Session Overview

- Introduction to TNT Commission (15 mn)
- Technology Idea exchange and Q/A with panel (45 mn)
TNT Commission

• Goals
  ▫ Introduce new technologies to AATF members
  ▫ Provide ideas to AATF members on teaching with technology
  ▫ Build strong commission of members with diverse interests and talents
  ▫ Collaborate with other commissions
  ▫ Contribute regular columns related to technology to the AATF National Bulletin
  ▫ Survey members on technology
TNT Commission

• A Year in Review
  ▫ Website updated monthly during academic year (www.frenchteachers.org/technology)
  ▫ Conference Sessions (AATF/ ACTFL in Boston)
  ▫ National Bulletin Articles
  ▫ Technology Survey Results to be published in French Review in 2011
  ▫ Helped AATF launch presence on Facebook
TNT Commission

Website: http://www.frenchteachers.org/technology/

- News
- Just For Fun
- Website of Month
- Idea of Month
AATF on Facebook

Special thanks to TNT commission member Sharon Scinicariello!
Coming soon (November 2010)

- AATF @ ACTFL - Integrating Technology in the French Classroom: iPhone/iPod Touch, Facebook, and Voicethread

- Presenters:
  Sharon Scinicariello
  Deb S. Reisinger
  Geraldine A Blattner
Ideas for Commission?
How you can help!

- Contribute a monthly website update
- Contribute a National Bulletin Article
- Serve as co-chair of TNT (currently taking nominations!)
J’y arrive, toi aussi!

Paul Kueffner
Cider Mill School
Comment installer

www.skype.com
Appeler

- Ressources pour contacts
  - cartables.net
  - prof-inet.cslaval.qc.ca/
  - yale.edu/macmillan/pier/ctf/CPREF/Ya
  - enseignons.be
  - momes.net
  - epals.com
  - etwinning.net
Projets?

http://www.etwinning.net/en/pub/index.htm

http://prof-inet.cslaval.qc.ca/

http://www.epals.com/
Using Texting in the Classroom

Dr. Gay Rawson
Concordia College
July 5, 2010
Texting in the classroom

• Why you should consider using technology
• Why texting
• What I do in class (details)
• Outcomes
Q. Why should you use technology in your teaching?

- Because it is most effective for today’s digital learners (our students).

- Premise: “Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.” (Prensky, 2001)
Characteristics of today’s learners...

- Multi-tasking
- Parallel process (instead of linear process)
- Graphics before text
- Random access (hyperlinks, find their own order, choose what’s important)
- Flexibility
- “Twitch” time
- Immediate feedback
- Choice
- Connected all the time (to family, friends, etc.)
- Networking
- Games
- Frequent rewards
- Like to see and be seen
- Want authority / control
- Instant gratification
- End result more important to them than the information
- Need real-world implications
- Community connections
Why texting?

- Texting fits many of the characteristics just described: it’s immediate, fun, connected, random, real world implications, etc.
- It builds knowledge of phonetics and pronunciation because students have to work to figure out the texts.
- It increases knowledge of grammar because students have to figure out the proper French to understand the text in many cases (ché pas, for example).
- Students work on typing accents and learning the technology of texting in French.
- Texting has become a primary means of communication in France, even among digital immigrants and in business contexts. Students need to know about this cultural aspect and be prepared to participate appropriately.
Before the project...

- I put in the syllabus a “Texto” day (so all can see and look forward to it and ask about it).
- A week ahead of time: I tell students we will be texting in class on a certain day and ask who has a texting plan on their phone and would like to participate by bringing their phone. (It’s usually almost everyone.) If there are gaps, we work in pairs or with partners.
- We pass around a paper and ask everyone to write down their phone numbers.
The day of texting... (all done in French)

• First, I tell them to get out their phones! They LOVE this.
• 10 minutes: I hand out the worksheet and explain that there are at least three kinds of texting.
  ▪ Using abbreviations: ex. LOL in English, TLM in French
  ▪ Phonetic spellings: ex. CU in English, OQP in French
  ▪ Everything else that shortens, makes it cool (using numbers, English, etc.)
• 10 minutes: With a partner, they go through the worksheet and try to see how many “textos” they can figure out (first in proper French, then by writing an English equivalent).
Day of texting (con’t)... (all in French)

• 5 minutes: We now look at the answer sheet (consult french.about.com for ideas). Laughter and jokes ensue.

• 5 minutes: They are now asked to text each other. We read aloud some of the texts. Someone usually picks a funny / obscure one from the list.

• The rest of the class is spent on our regularly scheduled work. BUT, they are asked to text each other throughout the class to make comments, always in French. As people receive texts, they report on what was shared.
A carrot...

- We have “texto” days on other days too, where students just bring their phones, now that they know the system.
- Also, I give extra credit if they text friends outside of class in French. Many do this automatically and love to show me the transcript of their texts.
Outcomes...

