

Teacher's guide

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1. Introduction

TeenTalk France is the newest member in Lingonet's series of authentic student interviews. Its main goal is to provide language learners and their teachers with a useful resource based on authentic language. At a time when the Internet is bursting with many kinds of authentic material, a relevant question to ask is whether there really is need for such a program. However, the fact of the matter is that it is a tedious and time-consuming job trying to find authentic video clips that fall within the topics defined in the curriculum. If you are lucky enough to find suitable clips, they seldom come with transcripts. If you manage to find transcripts for the clips, their possible obscure parts are seldom commented on. Collections of exercises that are based on authentic material and also offer focused practice on it are likewise rare on the Internet. In addition, teachers of French as a foreign language are constantly faced with the fact that while there may be digital material available, it is most often for English and not for French. With all these things in mind, we set out to develop the *TeenTalk France* material.

TeenTalk France is a collection of digital resources. It is a learning environment which offers authentic language spoken by young people. Due to its resource-like nature, the material is not tied to any specific school of thought within language pedagogy. On the other hand, the large number of exercises and assignments is a sign of the program makers' belief that learning a foreign language is not just about 'what' was said; 'how' it was said is equally important. It is often best to place

the focused practice of vocabulary and grammar in a phase where the students are preparing for meaningful communication, for example making comments about the interviewed students and expressing their opinions on the topics of the interviews. This is something we will return to later in the discussion concerning the Lingonet Learning Spiral.

The topics in *TeenTalk France* are ones that students can easily relate to based on their personal experience. Without underestimating the creative nature of language, the assignments in which students are asked to talk about their own school and hobbies, using words and expressions picked up from the interviewees, can be considered good practice. This is especially the case when students have to choose and combine elements from several different models to form their own way of saying something.

The possibility to use ICT resources in schools varies from one country to another. Many schools don't necessarily have a computer for each student. Therefore, *TeenTalk France* can be used alone or in pairs on the computer, and the "fine tuning", the application of the retrieved information can be done in the classroom either independently, in pairs or in small groups. Some exercises can also be given as homework assignments. Another way of making the program accessible for the whole class even when there's only one computer available in the classroom is to use the program on a video projector or an interactive whiteboard connected to the computer. This way the whole

class can watch the videos together, and even many of the exercises can be completed with one student “operating” the program and the rest taking turns giving the answers. The program also includes printable material which can be used by the students independently or in groups, either on the computer, in the classroom or at home. It is both quick and easy for the teacher to give either one student or a group of students an assignment which is appropriate for the stage they are at and print out the task sheet or material that goes with it.

If there are enough computers for everyone, it will make using *TeenTalk France* faster, but not necessarily more efficient. The communication between students working together is usually very beneficial. Social interaction is one of the key components in language learning. Some activities can be done as projects, and some really do demand long periods of time and long-term concentration to complete. On the other hand, some exercises can be used as fillers, as revision and in-depth material in the classroom, depending on which stage of *TeenTalk France* the pair

or the group is at. Timing depends mainly on the classroom, computer and other facilities, the number of hours the teacher has, the methods the teacher uses and whether it is possible to work with a teacher’s assistant. In an ideal situation, when using *TeenTalk France*, it is possible to create, both time-wise and room-wise, a flexible and almost self-directed learning environment where the teacher is the director but the learner is the main role. If the school has a learning platform in its use, a part of the activities related to *TeenTalk France* can naturally be completed using the tools provided by the platform. The students can, for example, discuss or co-construct an assignment online and then submit it to the teacher.

TeenTalk France and the students of Lycée Guillaume Apollinaire can follow the students through many grades in the form of completed assignments and projects; the forms, research reports and other material that go with them can be saved in a personal *TeenTalk France* portfolio which each student can personalise to suit his/her individual style.





