French Online
At Carnegie Mellon University
Instructor’s Manual

Project Director: Christopher M. Jones
Co-Authors: Christopher M. Jones, Sophie Queuniet, Bonnie Youngs
Contributing Authors: Heather Allen, Brett Wells, Cary Campbell, Jennifer Lawrence
Technical Lead: Marc Siskin
Funding: The Hewlett Foundation (The Open Learning Initiative), The National Science Foundation (The Pittsburgh Science of Learning Center), The Department of Modern Languages at Carnegie Mellon University, The Ministry of External Relations of the Government of Quebec

Updated 8.14.13
©Carnegie Mellon University 2007-13

Additional instructional support materials available at
http://mlrc.hss.cmu.edu/frenchonline/

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Online Quick Start</td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Welcome to French Online</td>
<td></td>
</tr>
<tr>
<td>Conditions of Use</td>
<td></td>
</tr>
<tr>
<td>Course Components</td>
<td>3</td>
</tr>
<tr>
<td>Course Management</td>
<td>8</td>
</tr>
<tr>
<td>Final Exams</td>
<td>10</td>
</tr>
<tr>
<td>French Online as a Hybrid Course</td>
<td>13</td>
</tr>
<tr>
<td>Successful Online Language Teaching and Learning</td>
<td>15</td>
</tr>
<tr>
<td>Bibliography</td>
<td>18</td>
</tr>
</tbody>
</table>
French Online Quick Start
1. Get an account and request instructor status
   (https://oli.cmu.edu/jcourse/webui/signup.do)
2. Once the account has instructor status, create your own course section
   (http://oli.cmu.edu/teach-with-oli/find-educator-resources/)
3. Structure and schedule your course
4. Communicate enrollment information to your students
5. Train your students on course usage the first day
6. Teach!

Introduction
Welcome to French Online
French Online is an interactive video-based course developed at Carnegie Mellon University
intended for use by university students and independent learners on the Internet, but is being
used by high school and home school students as well. (See Conditions of Use.) The first and
second semester courses are divided into fifteen lessons each, for a total duration of fifteen
weeks. These lesson timeframes can be lengthened by classroom teachers or independent
learners, but not easily shortened, given the amount of material covered. It would be possible for
a high school teacher, however, to use Elementary French 1 or 2 over the course of one year.

The beginning of each lesson is always a set sequence, from simple recognition of language in a
video dialogue to written and spoken production of variations on that language. After this
ordered beginning, a number of activities are offered to the student in which the language
learned is used in understanding new texts or videos or in creative production (conversation
and/or writing).

To successfully use this course, students should have a sincere desire to learn about French
language and francophone cultures, and be comfortable with computer technologies. The student
time commitment per lesson will typically average 6-8 hours/week.

Conditions of Use
French Online is intended for two groups of users:
Students enrolled in classes. Students will pay a course maintenance fee upon first log-in to the
instructor-specific course section. See the Quick-Start for specific instructions on creating your
own course and a training sequence for your students on the first day of class.
Independent adult learners. These users will have full access to content pages and interactive
exercises at no charge. Class management-related tools will not appear to them (gradebook,
lesson tests, Learning Dashboard). For full benefit, independent learners should partner with
other learners for conversation and communicative writing practice.
Course Components
Elementary French Online 1 and 2 each offer fifteen thematically-based lessons. The first 3 lessons are named: *Ma famille, Mon quartier, Mon avenir*, for example. The scope and sequence is organized in order to provide the tools that the students need to express themselves in these contexts.

Each lesson has a common structure, and each section of the lesson follows a similar pattern throughout both courses. Students quickly become familiar with the patterns of both the lessons and the different types of activities they offer.

An element of the course that students have to deal with from the beginning is the natural pacing of the dialogues and listening sequences. The course was organized and written by educators, and the scenes were filmed and adapted by professional actors in France and Quebec to familiarize students with real speech by native speakers. This leads to an increased level of both authentic input and authentic cultural content, given that not only was the course conceived in part by native speakers, but additionally, native speaker actors are unlikely to behave in a non-authentic manner.

Overview of Lesson Components
Throughout each lesson, the concept of the suite of activities is based on the progression of the introduction to new material through a variety of presentational modes. Each lesson may have two or three different videos that introduce the lesson’s main content. For example, in French 2, lesson 4, Communication 1, the section is divided into two sub-sections based on videos: *Une entorse* and *Papi est mort*.

In addition to the main lesson component above, each lesson also offers an introductory outline with associated page numbers for easy reference.

Lesson Component Descriptions Sample: Elementary French 2, Lesson 4
In the *Introduction*, the theme of the lesson is presented, and the students are reminded of the lesson’s components.