• Students report high satisfaction with this activity.
• Students are able on tests to articulate why texting is important and how it fits in the French culture of today.
• Students also retain well the specific textos on tests.

EVEN MORE IMPORTANTLY, they LOVE it! When I do not do it in all classes, my other classes come to me and ask me why they can’t use their cell phones too. They BEG to do this activity!
Ending thoughts...

• It’s quick.
• It’s easy.
• It’s fun.
• It’s pedagogically grounded.
• It accomplished grammar review, pronunciation practice, and cultural knowledge.
• Students love it.
• Try it today!

• Questions? Contact me at rawson@cord.edu
Dictée

- Students listen to the dictée as often as they need.
- Students control start and stop.
- Students write in the reply box or they can cut and paste from another program.
- Threads can be made private, so responses are neither visible nor audible to others.
Discussion board

• Question assigned once per week

• Students must give substantive response

• Students must give substantive reaction to at least one other student response

• Graded as done/not done
Eliciting Language Proficiency Through New Media Projects: Collaborative Digital Films

Marie L. M. Schein
Department of Modern Language Studies
Texas Christian University
Benefits of a Semester-Long, Collaborative Video Project

This project provides students with the opportunity to:

1. **Practice and develop** all four skills in a contextualized situation;
2. Practice the French they know and incorporate new vocabulary in a co-authored film script;
3. Work on pronunciation and fluency;
4. **Negotiate** text and audio/visual content from beginning to end to co-author the video;
5. Commit to the **co-ownership** of the content of the video;
6. **Produce** a video, not just watch a video, to **share** with their peers;
7. Share their creative work with the **broader audience/community** of the web.
### Example of A Semester-Long, Collaborative Feature Film Project

**Time Frame:** September 16, 2009-December 2, 2009

<table>
<thead>
<tr>
<th>Assignment Requirements</th>
<th>Project’s Phases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A 3to-5-minute video featuring all group members produced with <strong>iMovie or MovieMaker</strong> <em>(How To guides can be downloaded directly from these iMovie and Movie Maker)</em></td>
<td>1. Proposing a scenario</td>
</tr>
<tr>
<td>2. A video that reflected the students’ interpretation of one specific aspect of the French culture explored during the semester;</td>
<td>2. Storyboarding</td>
</tr>
<tr>
<td>3. A 3-to-4-page script that incorporated key vocabulary, grammar, and cultural references pertaining to that topic</td>
<td>3. Revising the storyboard</td>
</tr>
<tr>
<td>4. A 30-to-60-second public announcement message at the end of the video <em>(A Step-by-step Guide is provided)</em></td>
<td>4. Drafting the script</td>
</tr>
</tbody>
</table>

5. Revising the script
6. Filming or capturing
7. Editing the video
8. Rendering for Teacher Tube/YouTube
Exploring and Comparing Cultures

- Listening
- Reading
- Writing
- Speaking

Online, culture-based resources
Teammates

Culture-based Articles
Script

Multiple drafts of the script

Performance in character

Classroom Community
Web Community
STUDENT FEEDBACK

I was able to revisit all the material we had covered in the semester.

I had to really think about what I was saying and it helped improve my pronunciation.

I was very engaged through the whole semester.

We got to contribute and edit each other’s Contribution instead of doing all on our own.

The film helped me build my vocabulary and ability to write complete sentences in French.

The written portion was a good way to apply what we were learning to a real situation.

Seeing myself on film has helped me to see my pronunciation and how I speak French.

It took a lot of time and we had problems scheduling our meetings.
To view the project:
Selected Bibliography


Imperatore, Catherine. “What You Need To Know About Web 2.0.” *Techniques (ACTE)* 83. 9 (Jan.2009).


Cristy Vogel – ideas for using technology
www.prezi.com
Yay! Finalement! Merci

C'est la toute de suite sur votre gauche!

Et puis, continuez tout droit.

Adieu

Ensuite, traversez le trottoir

Il vous propose d'entrer à droite.

Après, tournez à droite.

Tu te dirigez vers le sud pour suivre.

Tu tournerez à droite au coin.

Aussi, ouvrez la porte.

Tu traverserez la couleur.
C'est là tout de suite sur votre gauche!

Et puis, continuez tout droit
www.wikispaces.com
Hammond School French Classes

Events shown in time zone: Eastern Time

July 2010

Sun | Mon | Tue | Wed | Thu | Fri | Sat
--- | --- | --- | --- | --- | --- | ---
27  | 28  | 29  | 30  | 31  | 5  | 6
7  | 8  | 9  | 10  | 11  | 12  | 13
14 | 15 | 16 | 17  | 18  | 19  | 20
21 | 22 | 23 | 24  | 25  | 26  | 27
28 | 29 | 30 | 31
Bienvenue à Reading Resources 4 French Teachers!