2. Navigating in *TeenTalk France*

Main menu



Once the program is launched, the main menu appears. You can choose a section by clicking on one of the menu items (the grey buttons). Your options are:

- Click the **Elèves** button to open the student menu and then select a student you want to interview. Each interview is accompanied by four exercises based on the content of the interview.
- Choose a topic you want to interview the students about by clicking one of the grey buttons with topic titles on them.
- Click the **Exercices** button to open the exercise menu which contains seven different types of interactive exercises and a set of task sheets for group work.

d) Click the **Ton bulletin** button in order to print a PDF form where you can tick the exercises that you have already completed.

e) The teacher's material is accessed by clicking on the **Salle des profs** button. The material includes a teacher's guide with suggestions on how to use the program, a useful quick help guide, transcripts of all the interviews and answer keys for all the exercises as well as task sheets and ideas for additional work for the students.

The grey arrow button in the upper right-hand corner always takes you to the previous menu or submenu.

Elèves menu



Select a student you want to interview by clicking on their picture. This opens up a screen displaying all the video clips relat-

ed to that student. To return to the main menu click the grey arrow button in the upper right-hand corner of the screen.

How to interview the pupils



Click the question mark to hear the question. Click the **Play** button in the middle (or the topic of the question) to hear the answer. Click the buttons below the video window to control the video. You can access the transcript by clicking the **T** button under the video window. Click the **S** button to hear a studio-recorded paraphrase of the answer, spoken in clear standard French.

Many of the transcripts contain words highlighted in red. If you click a word or phrase highlighted in red, a comment window opens. This plays a recording of a teacher's comment on an item of linguistic or cultural interest. You can also read the transcript of the comment.

Click the '**Aide**' tab to view the instructions. There is also a more detailed Quick Help Guide available in the teacher's material that can be printed out for the students if necessary.

Click the '**Exercices**' tab to access exercises based on the interview. Each interview in the **Elèves** menu contains four different exercises. The exercise types available in the program are reviewed at the end of this document.

Click the '**Texte**' tab to display the interview transcripts again.

Thèmes menu

To access the videos arranged according to different topics, click any of the grey buttons in the main menu. There are 17 topics altogether. By choosing one of them you are able to see a collection of answers from different students related to that particular topic. The topics towards

the end of the list in the main menu are slightly more advanced in their content. Also in the **Elèves** menu, the students whose answers are longer or more difficult to understand are placed towards the end.





3. Hints for using the material

3.1. The Lingonet Learning Spiral

In addition to the authentic student interviews that form its main content, *TeenTalk France* contains a number of different exercises and a set of task sheets with assignments for group or pair work. The material can naturally be approached in many different ways, depending on the teacher's and the students' preferences, but one way of using the material in a versatile way is to follow the principles of the Lingonet Learning Spiral.

The Lingonet Learning Spiral is a way of visualising the use of multimedia as a tool for co-operative learning. It represents Lingonet's belief that contrary to what has traditionally been thought in the field of language learning, multimedia is much more than just a form of self-instruction, ideal for self-access and studying independently. Lingonet has therefore developed its programs, such as the *TeenTalk* series, based on the premise that multimedia should be a source of communication and interaction rather than an end in itself.



The Learning Spiral consists of ten stages. Below, these stages are reviewed from the point of view of how they can be applied to *TeenTalk France*.

Briefing

The students are presented with a creative task, to write a report or to make a presentation for example. The topic of the task could be to compare their own school day to that of the students in *TeenTalk France*; the students would thus have to combine their personal experience to what they learn from the videos. The students are encouraged to make active use of the authentic multimedia material when doing the task. They are also encouraged to borrow useful expressions directly from the program.

Pair work

Next, the students start working on the computer, with the authentic material. Their tasks may vary. A pair of students can be told to watch and discuss the videos related to the same topic in the **Thèmes** menu, or both students can be assigned their own topic which they then present to their partner. The main point is that the authentic content is talked about; this can be done either in the student's native language or in the source language, depending on the level of the students.

