FREN 2207 Questions for Thomas

1. Can the newly purchased CDs
   1. be digitized and thus replace the previous phonetics audio which was made from cassette tapes? I hope so.
   2. How will the students access this? Will they be able to access it off-campus? (I will bring these CD’s to our meeting.)

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| French | [LRC-FREN-Resource](https://moodle.uncc.edu/course/view.php?id=77047" \o "LRC-FREN-Resource" \t "_self) | <https://moodle.uncc.edu/course/view.php?id=77047> |

* 1. Remove old versions
  2. All current teachers of French are supposed to be given access to the French metacourse. If one French teacher makes the Frnech metacourse available, We tested that you have access now, you need to test again in the fall.

1. Which Jacques **Prévert** poems are available in the LRC on a CD? (Marie-Thérèse spoke to me of such a CD.) How can students access the recorded version of these poems?
   1. ? it seems to be in the French materials metacourse that I created: LRC-FREN-Resource <https://moodle.uncc.edu/course/view.php?id=77047>, the files are named “Noiset’s poems”. I just spot checked that some Prévert is part of it, you confirmed (you will have to tell you students which file to go to in the list of files). Here is the list: language link book/course unit2 disc\ unit file Duration Size
   2. French Noiset's Poems 01.wma 06:46.0 6,351 KB
   3. French Noiset's Poems 02.wma 10:00.0 9,386 KB
   4. French Noiset's Poems 03.wma 06:41.0 6,275 KB
   5. French Noiset's Poems 04.wma 12:42.0 11,910 KB
   6. French Noiset's Poems 05.wma 06:28.0 6,068 KB
2. On the first day of class, I want the students to read to me a Prévert poem (which they will memorize over the course of the semester and recite at semester’s end) so that I can establish a sort of “**baseline**.” How can I record this? I’ll show you how you can record your entire class in one swoop in the LRC. Book the LRC by sending a meeting request to [LRCRoomCoed434@uncc.edu](mailto:LRCRoomCoed434@uncc.edu) and tplagwit.
3. Periodically throughout the semester, the students will memorize and recite short passages from *D’accord* which focus on various aspects of French pronunciation. How can I record this? It is important that the students memorize this—**not simply read it**—so I would want to be able to verify that they are in fact reciting from memory. This seems a good application of **Moodle Kaltura** webcam recording assignments. I’ll show you an example how this assignments makes evident if students read off a page. I’ll also provide you with step-by step guides
   1. how you can make these assignments in Moodle,
   2. how your students take them in the LRC
   3. and how you grade them in Moodle.
4. What can the LRC offer in the way of help with **matching** a student’s pronunciation to that of the recorded model that is supplied by the *D’accord* CDs? Is something like Sanako a possibility?
   1. If this is for during face-to-face classes, Sanako has a built-in (outcome orr formative) assessment type model-imitation, where students are being played models and after listening record their imitation into a gap – or rather the teacher/system records, the students do not have to operate any technology and can focus entirely on their language production. Teacher can listen in on individual students during the assessment and gets all the recordings after the assessment. We can turn the D’accord CD into audio materials that can be used for such an assessment.
   2. If you want students to have control over the Sanako audio player, to rewind and compare their output to the input,
      1. including a voice graph of both (I have had student using voice graphs for practicing pronunciation, and find that they do not provide the greatest help, even though they may help with reflecting and noticing. If however you want to provide additional help to the audio, I would recommend automatic phonetizers like here: TBA: ) ,
      2. you can still use the Sanako (audio player) in self-access mode (both for homework assignments and for face-to-face classes, with teacher being able to listen in on individual students, but also provide individual corrective feedback.
      3. With more individual control and personalization comes more work: students have to manually save and submit them (presumably in moodle, for which teacher has to create a TBA::file upload assignment). However, it is easier to create model materials, since no pauses need to be inserted, since the Sanako has a voice insert mode.
5. Would it be possible for the phonetics class to sometimes meet in the LRC (the class is scheduled for TR, 12:30-1:45 in COED 202)? Definetely, the more, the merrier. Just send a meeting request to [LRCRoomCoed434@uncc.edu](mailto:LRCRoomCoed434@uncc.edu). You can make it recurring () if there is a pattern in your visits, like monthly or weekly. If you think we find enough acitivites, you could also just reserve the LRC for all class meetings.