*Communication 1*
*Une entorse* is made up of three pages. The first page shows a still picture of the beginning of the video. Students click on the video ‘play’ arrow to begin. Each video is between 1 and 2 minutes long. After watching the video, students are instructed to click the “Next” button on the bottom right hand corner of the screen. They then work through a sequence of questions that are always numbered on the bottom left corner of the screen. Instructions, feedback, and some questions are in English for the first 9 lessons of French 1, thereafter all course components are in French. Questions range from an open-ended question targeting the comprehension of the ‘gist’ such as “*Qu’est-ce qui se passé ?*” or “*Qu’est-ce qu’il dit ?*”, or something like “*Quelle question provoque cette réponse ?*” Upon selecting a response, if it is correct, the radio button turns green and the student is rewarded with feedback such as “*Oui!*” or “*C’est correct.*” If the reply is incorrect, the radio button turns red and feedback appropriate to the incorrect choice is provided to the student, who tries again. Once the correct response is chosen, the student can move on to the next question. A student can choose to not complete the exercise and move on to the next page by using the navigation button on the top or bottom of the activity screen.
On page 2 in *Communication 1*, the student listens to a sentence from the video introduced on page 1. There are instructions and a “Listen” button. Once the student listens to the sentence, she must re-arrange mixed up colored boxes to create the sentence. All the segments are present and clues are given, for example, a punctuation mark or a capital letter. The student can also request hints. Once she has completed the reordering, she clicks on the “Check” button, and if she is incorrect, feedback is provided, for example, “The apostrophe is placed before the vowel.” or “Listen again.” When the student achieves the correct word order, the re-ordered sentence is repeated in the feedback box.

Page 3 of *Communication 1* contains a jumbled dialogue that students listen to and try to arrange in the correct order. In the final correct sequence, different colored bars represent the different speakers. The student has the option of playing each bar individually or listening to them all at once. Once she has ordered the bars to her liking, she can play them all and re-arrange them if necessary. The “Check” button will either display positive feedback with the correct sequence of listening segments, or will advise the student to use the “Hint” button. Hints include strategies for the student, such as suggesting that one section of the dialogue be re-organized as opposed to attempting to organize the entire dialogue at one time.

*Communication 1* would then continue with a second video (*Papi est mort*) and a corresponding set of exercises.

*Mots et Expressions*
This section is divided into two sub-sections, one for each of the lesson’s videos. The vocabulary needed for each video is thus kept separate, both in the exercises and in the student’s mind.

On page 1 of a sub-section, the video for *Une entorse* is available to the student to work on listening comprehension and subtitled in French. Below the video window is a sequence of individual items (verbs, nouns, idiomatic expressions) and below that, sentences directly from the video. By clicking on an item, the student can hear the pronunciation, and by moving the mouse over the individual items, the student sees a gloss in French. Full sentences are glossed in French only. An advantage in this section is that the items and sentences are read by voices different from those in the video, exposing the student to varying male and female voices.

Page 2 of *Mots et Expressions* offers an exercise in which the student sees a sentence in French and is asked to choose an equivalent phrasing from the possible answers. For example, if the sentence were “C’est pas grave, j’espère.”, the options might be “C’est grave, j’espère.” or “Il n’y a pas de problème, j’espère.” In choosing the incorrect option, the student sees feedback perhaps explaining some of the vocabulary (e.g. here, the student would see “C’est incorrect. C’est le contraire.”), and the incorrect choice turns red. In choosing the right answer, the student gets positive feedback, the sentence in green, and the “Next” button becomes active.

The last page of this section is a traditional *dictée*. The student listens as many times as desired to a sentence either taken directly from the dialogue or constructed from dialogue elements. Where appropriate, spelling, spacing, capitalization, and punctuation are corrected. If the student provides an incorrect answer, on the third hit of the “Try” button, the correct answer is provided. If correct, the student sees positive feedback and the full correct sentence.

At times, an additional set of vocabulary may be necessary for the lesson’s purpose. This
vocabulary is thematically linked to the lesson and supported by pictures and glosses (explanations or synonyms/antonyms). A possible exercise for the student here is to choose from among options a logical remedy for an illness, or symptoms of a particular illness.

**Structures**

When the dialogues of the videos were written, the scope and sequence of the vocabulary and grammar had already been determined. The grammar of each lesson is therefore represented by both the items presented by the videos and the *Mots et expressions* components of the lesson, and the items necessary for the student to express herself appropriately. Each lesson contains two to five structures. This can be stressful for the student, but with patience and perseverance, and contact with the instructor, the student can achieve.

The exercises for the *Structures* vary, but generally follow (as throughout the course) the sequence of presentation, recognition, then production of the content being studied. There can be one or more presentation pages, if for example, there is a review of irregular verbs from a previous lesson, that is then built upon in a subsequent lesson. Activities can be multiple choice (for example, pick the correct form of the verb for the subject given, or pick the tense of the verb given in the question), to single form input via string-matching (i.e. the student must write exactly what she sees or hears, for example, either a verb form or correct pronoun), or full sentence creation from elements based on the structure in question. In all instances, the theme and content, the vocabulary, and the intent of the lesson are worked into each *Structures* exercise.

Within the grammar presentations, there are clues to help the student understand and recognize key elements. For example, bolded sections show the structure being presented in its natural environment, which is to say, in a full sentence (Nous *le* voyons tous les jours.). Yellow highlighted items are parts of words signaling perhaps verb endings or adjective agreement changes (Nous *le* voyons tous les jours.). Finally, italicized words are those that are discussed in a sentence, but not part of the sentence. For example in this explanatory sentence of the *Structures* section, the verb *être* would be italicized.

Here is a sample grammar presentation:

**Sons**

The sounds section is geared toward the proper pronunciation of key elements in a lesson. For
example, early on, the clear pronunciation of masculine and feminine adjectives would be important. Later on, the difference (or similarity) in pronunciation of –er verbs would be important, highlighting and practicing the forms that are pronounced the same (i.e. je parle, tu parles, il/elle/on parle, ils/elles parlent) and differently (nous parlons, vous parlez).