Coaching

The teacher comes round to check if the students have any queries or problems. It is important for the teacher to be available and remain an active part of the process even when he/she is not at the front of the class teaching. Students are much more eager to ask for help, if they notice that the teacher actively follows what goes on in the classroom and also participates when necessary.

Focused practice

The students do on-screen exercises based on what they have just seen and heard. These exercises make the students focus on 'how' something was expressed in the program. At the same time, it enables students to pick up idiomatic expressions that they can use when completing the set task.

Group discussion

A group discussion then takes place where students discuss in small groups what they have seen or found out. They might have all looked at the same thing, or they may have all looked at different sections of the program, and they can share this information during the discussion. Naturally the discussion is most motivating when it focuses on material that the participants can use later in the set task.

Individual work

At this stage, the students work individually and process the information they received from the program and the group discussion. The end result of this stage should be the student's answer to the set task, a spoken or written presentation for example.

Presentation

When the students have completed the set task, they should present their work to the rest of the group. The presentation should be an integral part of the spiral – not just something the students have to do in order to prove they have familiarised themselves with the material. The spiral should be viewed as a process where the students get a chance to improve their work after this first presentation. The next stages illustrate how this can be done.

Tutoring

After the students have presented their work, the teacher gives them feedback on the form and content of the presentation. This kind of tutoring helps the students learn from their mistakes and improve their work in the future.

Individual work

If necessary, the students can now refine or reformulate their presentations based on the teacher's feedback.

Final presentation

The spiral ends with the presentation of a reformulated version of the student's work.





3.2. Warm-up

Aims: To rouse the students' curiosity about the people in *TeenTalk France*, to practise looking for specific information in the program.



Based on the pictures in the **Elèves** menu, the students can all choose a student they would like to interview. Ask the students to also think about what they base their choice on. When everyone has chosen an interviewee, the students listen to them on the computer. The teacher can print out a form for the students to write notes on about information they get from listening.

The students should be prepared to tell briefly about the interviewee they chose and listened to. You can also ask them how the interview compares to their first impression of the student based on the

picture. It doesn't matter if several students have chosen the same interviewee. If this is the case, the students can collaborate on the introduction.

Depending on how much overlapping there is and how big the group is, the remaining not-introduced French students can be divided up and a new round of introductions can take place until almost all the pupils have been introduced. If there are only a few that have not been introduced, the students can get to know them independently on the computer.

Formulaire d'interview

Interview de _____
(Nom d'élève)

Age :

Habite à :

Famille :

Opinion sur la ville de Thiais/Choisy :

Opinion sur le Lycée Guillaume Apollinaire :

Matières (non-)préférées :

Horaire d'une journée scolaire typique :

Passe-temps favoris :

Films/émissions/genres de musique/livres préféré(e)s :

Utilise l'ordinateur pour :

Projets d'avenir/travail :

Opinion sur la protection de l'environnement :

Opinion sur le multiculturalisme/l'immigration :

Autres informations et mes propres opinions :



3.3. Role cards



The teacher's material contains the pictures of the Guillaume Apollinaire students in JPEG form as well as printable role cards which have the student's picture and a few details about him/her on it. The pictures can be especially useful for teachers who like to work with an interactive whiteboard, but of course they

can be used for many other purposes as well. The role cards can be used in various ways depending on how familiar the students are with the program, at what point they are at and the aim of the activity. Here are just a few examples:

Mystery person

Aims: Familiarising oneself with the program; limited, directed information retrieval.

During the course of several lessons, the teacher can choose a few "mystery persons" from *TeenTalk France* and present a few characteristics (e.g., from the role card) about the given person. Then the students try to figure out which French students were being described. It can be made into a competition about who can find the student first. If there are only a

limited amount of computers, each student or pair of students can be assigned a certain "mystery person" whom they take turns looking for on the computer. When the mystery person has been found, the student must tell the rest of the class his/her name and the information that helped to locate him/her.