Why join this Wiki?
This site was created so that French teachers can collaborate and find the sources they need to empower students to read in French.

~If French and Francophone literature is part of your curriculum, this Wiki is for you!
~If you present your 21st century French language learners with authentic readings from the web, this Wiki is for you!

Please note: It would be great if you would add your name to the resource links so if we have a question we can contact each other. You can do that on a wiki by typing 3 tildes ~ in the edit mode and then your name appears when you click save.

Let’s collaborate!
Need help with your plans for literature/reading in the classroom? Click on the Discussion tab and start a thread with your question and/or comment.

Have a link to a video, song, poem, article, website, etc. for a reading? Click on the century for which you have something to share and get started today!

The World Speaks French AATF Advocacy Wiki

Reading is essential in the world language classroom, so let’s work together to provide our students with the tools they need to be successful readers of French!

~Merci~
Étes-vous un mouton, renard ou serpent? Quiz et solutions:

A Petit Prince Wiki

Le Petit Prince par Mme. T.

More on Le Petit Prince, from Sarah Shackelford:

My wiki pages for Le Petit Prince emphasize the biography of St. Exupéry (and his wife Consuelo, often thought to be the Little Prince's Rose), and extend study of the book to include Aviation and "Extraterrestres".

- Le Petit Prince - http://madameshackelford.wikispaces.com/La+Petit+Prince
- A la recherche d'une vie extraterrestre: http://madameshackelford.wikispaces.com/A+l%27a+Recherche+d%27une+vie+extraterrestre
- Aviation et les aviateurs - http://madameshackelford.wikispaces.com/Aviation+et+Les+Aviateurs
www.twitter.com
msfrenchteach

That's you!

In the land of Cajuns, the Hokey Pokey is Le Hoogie Boogie. #aaf2010

about 2 hours ago via TwitPic

Oh no! I just danced to music of Le roi soleil time period. Ha! #aaf2010

about 2 hours ago via TwitPic

Up next: session on dancing in French class. Dansons! #aaf2010

about 3 hours ago via TwitPic

Students can buy the Talking Dice app on iPhone or iPod Touch for approx $3.99. #aaf2010

about 3 hours ago via TwitPic

Ever heard of Talking Dice? Get your own @ Traco.com (They don't talk--but students will!) #aaf2010
http://bighugelabs.com

BigHugelabs: Do fun stuff with your photos - Mozilla Firefox
Welcome! | Turn off ads | Product info | Blog | Forum | Twitter | Facebook | Education | Help/Contact | FAQ

Home of lb's Flickr Toys.

Helping you do cool stuff with your digital photos since 2005. :-)
Have fun with your photos!

So far over 396,300 things have been created this month.

Evony
Build your cities, create your troops, Conquer your World!

All Toys, Games & Utilities

Create a color palette from any photo automatically. Instantly creates a palette for use in your craft and design projects.

Create customized jigsaw puzzles from your photographs. Download free puzzle images or buy real 252-piece jigsaw puzzles.

Motivator
Make your own inspirational, funny, parody, sports or other motivational poster for any occasion.

Gift Center
Buy custom calendars, cards, and more.

News
Follow BigHugelabs on Twitter!
Scheduled Maintenance March 12
Calendars and cards now available!
2010 holiday ordering deadlines
**All Toys, Games & Utilities**

- **Gift Center**
  Buy custom calendars, cards, and more.

- **Pop Art Poster**
  Become a pop icon! Create a 9:4, or 1-panel lo-fi, false-color version of one of your photos.

- **Mosaic Maker**
  Make a mosaic from a photoset, favorites, tags, or individual digital photographs or images. It's a whole world of creative photo possibilities.

- **Jigsaw**
  Create customized jigsaw puzzles from your photographs.

- **Hockneyizer**
  Create a unique photo collage in the style of the artist David Hockney.

- **Map Maker**
  Make a map of where you've been or where you're going.

- **Motivator**
  Make your own inspirational, funny, parody, sports or other motivational poster for any occasion.

- **Magazine Cover**
  Make your own magazine cover! Be a superstar! Prove to your friends how famous you really are!

- **Movie Poster**
  Make your own customized movie poster. You choose the photo, titles, and credits. Be a star!

- **Photobooth**
  Create vintage photo booth strips. Four poses! Say cheese!

- **FX**
  Transform your photos with fun special effects and filters.

- **Favorite Surfer**
  Browse favorite photos on Flickr.

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**News**

- Follow BigHugelabs on Twitter!
- **Scheduled Maintenance March 12**
- **Calendars and cards now available!**
- **2010 holiday ordering deadlines**
- **New feature: Post your creations to Twitter**
- **Announcing the Photobooth toy!**

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**Cartoonize Yourself!**

[Link: http://bighugelabs.com/try-free]