The types of exercises would include choosing which items in a multiple choice list matched the pronunciation of a listening item, for example, if the student heard ‘parle’, she could choose ‘je parle’, ‘il parle’, ‘ils parlent’, but not ‘nous parlons’. Alternatively, a student might hear ‘tu parles’ ‘tu as parlé’ and have to choose the tense of the phrasing, for example, present or past tense.

The number of sections depends on what is needed for the lesson. The number of pages per section can vary as well.

Communication 2
This section always provides four sub-sections: Comprenez-vous?, A vous de répondre, Reconstruisez la conversation, and Comprenez-vous l’essentiel ?. The purpose of this section is to synthesize all the elements of the lesson and present them in new ways. In Comprenez-vous ?, the student would watch a video from the lesson and answer questions that would require inferencing instead of concrete information, for example, “Comment Martin, est-il tombé ?” Possible replies, based on the video, would be “Il courait trop vite.”, “Il est toujours un peu maladroit.”, or “Il n’a pas vu un obstacle.” All activity types continue to provide positive and corrective feedback to the student.

A vous de répondre! would ask the student to listen to a reformulation of elements from the dialogues, for example, “Tu es tombé ? Tu as mal où ?” and the possible replies might be “Oh, c’est pas grave. Juste une migraine à cause de mon rhume.”, “Oh, c’est pas grave. Je me suis juste éraflé le poignet.”, or “Sur un terrain de foot.” The student might also be asked to reply to a question, either personal or cultural.

Reconstruisez la conversation presents dialogue jumbles of different speakers, as in the Communication 1 exercise, but this activity, as in A vous de répondre !, reformulates elements of the lesson into new dialogues to create new opportunities for the student. These exercises require the student to apply her knowledge of grammar and vocabulary, as well as that of discourse elements. Similarly, jumbled word order exercises provide the student with the opportunity to create new sentences based on the lesson’s contents.

In Comprenez-vous l’essentiel ?, the student will see a completely new video, yet still related to the lesson content. Many of the videos used in this section were improvised by the actors and the pace is quicker, the background noise less controlled, and the language less careful than in the prepared videos for Communication 1. The student is given new key vocabulary items if needed, and is asked to click on the statements appropriate to the video’s content, as in a True/False activity. The student controls the video and may watch it as many times as necessary. In a different sort of activity, a writing box is provided and the student could be asked to write a dialogue extending the conversation from the video.

Univers culturel
In this component, the student is provided with texts (sometimes simplified in an appropriate manner) that focus on the lesson’s themes. Any vocabulary item that might be too difficult for the student’s level is glossed, as in the Mots et Expressions section. Exercises, such as
True/False or multiple choice, are based on the reading’s content, and can ask the student to write extended answers that could later be used in class. In addition to text, maps of France and Quebec (cities, regions, …) or francophone countries are used to enhance and reinforce lesson content. At times, the information from the *Univers culturel* is used as a point of departure for activities in the *Activités de synthèse* section.

New in 2009, texts on Québec were added where appropriate to the themes of different lessons. These texts, with québécois vocabulary items, were integrated into the *Univers culturel* and pertinent questions added to the lesson tests as well.

*Activités de synthèse*
Activities in this section are largely consistent and require creative language use. There is always the *Conversation*, which is the basis of the one on one 20-minute conversation between the student and the instructor, or the student and the language (peer) assistant. This conversation takes the student to a more personal exploration of the lesson’s topic and elements, either as an individual or in the form of a comparison between her country and France (or the francophone country presented in the *Univers culturel*). Sometimes, there are websites suggested for gathering information and a pdf worksheet to be completed prior to the conversation meeting. It is important that both the instructor and the student be prepared for this conversation, as twenty minutes goes by faster than one might think, and time should not be wasted.

The next activity is usually the *Chat*. The student, again, prepares for the chat by reading through the questions, perhaps visiting some websites, or preparing replies to questions that her partner might ask. The student and her partner make arrangements for a written synchronous chat using any technology they prefer (google chat, msn, skype), which is normally completed prior to the class meeting. The students are then responsible for sending the chat transcript to the instructor prior to the deadline.

Writing activities are also part of this section, in the form of a composition and/or a discussion forum post to which classmates are instructed to respond. The instructor can be part of these forum discussions as well. The compositions can be submitted on paper, or more realistically, through email or a digital dropbox. The content of the composition or forum post extends the theme of the lesson, asking provocative questions, and perhaps asking the student to extrapolate and give opinions, depending on the level.

The last activity in this section is the *Test de leçon*. The idea behind the test is to reinforce to the student that the elements in the lesson are important and that a certain level of mastery should be achieved prior to moving on to the next lesson. The test is one way to show both the student and the instructor how much the student has learned from the lesson. The tests were constructed using elements from each section, which is to say that there are listening activities, vocabulary and grammar questions, items which deal with the *Sons* section, and at least one free writing exercise. The majority of the questions are machine-corrected so that the student knows immediately how many she got wrong. Feedback is given or not, based on the instructor’s preferences (to be discussed below in Course Management), and for a complete score, the student must wait for the instructor to grade the free writing question(s).
Course Management

Overview
An instructor wishing to lead a course in French Online must first register with the system and request instructor status. Instructor status, once awarded, allows the instructor to create a course instance and to build a course according to instructor preferences. From the Manage Course page, the instructor has options on the left hand side. In the center of this page, an instructor can allow for multiple instructors and add TAs. It is also where the roster is and if a student withdraws from the school’s course, the instructor can visit the Roster and suspend a student’s access to the course. On the right hand of the screen is the information regarding the course.