Oral practice: introductions and telling about oneself

Aims: Getting to know the program, practising introducing oneself, active listening.

Each student is given a role card; he/she shouldn't show it to anyone else. The student listens to the interview of the person whose picture is on their role card and then prepares him/herself to act out this role in front of the other students. When the students are ready, everyone must present themselves as the person whose interview they watched, preferably in small

groups, greeting each other and telling something about themselves. Depending on how advanced the students are, they should be encouraged to practise interaction, e.g. active listening and reacting ("Ah oui ?" "Vraiment ?" "C'est intéressant" "Je comprends" etc.). The teacher can write these expressions on the board for reference if necessary.

Describing people in depth

Aims: Giving opinions and supporting negative statements.

Advanced students can expand their introductions of the students by giving their own opinions. The students can describe one student from *TeenTalk France* and add on his/her own conjectures or opinions, facts which are not necessarily obvious in the introduction. For example "Je le trouve sympa", "Il a l'air comme...", "Je

pense qu'elle a beaucoup d'amis", "Je n'aimerais pas être son amie", etc. If doing pair work, one student may ask: "Pourquoi ?", "Tu trouves ?", or make comments: "Tu as raison", "Je suis d'accord", "Je ne trouve pas que...", "Je pense que...", etc. The teacher can pre-teach the expressions if necessary.

Memory game with role cards

The teacher prints out two sets of the role cards. The students work in groups of about four. The cards are spread out on the table face down. One student at a time turns over two cards trying to find two pic-

tures of the same person. When a student finds a pair, he/she briefly tells what the person looks like and what is told about him/her on the role card. The student who collects the most card pairs wins.

Using the students' pictures on an interactive whiteboard

The JPEG-pictures of the French students can be used on an interactive whiteboard for example when briefing the students about an upcoming assignment. This way the teacher can introduce the interviewees to the students without yet revealing their names or the topics they will talk about in the program. The pic-

tures can also be used after individual or pair work with the program itself to help the students memorise and recapitulate what they have just learned. In addition, they can be used as visual support when students are preparing and giving an oral presentation.





3.4. Interview exercises

Aims: The main content of *TeenTalk France* is a series of interviews which serves both as a database and as a practice model. *TeenTalk France* is designed to make the user practise skills such as acquiring information by asking questions, formulating questions and practising interactive communication. When using *TeenTalk France*, the learner practises a variety of ways to listen, ask questions, and give reactions and answers.

TeenTalk France has several different types of exercises, some are weighted more heavily on listening, others are text-based with audio support, and many also offer visual stimuli. This is to take into account different learning styles; some students learn better by listening, others by seeing. Also, when the student is exposed to the same idea using two different senses, aural and visual, it becomes easier to remember. By listening, the students also model correct pronunciation. Completing all the exercises related to a specific interview in the order they are presented offers the most focused practice, but the different exercise types also make it possible for everyone to start with the exercise they find most approachable – without forgetting of course that it is often useful to practise especially those areas that you find difficult. The interviews in the **Elèves** and **Thèmes** menus include exercises that concentrate on practising the language heard in the interviews, and it is useful to do them after each interview, but there are other exercises in the **Exercices** menu that are wider in scope and complement the interview exercises. All the different exercise types available are introduced in more detail at the end of this guide.

One especially useful and important point in the interviews are the actual questions the interviewees answer. After the students have watched (some of) the interviews, the teacher can print out question forms in order for the students to review and apply the questions that they have just heard. The form is suitable for students at different levels. As a listening comprehension exercise, the student can fill out the form as the computer dictates the information. A higher-level student can try to memorise the questions and form them based solely on the clues in the form, and then check them on the computer or from a checklist. There is also room for the student's own questions. Finally, the questions will be put to a classmate who will answer them orally. After completing the task, the students can continue practising question formation by doing the '*Questions en désordre*' exercises in the **Exercices** menu. The exercises draw the students' attention towards different ways of formulating questions in French.

