This document is an introduction to the elements of French Online that can be used to orient your students to the course. The orientation is designed to be done in a setting where the students can see the course and what you are describing. New pages within this demonstration are indicated with this symbol.

There is a generic handout/procedure on how to create an account on the OLI server. You can have your students follow along as you show them how to create their account on the server. It can be downloaded from the French Online resource center at: http://ml.hss.cmu.edu/FrenchOnLine/index.html (an editable version is available to instructors who adopt the course).

After they create their accounts you will be ready to demonstrate how to navigate through the course.

The first thing to show your students is the Syllabus page.

Explain that from this page they can go to the first page of any lesson in the course.
Click on Leçon 1: Histoires personnelles

On this page you will be presenting the Jump to form of navigation. Show your students the location of the Jump to… button.

Click on it to expand the menu. Tell them that they can collapse the menu by clicking on the words Jump to… at the top of the menu.

Point out the structure of the course.
• Modules (5 Modules) at the top
• Lessons next (3 lessons per module)
• Sections below (Communication 1 – Suppléments)
• Sub-Sections within each section (click on the book icon at the left of Communication 1 to bring up its sub-sections.
• Pages within each sub-section. Point out that pages are visible when you are within a sub-section.
  You can't directly navigate to a page from the Jump to… menu.
• Jump to… is available though out the course (with minor exceptions that will be explained later).

Pedagogical Note: Before continuing, you may want to stress at this point that the Jump to… navigation is a tool to help them get BACK to where they were. NOT to skip over anything. Of course it is ultimately up to the student if they think they “get it”, but it should be stressed that the best way to learn French overall is to follow the order of the course. If you feel that it is fruitful to elaborate why you don’t recommend skipping around in the course, this would be a good opportunity to help the students realize some of the key differences between a communicative approach to language teaching, where inductive teaching methods (allowing them to hear language before they are taught what it means, or how it’s grammatically structured) have been shown to produce better results than more traditional deductive methods (giving them the rule first, then having them apply it) for some areas of language learning. Skipping around in the course, and thereby changing the intended ordering of the learning may take away the advantages of the language learning approach built in to the course’s order. The <<Prev and Next>> navigation we’re about to explain is therefore the preferred method of navigation throughout the course.

Next show them the << Prev and Next >> text links in the navigation bar.
Click ahead (2 times) to the first lesson page of Communication 1. While you are doing this you should point out that there are several ways to navigate through the course.

1. Jump to… allowing you to jump ahead or back down to the sub-section level
2. The left side of the navigation bar at the top and bottom of the page. Allows you to go to a specific page with a sub-section or up to the section, lesson or module first page.
3. The Prev and Next links in the navigation bar. These take you page by page within the course.

On page 1 of the first sub-section of Communication 1 you will explain the concept of a tutor (which is what we call any interactive exercise within the course). There are many types of tutors, but they all have similar features.

Point out the Question 1 of 8 in the lower left corner of the tutor.

Also point out the Next button in the lower right corner.

Tutors usually have more than one exercise within them. Once you have completed the first exercise you need to click on the next button within the tutor in order to go to the next exercise. If you use the page navigation links you won't see the other exercises within the tutor until you return to the page.

In this type of tutor, hitting the button titled will restart the video segment from the beginning. The Next button will take you to the next exercise in the tutor. With the exception of the first exercise in this type of tutor, you need to select the correct answer before you can continue on within the tutor.

Correct answers turn green and a feedback box drops down. Incorrect answers turn red and a feedback box drops down. Demonstrate several of the exercises (2 or 3) before you click the page navigation link to the next page.

This type of tutor is a Jumble tutor. The student is given a prompt, in this case the sentence that they have to unscramble. This tutor allows the student to get up to 3 hints. Not all jumble tutors have hints and sometimes there are no hints at all.
Click on the Listen button to play the sentence. Click and drag the words until they are in almost the correct order. Then click on the check button. This will bring up the answer box.

Use this opportunity to demonstrate the Hint function. Click on the word Hint in the upper right corner of the tutor.

Correct the order and check the answer to show the feedback for correct answers.

Click on the page navigation link to the next page. This is a second form of jumble tutor where instead of moving the text, you hear a dialog. The buttons on the right contain sound clips from that dialog and your students are required to arrange the buttons vertically in the correct order. They can play the dialog and individual clips as many times as they need. The Hint button will give some assistance. In all of these vertical jumble tutors the buttons are color coded to indicate different speakers.

After you have demonstrated the two types of Jumbles, click on the Jump to… button. You will be demonstrating how to use the book icons to open sections in the syllabus. Click on the book icon next to Mots et expressions to open up the section.