From the left hand side, some of the options are self-evident, as are postings and announcements to students in the header. Useful for course management are the following:

- **Edit course settings** is where instructors choose a course key, password, and allows for students to auto admit.
- **Schedule course materials** is where instructors run through a series of questions such as the start and end date of the course. It is possible to open and close specific portions of the course (lesson tests, for example) on specific dates and times.
- **Add additional content** is used to add or delete lessons from a specific instructor’s course, and to add the final exam module (also under the section Select Curriculum).
- **Change assessment options** is where instructors decide on how many attempts at a lesson test a student can have, which score will be posted in the gradebook, if late submits are allowed, and so on. Depending on the students and the instructional context, an instructor can decide to control more or less of the testing part of the course.
- **Enter Course** button leads directly into the course. At the top of the subsequent page are four tabs: My Courses, Syllabus, Outline, Help, and More (links to Gradebook, Learning Dashboard, Manage Course, Test My System, Email, and Tech Support). The Syllabus is the course, the lessons, and their titles. From the Syllabus page, there are also buttons to go directly to the Gradebook and the Learning Dashboard for each lesson.

Instructor-Specific Tools
The Learning Dashboard is a tool that instructors use to see which pages the students have at least clicked on. There is no way, of course, to know if the students actually spent time on a particular page. A student could simply click through the pages without completing the exercises, and frankly, some students do prefer to ‘see what’s coming’ and then return to complete the exercises. Additional Dashboard tools will supply progress feedback to both students and instructors based on all course interactions (not just tests) and course-wide and lesson-specific learning objectives. Planned full implementation is for fall of 2014.

From the Learning Dashboard page, the instructor can click on the lesson name and a screen will appear showing each student and their progress through the lesson. This is where an instructor can see student feedback on specific assignments as well. Also from this page, on the right hand side are two options: Response Report for the written assignment in the lesson, and Assessment Report, which shows the percentage of students that got lesson test questions right or wrong. The instructor can scroll through a student’s test and see what the student did wrong, analyze what the student was thinking, and see if as a class, there are specific issues to address. When there are tests to grade, there will be a number under the section View unscored activities, located under View gradebook (the left hand side of the screen, near the top). The Gradebook and Learning Dashboard can also be accessed from the initial screen showing all of an instructor’s courses.
After clicking on the *Gradebook* link, the instructor will see a page with each student’s name on the left hand side. There will be a section called “Before you begin” which contains that Introduction to the course that a student should read. By clicking on the icon [a white square with arrows in opposite directions] under ‘Before you begin’ and “Welcome to French Online”. After that, each lesson has a section that will expand. Each lesson shows all activities that require instructor grading: Forum discussions, activities, and lesson tests. A red X marks activities that require grading; a green check under that column indicates that the instructor has graded the activity.

From the *Gradebook*, the instructor will click to expand a lesson. Again, using Lesson 4 of Elementary 2, there are three columns. The first is a writing assignment called ‘Si un Français est malade’. Clicking on the blue title link, a box will appear showing another link: *View assignment*, which can then be graded.

The second column is *Forum de discussion*, also with a *View assignment* link. Underneath this column are ‘Posts’, ‘Replies’, ‘Stars’, and ‘Accepted’. These indicators mean that 1. The student has posted an answer to the question (for a reminder of the question, one can click on the link *View assignment*), 2. How many students have replied/responded to that post, 3. How many stars the instructor has assigned to the post when grading, and 4. If the instructor has accepted the post as adequate. The stars indicate the quality of the post from the instructor’s perspective.

The *Forum de discussion* provides multiple ways for the instructor to read and grade the activity. Clicking on the assignment from the blue title link will open the Forum page. At the top is the question, and underneath are each student’s reply. Under the student’s reply is a ‘Reply’ button which can be used by the instructor to comment or leave corrections. To the right of the student reply are three options: Visibility (show or hide from other students), Accepted (if the instructor accepts the post according to his/her grading requirements), and Score (based on a scale of 1-5 stars). The number of stars awarded to each post in a Forum will appear in the *Gradebook*. Clicking on the red X will lead to a box for the student, clicking again will open a textbox with the question and the student’s answer and the three options noted above, but there is no ‘Reply’ button under the student answer. In the top right hand corner is the link for *Switch to moderator view*, should the instructor want to leave a reply. The top of this textbox also has a button to *Reject Student Work*, should it be deemed necessary.

The third column for this lesson is the *Test de leçon: Le corps*. To score this lesson test, the instructor will click on the icon and proceed to the items that need to be instructor graded. Once all the questions are assigned a score, a total score will appear in this column. (N.B. If an instructor is going to grade many tests or tests from semester to semester, French Online instructors suggest that one keep a record of which pages contain exercises that require instructor scoring. That eliminates the need to click through each page of each lesson to see what needs grading. Use the *Assessment report* in the *Learning Dashboard* to see an overview of which questions students got right and wrong.)

Note that when working with a particular lesson in the *Gradebook*, one can collapse the previous lesson columns to limit the amount of scrolling needed between the student name and the lesson components. Note also that white spaces indicate an incomplete activity. The white space does indicate graded or ungraded activities; it means that the student has not completed the activity. The instructor must enter the blue space for the lesson and look for the red X next to a student’s name in order to check for any ungraded activities. In order to make the red X disappear, refresh the page.
Note that on the farthermost upper corner on the right hand side of the screen, there are options for the instructor to save the Gradebook data.