Formulaire des questions

Pose une question sur chacun des sujets :

La famille (frères et sœurs)

L'école

Les professeurs

La journée scolaire

Les cours

Les devoirs

Les repas à la cantine

Les passe-temps

Le week-end

Les vacances

La santé

L'avenir

Le travail

L'environnement

Le multiculturalisme

Mes propres questions :

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3.5. Dialogues

Exercices / Dialogue en pagaille 1a

The **Exercices** menu contains a set of exercises called '*Dialogue en pagaille*', which invite the students to listen to and re-construct dialogues related to everyday matters. Working on the dialogues is ideal pair work because working in pairs is an obvious way to continue working with a dialogue that students have just listened to and read. At first, the students can try to guess, based on the name of the dialogue, what the French students are going to discuss and in what manner. After thinking about it for a while, the students should listen to the dialogue a few times from start to finish, after which they should put the speech bubbles in order. Students whose learning style is visual rather than aural can also benefit from completing the follow-up exercise where the lines are visible as text. After listening, the students practise the dialogue in pairs, listening and repeating, and, in the end, trying to remember it by heart. The gapfill exercises provide a more form-focused practice

and they can be completed after the students have first practised the dialogues in pairs. The gapfill exercises can also be used as visual support while the students are learning the dialogues.

The teacher may choose one or a few dialogues for the entire class to work on or give each pair one dialogue to work on. The students first familiarise themselves with the dialogue on the computer as outlined above. The exercise can be continued so that some grammatical forms and vocabulary used in the dialogue are reviewed together with the whole class. Volunteers can then present their own version to the rest of the group as a mini-play. The situations may also be slightly altered or expanded. More advanced students can try to modify or change the outcome of the situation. Pairs of students can present their own version either spontaneously or after a few minutes of deliberation.



3.6. Subject-specific exercises

The '*Feuille de travail*' section in the **Exercices** menu contains assignments related to each topic in the **Thèmes** menu. The assignments are especially suitable for pair or group work, but they can be completed individually as well. In this case the students should perhaps make notes and be prepared to present their answers to someone else, or simply prepare their answers in written form. In many of the task sheets, the students are first encouraged to do the '*Réponses en boîtes*' exercises

related to that particular topic. While the exercises often offer the students some additional information and can help them complete the assignments, it is also possible to go through the task sheets solely based on the interviews. In this case, the '*Réponses en boîtes*' exercises can be used for revision at a later time, of course depending on the preferences of the teacher, and the time available. The following is just one idea of how to expand work on the topics even further.

Group work – Quiz thématique

For this activity, the class should be divided into groups of 3–4 people. Each group chooses or is assigned one of the topics in the **Thèmes** menu. The groups watch the videos of their topic and make up ten questions based on them.

When the questions are ready, two groups pair up and watch each other's videos. After that, they swap questions and answer them based on what they can remember from watching the videos.



Quiz thématique

Work in groups of 3–4 people. First, watch the videos of the topic assigned to your group. Then, think of ten questions (and answers) related to the videos. Here are some examples of the kind of questions you can ask:

Qui fait de l'équitation ? – Tiffany

Qui va chercher son frère à la crèche après l'école ? – Monia

Quelle matière Nickolas n'aime pas ? – La physique

Write your questions below and then swap questions with another group. The other group first watches the videos concerned, and then answers the questions. When both groups are ready, swap questions again and check each other's answers.

