. Retrieved July 10, 2010 from MIT website.	http://web.mit.edu/newsoffice/2007/podcasting-fll.html
Lindsay, J. and Davis, V. (March/April 2010). Navigate the digital rapids. Learning & Leading with Technology. Downloadable pdf. Retrieved July 18, 2010 from the FlatClassroomProject.org website.	http://www.flatclassroomproject.org/file/view/DigitalCitizenship_Mar2010.pdf

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