Final Exams
French Online offers final exam options for both Elementary I and Elementary II. The finals are comprised of multiple sections paralleling the lesson components and tests: Audio/Video, Dialogue completions, Identification/Definitions, Grammar, Sounds, Culture, Reading, Writing. Each section offers a pool of questions so that students (sitting next to each other) working on the exam will not have the same questions, either at all or in the same order, as a classmate.

Each exam has three versions of a 3-hour final, one for lessons 1-12, one for lessons 1-14, and one for lessons 1-15. This was done because not all instructors and students are able to complete all fifteen lessons in one semester or year of study. Each instructor, therefore, will be able to choose which version of the final is the most appropriate for his/her students.

Needless to say, students will work at different paces. Because of this, the total estimated amount of time to complete the final exams is less than 3 hours. A slower student will need more time and by targeting a time under 3 hours, that student will hopefully be able to complete the final exam.

Elementary French 1
The chart below explains the lessons covered in the final, the section name, how long each question might take a student to complete, the number of questions, and the number of items in the pool for that section of the exam. A pool will include more than the number of questions for each section. In this way, no student will have exactly the same final exam as the student sitting next to her or sitting across the country. For example, the writing section indicates that there will be 3 questions, the student will be assigned 3 questions from a total pool of 10 possible questions, and each one might take the student 8 minutes to complete for a total of 24 minutes.

The general breakdown of the Elementary French 1 final exam and the projected amount of time that the student will spend on each skill are:
Listening comprehension (Audio/visual and Sons) = 25 minutes
Reading comprehension = 32 minutes
Grammar = 45 minutes
Culture (also reading) = 20 minutes
Writing = 34 minutes
Identification (pictures and definitions) = 10 minutes

The chart indicates which lessons the test includes, the name of the section, the estimated number of minutes to complete each item in the section, the number of questions in the section, and the number of questions in the pool for that section. The total time for each section is listed on the right and on the bottom of the chart.

<table>
<thead>
<tr>
<th>Test 1-12</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/visual (1 min), 20 Qs, # in pool = 44</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Dialogues (2 min), 5 Qs, # in pool = 14</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Identification (15 sec), 40 Qs, # in pool = 242</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Grammar (45 sec), 60 Qs, # in pools = 273</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Sons (15 sec), 20 Qs, # in pool = 74</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Elementary French 1

The general breakdown of the Elementary French 1 final exam and the projected amount of time that the student will spend on each skill are:

- Listening comprehension (Audio/visual and Sons) = 30 minutes
- Reading comprehension = 32 minutes
- Grammar = 50 minutes
- Culture (also reading) = 15 minutes
- Writing = 34 minutes
- Identification (pictures and definitions) = 10 minutes

N.B. These final exams include more time for grammar questions than seen in Elementary French 1 so are five minutes longer.

Test 1-14

<table>
<thead>
<tr>
<th>Time</th>
<th>Audio/visual (1 min), 20 Qs, # in pool = 54</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dialogues (2 min), 5 Qs, # in pool = 17</td>
</tr>
<tr>
<td></td>
<td>Identification (15 sec), 40 Qs, # in pool = 245</td>
</tr>
<tr>
<td></td>
<td>Grammar (45 sec), 60 Qs, # in pools = 312</td>
</tr>
<tr>
<td></td>
<td>Sons (15 sec), 20 Qs, # in pool = 94</td>
</tr>
<tr>
<td></td>
<td>Culture (1 min), 20 Qs, # in pool = 68</td>
</tr>
<tr>
<td></td>
<td>Reading (2 min), 16 Qs, # in pool = 43</td>
</tr>
<tr>
<td></td>
<td>Writing (8 min), 3 Qs, # in pool = 14</td>
</tr>
</tbody>
</table>

Total projected time for Elementary French 1 final: 166 min = 2.76 hrs

Test 1-15

<table>
<thead>
<tr>
<th>Time</th>
<th>Audio/visual (1 min), 20 Qs, # in pool = 59</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dialogues (2 min), 5 Qs, # in pool = 17</td>
</tr>
<tr>
<td></td>
<td>Identification (15 sec), 40 Qs, # in pool = 282</td>
</tr>
<tr>
<td></td>
<td>Grammar (45 sec), 60 Qs, # in pools = 338</td>
</tr>
<tr>
<td></td>
<td>Sons (15 sec), 20 Qs, # in pool = 99</td>
</tr>
<tr>
<td></td>
<td>Culture (1 min), 20 Qs, # in pool = 71</td>
</tr>
<tr>
<td></td>
<td>Reading (2 min), 16 Qs, # in pool = 43</td>
</tr>
<tr>
<td></td>
<td>Writing (8 min), 3 Qs, # in pool = 15</td>
</tr>
</tbody>
</table>

Total projected time for Elementary French 1 final: 166 min = 2.76 hrs

Elementary French 2

The general breakdown of the Elementary French 2 final exam and the projected amount of time that the student will spend on each skill are:

- Listening comprehension (Audio/visual and Sons) = 30 minutes
- Reading comprehension = 32 minutes
- Grammar = 50 minutes
- Culture (also reading) = 20 minutes
- Writing = 34 minutes
- Identification (pictures and definitions) = 10 minutes

N.B. These final exams include more time for grammar questions than seen in Elementary French 1 so are five minutes longer.