1)

Réponse:

2)

Réponse:

3)

Réponse:

4)

Réponse:

5)

Réponse:

6)

Réponse:

7)

Réponse:

8)

Réponse:

9)

Réponse:

10)

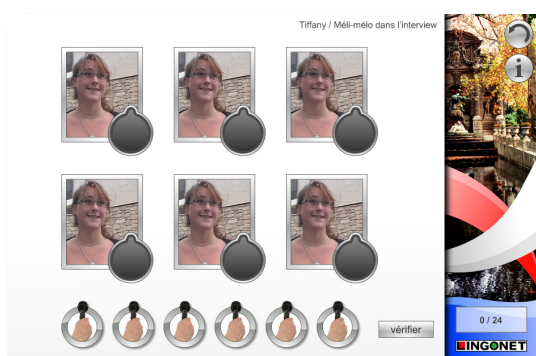
Réponse:

Score: / 10



4. Exercise types used in the program

Elèves menu



Méli-mélo dans l'interview

Each interview in the **Elèves** menu contains four different exercises based on the interview. In the first exercise, your task is to find the correct question-answer pairs by listening to the questions and answers separately. Click on the student's picture to hear the answers and on the microphones to hear the questions. When you think you've found a match, drag the microphone to the slot in the appropriate picture. Check by clicking the '**Vérifier**' button.

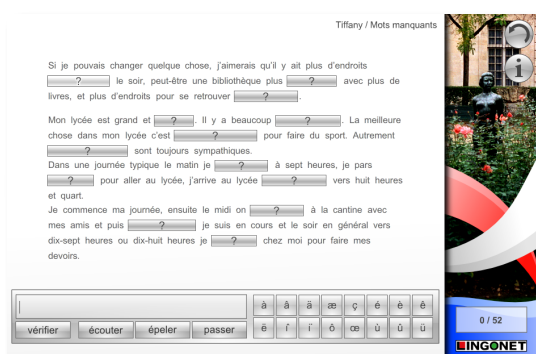
More exercises of this type are available in the **Exercices** menu.



Phrases en désordre

While the first exercise is based solely on listening comprehension, the three following exercises combine both text and sound. In the second exercise, your task is to click on the blocks and listen to the sentences that have been divided into two parts. When you find the beginning and end of a sentence, drag the blocks next to each other. Check by clicking the '**Vérifier**' button.

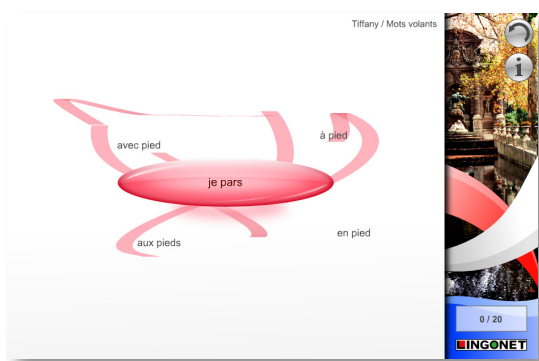
Similar tasks can also be found inside the interviews of the **Thèmes** menu.



Mots manquants

The third exercise is a gapfill exercise where your task is to fill in the missing parts of the text. Click on the grey blocks and choose whether you want to listen to the whole text (**écouter**) or hear the missing words spelled out (**épeler**). Write your answer on the line and check by pressing 'Enter' or clicking the '**Vérifier**' button.

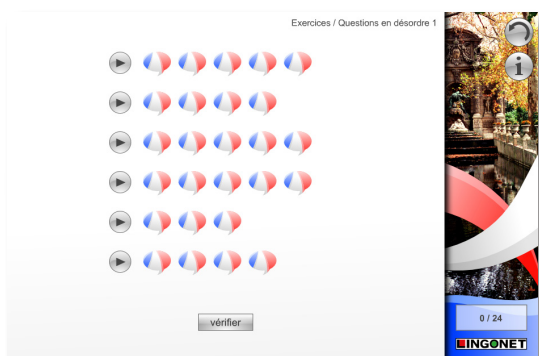
Again, similar tasks can also be found inside the interviews of the **Thèmes** menu.



Mots volants

The fourth exercise contains some useful phrases that have been picked from different parts of the student's interview. Your task is to find the most plausible ending for the phrase in the middle among the flying words. You have to think quickly though, because otherwise the flying words will collide and explode.

Exercices menu



Questions en désordre

In addition to the exercises incorporated in the interviews, the **Exercices** menu contains seven different types of exercises, as well as task sheets for group or pair work.