Select Maisons d'enfance to go to the first page of that subsection. Tell your students that clicking on the subsection link will always bring them to the first page of that subsection.

At the top of the first page of most Mots et expressions subsections will be the video that was shown in Communication 1 with the addition of subtitles. The first button on the left is the play button. The second button starts the video from the beginning. The next two buttons are not used in this player. The slider in the middle of the buttons allows your student to move within the video to review or skip ahead. The speaker icon and the volume control allow your students to turn off the soundtrack and adjust the volume of the sound.

In the lower half of the page are words and phrases from the video. When your students place the mouse over the word or phrase, a small pop-up window appears with a translation and if they click in the pop-up they can hear the word or phrase.

Pedagogical Note:
This your best opportunity to explain to the students how important it is for them to click on every audio rollover, and not only to listen to the native-speaker pronunciations, but also to repeat the words out loud themselves as many times as needed until they can hear that their pronunciation approximates that of the native speaker. Due to the hybrid nature of this course, contact time between teachers and students is limited so that it can be difficult to diagnose and provide adequate modeling for pronunciation in the classroom. Research has shown that repeated input is a major determiner of language acquisition, on the level of pronunciation as well as in mapping meaning to sound and text, so these rollovers also represent multiple opportunities for input.
Click Next to go to the next page.

On this page is another type of exercise. Point out that within the exercise they need to have selected the correct answer in order to go on to the next question/item. Remind them that using the page navigation will take them to the next page and not the next question. If they accidently use the page navigation, they can come back to this page and the exercise will reload and they can start again.

Go to the next page.

This page is one where your students will be typing the sounds that they hear. If your students need assistance typing French characters, they can use the cheatsheet in the Resources for Students page within the Welcome to French Online section at the top of the syllabus.

To hear the sound in dictation exercises you click on the Listen button. Your students can listen as many times as they wish. When they want to check their answer, they click on the Try button. Any characters that are correct (they are given 3 "tries" before they are given the correct answer), will remain on the screen as they correct their answers.

**Pedagogical Note:**
It might be useful for you to convey to your students that even though this tutor type will give them a percent score of their first tries, this percentage is NOT recorded as an official grade anywhere, and is ONLY intended as a measurement students can use to gauge whether or not they need more practice in the given area. For now, but this will change when the new assessment software is done.

We will use the Jump to… menu to go to the first page of Sons/Terminaisons de l'imparfait by clicking on the book in front of Sons then clicking on Terminaisons de l'imparfait.

On this page point out the page navigation on the navigation bar at the top and bottom of the browser. Note that the page you are on (page 1) is bold and black. The other pages in the subsection are colored and underlined.
On this page demonstrate the audio prompt in the exercise and on the third exercise point out the reset button. This button scrambles the order of the answers for each exercise to allow your students to repeat the exercise again.

Jump to… Suppéments/J’ai appris… This page is a compendium of the words, phrases and concepts that are covered in the lesson. It can be used to review the lesson before taking the Lesson test.

**Pedagogical Note:**
It might be useful to pick a given Activités de synthèse section and go through each page BEFORE arriving at the lesson test. Students should be made aware that ALL of the GRADED elements of the course are located in Activités de synthèse. Reports will not imply grades. And there are particularities of each activity type that should be brought out:

1. **Chats** – Instructors may need to review the software tools the class will be using to text chat with each other.
2. **Recordings** – There is an embedded recording tool that may require an external microphone to be added. Other recording software may be preferable in some cases.
3. **Conversations** – The pages are often formatted with either sample dialogs or phrases, and may also have instructions for a role play. These pages may be printed and brought to the conversation meeting.
4. **Discussion Boards** – There is an icon and link at the bottom of these pages that opens a new window for students to enter text in a wiki-type discussion format. Instructors may opt to use other software arrangements at this point also.

The last item you should show your students is the Test de leçon which is the last subsection of the Activités de synthèse section. Point out the warning. Please note that the actual warning will change as we migrate to a new assessment engine.

Tell your students to be prepared to take the test in one sitting. If they start the test and leave it, they may not be able to finish the test. When they click next to start the test, the only page navigation links on the page will be Prev and Next. Jump to… and the rest of the navigation bars will be unavailable. If they accidentally start the test, they should hit the Prev link to return to the warning page.

This concludes the demonstration that we recommend for first time users of French Online. If you wish to add or remove any portion of this demonstration please feel free to do so. The points noted in this document are those that users of the course have asked questions about and that experienced instructors have found useful to show to the students.
If you have any questions or concerns, please contact the French Online team at Carnegie Mellon University.