Test 1-12

<table>
<thead>
<tr>
<th>Time</th>
<th>Audio/visual (1 min), 20 Qs, # in pool = 52</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dialogues (2 min), 5 Qs, # in pool = 23</td>
</tr>
<tr>
<td></td>
<td>Identification (15 sec), 40 Qs, # in pool = 266</td>
</tr>
<tr>
<td></td>
<td>Grammar (45 sec), 60 Qs, # in pools = 287</td>
</tr>
<tr>
<td></td>
<td>Sons (15 sec), 20 Qs, # in pool = 95</td>
</tr>
<tr>
<td></td>
<td>Culture (1 min), 20 Qs, # in pool = 29</td>
</tr>
<tr>
<td></td>
<td>Reading (2 min), 16 Qs, # in pool = 43</td>
</tr>
</tbody>
</table>

Total projected time for Elementary French 1 final: 166 min = 2.76 hrs
Writing (8 min), 3 Qs, # in pool = 12  24 minutes

**Total projected time for Elementary French 2 final**  171 min = 2.85 hrs

<table>
<thead>
<tr>
<th>Test 1-14</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/visual (1 min), 20 Qs, # in pool = 55</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Dialogues (2 min), 5 Qs, # in pool = 23</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Identification (15 sec), 40 Qs, # in pool = 274</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Grammar (45 sec), 60 Qs, # in pool = 417</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Sons (15 sec), 20 Qs, # in pool = 99</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Culture (1 min), 20 Qs, # in pool = 24</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Reading (2 min), 16 Qs, # in pool = 43</td>
<td>32 minutes</td>
</tr>
<tr>
<td>Writing (8 min), 3 Qs, # in pool = 14</td>
<td>24 minutes</td>
</tr>
</tbody>
</table>

**Total projected time for Elementary French 2 final**  171 min = 2.85 hrs

<table>
<thead>
<tr>
<th>Test 1-15</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/visual (1 min), 20 Qs, # in pool = 59</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Dialogues (2 min), 5 Qs, # in pool = 23</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Identification (15 sec), 40 Qs, # in pool = 292</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Grammar (45 sec), 60 Qs, # in pool = 465</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Sons (15 sec), 20 Qs, # in pool = 99</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Culture (1 min), 20 Qs, # in pool = 29</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Reading (2 min), 16 Qs, # in pool = 43</td>
<td>32 minutes</td>
</tr>
<tr>
<td>Writing (8 min), 3 Qs, # in pool = 15</td>
<td>24 minutes</td>
</tr>
</tbody>
</table>

**Total projected time for Elementary French 2 final**  171 min = 2.85 hrs

**Instructors: A message to the students about the final exams**

1. The final exam is based on the material contained in the lessons that you will have studied;
2. The final exam contains components that you will be familiar with, that is to say, there is an audio/visual section, one on completing dialogues, one on identification/definitions, one on sounds, one on culture, one on reading, one on writing, and a larger one on grammar. These are similar in style to the sections that you worked on for each lesson test;
3. You should work at a consistent pace so that you are able to finish the final within the 3 hour exam period;
4. Your exam is completely different from a friend’s exam, whether s/he took it two years ago or last week. This exam is created from multiple pools; this means for example that if you have to write 5 dialogue completions, there are a total of 23 possible dialogue completion questions. The chances that the person sitting next to you will receive the same questions as you, as generated by the computer, are slim to none. This will help minimize cheating during the final;
5. The reading passages and questions are completely new. There will not be any from the reading sections from the lesson tests. However, there is cultural information in the lesson readings (the Univers culturel sections) that will be included in the Culture section of the final exam.

**French Online as a Hybrid Course**

French Online is designed as a hybrid course (mixing face-to-face and on-line instruction), but can be used to replace a traditional textbook or administered as a pure online or distance course. First, a few explanations. A traditional environment is one where the student attends class, does homework, returns to class, is tested in class… is in fact the environment in which most of us
learned. A pure online (or distance) environment is one in which all interactions with the material, other students, and the instructor are done via technology. A hybrid environment, the one that this course was initially designed for, is one that mixes the traditional with the online. The materials are delivered online and some interactions such as chat and forum discussions take place electronically, but students also meet individually with the instructor and peer assistant, and in class.

Class meetings
In the current hybrid course structure at Carnegie Mellon, class meetings occur once per week for 80 minutes. The class time must be focused. Students are to practice the lesson materials, orally. It should not be necessary to rehash the grammar or the vocabulary in depth. Students may need some reminders of grammar or vocabulary that the instructor wants to target during the class time, but otherwise, oral and listening practice are the primary goals. Warm-ups as well as contextualized group and paired work can be used extensively, based on any type of prompt: oral, aural, textual, visual… The prompts can be borrowed from the course materials or brought in by the instructor and related to the lesson content.

This is the only time that the students and instructor meet as a group, so oral interactive practice focusing on the primary goals of communication is important. Just as an instructor would plan for a traditional class, s/he can plan for the class time for French Online, for example, creating opportunities for task-based interactive exercises comprising negotiation of meaning, comprehensible input and output, a focus on the lesson content, and community building. Information gap activities, role plays, jigsaw exercises, anything of this nature can be exploited in the time allotted for class. The class time should be learner based, not teacher fronted. Instructors can provide for the three types of oral interaction (presentational, interactional, interpretive) and address the five C’s via the lesson content: Communication, Cultures, Connections, Comparisons, Communities.

If it is not possible for the students to come together physically as a class, there are other distance education options available. Software such as Flash meeting, I-Chat, Google Chat, Skype and FaceTime can allow students to meet online synchronously. In a classroom, webcams would also allow students to see each other while talking. It is highly important, however, for instructors to understand how to create opportunities for interaction online. Resources for information on how to do this effectively can be found in the appendix.