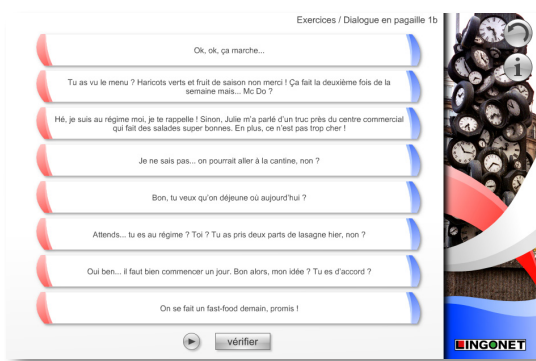
The first exercise type practises question formation. Your task is to form some of the questions used in the interviews by arranging the speech bubbles in the correct order. Note that the exercise has two parts; in the first part you form the questions only based on sound, in the second part you work with text.



Dialogue en pagaille

The next exercise is of the same type that also appears in the interviews of the **Elèves** menu: a 'Méli-mélo dans l'interview' exercise.

The third exercise is actually a collection of three different exercise types. In its first part, your task is to listen to a dialogue between two friends and drag the speech bubbles representing each line in the dialogue to its correct place.

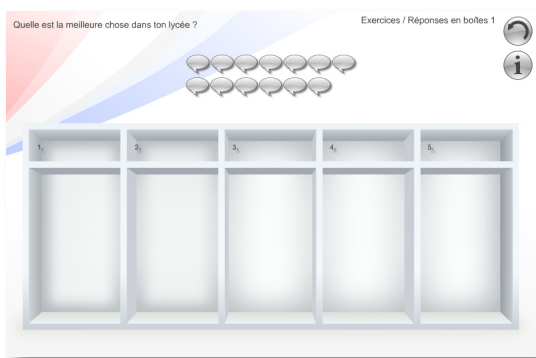


Paroles en désordre

In the second part of the exercise, you work with the same dialogue, but this time you also see the lines in written form. Your task is to arrange the blocks in the correct order to form the whole dialogue.

The third and last part of the exercise is again a gapfill exercise. You see the text of the whole dialogue and your task is to fill in the missing parts of the text.

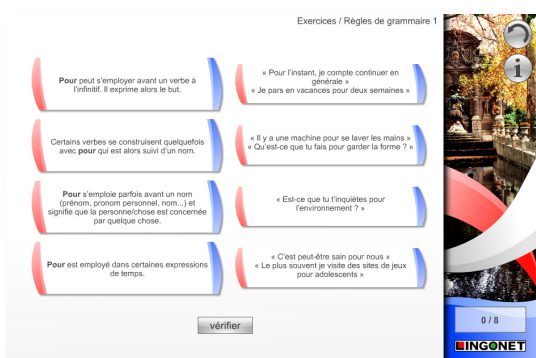
The dialogue recordings include some characteristics typical of spoken French (e.g. abbreviated word forms and omission of 'ne' in negations), but in the texts these forms have been replaced with standard written forms.



Réponses en boîtes

In the following exercise your task is to listen to several short answers expressing different opinions and arrange the opinions into different groups using a categorisation that you invent yourself. You can make up to five categories by dragging the speech bubbles into the different boxes. You can also name your categories. Once you've arranged all the speech bubbles and have confirmed your answer, you can read and print out a transcript of your categorisation.

Note that this exercise has more than one correct answer, and you have to be prepared to justify your choice of categorisation.



Règles de grammaire

The final exercise type is devoted to grammar. Your task is to match a grammar rule and a phrase that demonstrates the rule by moving the corresponding blocks next to each other.

In addition to the exercises listed above, the **Exercices** menu contains task sheets which offer different ways of using the content of the interviews in group or pair work.

In most of the exercises, you have the possibility to browse and listen to the correct answers again once you've finished the exercise.