Individual meetings
The purpose of individual meetings is for students to practice the lesson contents in-depth and one on one. During these meetings, the job of the assistant and the instructor is to contextualize as much as possible the lesson information to facilitate student practice. Students should have all materials on hand to complete the specific activity from the Conversation section of the lesson (Activités de synthèse). Unlike the class meetings, the individual meetings can function very much on the basis of lesson content and student need. Pdfs and Internet searches are provided in some lessons to help organize the 20 minute conversations (*if offered as a summer course, given the shortened time frame, synchronous oral meetings should be 30 minutes per lesson for both the instructor and the assistant, for a total of 1 hour face to face time; chats should be lengthened to 30 minutes). This can also be the time to answer personal questions on grammar, vocabulary, cultural information…. Instructors and assistants can expand on the lesson’s topic much like in an oral proficiency interview, taking the conversation into more personal avenues, depending on the students’ interests and abilities. This is also the time to build relationships with the students.
As with any interpersonal conversation, the assistant or instructor will want to put the student at ease, especially if this is the first semester course of French Online. Following the warm-up, the student can be asked about the information that was prepared in order to begin the conversation, or sometimes, it is the student who initiates the conversation. Like in the class meetings, individual meetings should be focused on the students’ output and ability to negotiate meaning. The instructor or assistant should try to speak only when necessary (which is to say, not dominate the 20 minutes), again, focusing on the students as the center of the learning.

If individual site meetings are not possible, students and the instructor or assistant can meet virtually via webcam or software, or even by telephone. Certainly, technology as an ‘interfering’ medium could make the conversation more difficult for the students, but if it is well-structured, it can offer a viable alternative to a face to face meeting.

Of course, if a hybrid approach is not possible in individual academic settings, alternatives can be developed appropriate to the needs of each instructional context.
Successful Online Language Teaching and Learning

There has been continuing controversy over whether people can learn foreign or second languages online in a hybrid environment versus in a traditional environment. Those who are against online learning cite many reasons, for example:

1. People need to meet face to face on a regular (quasi-daily) basis in order to learn how to speak.
2. Students don’t get to know each other and can’t function as a class if they don’t meet regularly and often.
3. There hasn’t been much documented success of learning languages online so it must not work.
4. Individuals need to own a computer in order to learn online.
5. Instructors don’t know how to teach online, so we shouldn’t bother.
6. The materials for online learning aren’t adequate.

Certainly, the arguments against online language learning are numerous, but they aren’t correct. In this manual, there is a bibliography listing papers and resources which show evidence that learning language online is effective and can be an acceptable alternative to a traditional instructional context. Instructors new to the online learning environment can read and be ready to defend online learning, if necessary. It has been shown to be an effective option for students who cannot take a traditional course and evidence has shown that students build community and interact quite well during their time in the course. While owning a computer would be preferable, having regular access to one would be an acceptable alternative.

The biggest and possibly convincing arguments against online language learning are that online materials are inadequate and instructors are not prepared to teach online. The resources listed in the bibliography show that these two statements are not true. What is true, however, is that teachers, supervisors, superintendents, deans, many people have a prejudice against learning language in an online environment. These people have never seen or experienced online learning, so they do not believe that it can be done. Teachers have not been taught how to teach online; in fact, some individuals believe that teaching online is merely a mapping of traditional classroom pedagogy into the online environment – that there is no separate pedagogy for online teaching and learning. Again, the bibliography will provide articles that show that this is not true. There is a methodology specific to online learning that teachers must learn and practice.

As for the materials argument, it is true that in the past, materials have been of the genre ‘drill and kill’, not interactive, not requiring comprehensible input nor relying on comprehensible output in student progress, not working toward training students in negotiation of meaning, and so on. A close review of the online materials for French Online will show that multi-faceted communication is highly prized and in fact, the ultimate goal. These materials were developed so that students would learn the basic four traditional skills (reading, writing, listening, speaking) and culture, all wrapped in theme-based lessons. Many textbooks claim to do the same thing, but do not necessarily achieve it. The same is true for textbooks claiming to apply the five C’s but which do not. The difference with French Online is that the four skills, culture, and grammar are not separated, for example, students can learn and practice their vocabulary and grammar, all while working on listening comprehension. Culture is part and parcel of every lesson, from the first video in *Communication 1* right to the *Activités de synthèse* at the end of the lesson.
The benefits of online learning are often ignored, no matter the content. In French Online, feedback is available to students in an online environment so that they might understand immediately why their answer was right or wrong. Pronunciation is available at all times during the lessons, in the form of video and audio clips, but also in roll-over sounds for vocabulary and full sentence practice; there is no need to search a CD for the ‘right’ section. For the student who wants to understand immediately what the video clip is saying, there is an exercise section in which the transcript is available.

Multiple intelligences are also addressed in an online environment. Some students favor listening, some reading, some writing, and so on. The online environment can accommodate the student who loves grammar and wants to understand every error, and the student who wants to practice and learn but who doesn’t necessarily want to know the ‘why’ of every grammar rule. Students learn in groups and alone, and they ‘act’ on the environment in every exercise that they do.

That being said, there are some guidelines for teaching online. Obviously, it is the responsibility of the instructor to be prepared for any eventuality, because as we know, technology can sometimes fail (e.g. a server can go down, a student can type in a wrong address, a password is entered wrongly…). Even as prepared teachers, however, we need the support and cooperation of our students in order to succeed. Students can expect their teachers to know the material and the required technology, have a plan for the course meeting, be prepared for the individual meetings, reply to inquiries expeditiously, and generally, be aware of how the course is going and solve problems that may come up, for example, with the language/speaking assistant or a non-working page. The other side of the equation is of course the student. What should be expected from the learner in this online course?

Obviously, the student must prepare the lesson. As instructors, we prefer that students do an hour or more of work each day, rather than ‘cram’ all the work into one day. Having spoken with students who have successfully completed this course, (and even asking students who drop the course what they have to say), there are some guidelines that could be helpful. Here is some advice that we can offer to students and teachers.

1. Students: Working six or seven hours in one day is a daunting task for the student, so we suggest that students prepare the lesson for an hour or more every day. Students must continue to practice the material from previous study days in order to best integrate the material prior to the individual meeting and the class meeting. Try to take into account how many hours you would spend in a traditional (normal) class. Are you spending that much time working in the online environment?

Teachers: One suggestion to keep students on track is to use the Gradebook and Learning Dashboard sections of the course to see which pages have been visited and which activities have been completed. Another way to keep tabs on them is to require that all the work be done prior to the individual meeting and the class meeting, for example by managing the availability of tests or certain pages. Whether the instructor would like the chat and/or test done before these meetings will be a personal choice.

2. Students: It can be overwhelming to open a new lesson and be ‘bombarded’ with listening comprehension. Keep in mind that the beginning of each lesson is designed to introduce new material, so it stands to reason that you will have difficulty understanding. As you work through each lesson, you will understand more and more of the targeted information in the video and
audio clips. Remember too that you are not expected to understand each and every word. While you want to work toward a better comprehension by the end of the lesson than when you opened the first page, it is acceptable that some things you simply won’t know.

Teachers: The video and audio clips can be intimidating to students. Some of them will feel challenged, others will feel overwhelmed. Using the clips in class can help begin discussions, but the clips can also be used during the individual meetings, especially if students have personal questions about what they are learning. Help students to realize that one of the reasons they should do the lessons for a period of time each day is that they can better understand the materials after repeated exposure and different styles of exercises, and even spend a little time reviewing previous pages to ‘warm up’ before a study session. It will help students also to realize that each individual learns differently (think ‘multiple intelligences’) so some of them will do well with the video and audio while others will do better with the reading, for example. To encourage students, ask them to go back even midway through a lesson and certainly at the end, to listen again to the Communication 1 videos. Chances are they’ll see improvement!

3. Students: Your instructor is your link to the course materials. There may also be a technology expert to help you with any problems you might have with the online framework. Follow your teacher’s instructions for whom to contact about what kind of problem. Your instructor will inform you of his/her availability and how to contact him/her. It is important that you keep in touch and ask questions if you have problems. Part of your responsibility will be to keep on top of your work and hand your work in to your instructor as s/he requires. If you hand in your work on time, the instructor will make every effort to grade it and get it back to you in time to study and review.

Teachers: It is very important for you to be available to your students, not every minute of every day, but certainly often. Perhaps you want to tell your students that you’ll be on your email between certain hours of the day, and you’ll want to be more available near the end of the lesson when students are getting ready for their individual and class meetings, chats, and lesson tests. Getting their writing, their lesson tests, their chats graded in a timely fashion will keep them ready for the next lesson, and allow them to be prepared maximally for their meetings and tests.

4. Students: Your individual meetings will be very important. Keeping these meetings and being prepared will help you increase your speaking confidence and allow you to practice the lesson material. Your speaking partner is only there as a resource to you. It is vital that you be prepared, bring all materials with you, and have notes, if needed, to help move the conversation along. If you think that you aren’t practicing enough orally, think about this fact: research has shown that on average, a student speaks 5 minutes in a ‘regular’ language class. If you add up the intensive practice in your weekly class and the 20 minute individual meetings, you’re getting way more than 5 minutes!

Teachers: The course is constructed so that students meet once per week on an individual basis with either the instructor or a language/speaking assistant. Both parties must be prepared with the relevant materials so that the student can get the most benefit from the one on one conversation. The assistant must be a reliable person who will keep appointments, but someone whom the students can trust with their questions and their fledging French. The assistant must also have excellent knowledge and pronunciation of French. Guidelines must be established so that the students know where and when to meet the assistant. Some instructors ask the students to sign up bi-weekly for their meetings; others require students to choose a regular day and time for the entire session (semester, trimester, etc.). Be sure to make the online materials available to the assistant and ask him/her to prepare for the meetings. Ask your students for feedback about
Here is a quote by a student (translated from the French) that will perhaps be the most effective advice for students: “This wasn’t my first experience learning online, but I learned a lot about myself. Mostly I learned that I needed to be strong (disciplined) and have a good solid work plan to finish the homework. I learned that what didn’t kill me would make me stronger. And it helps that I love French.”

Bibliography
The Open Learning Initiative http://oli.cmu.edu
The Pittsburgh Science of Learning Center http://www.learnlab.org
National Standards in Foreign Language Education Project. 1999. Standards for Foreign

Contact Information
Christopher M. Jones, PhD, Director, co-author cjones@andrew.cmu.edu
Marc Siskin, Technical Lead msiskin@andrew.cmu.edu
Sophie Queuniet, PhD, co-author sq2112@columbia.edu
Bonnie L. Youngs, PhD, co-author byoungs@andrew.cmu.edu