Pedagogy and Technology of Language Use in the Teaching of French

Tri Indri Hardini
Universitas Pendidikan Indonesia
Indonesia
tihardini@upi.edu

ABSTRACT

In the field of education,teachers and students can use technology because it can give positive effect to them and technology can give good value to education. In this article, I will try to explain and present the use of multimedia in the teaching of French. There is a problem to answer: How to well integrate multimedia, not as a gadget, but as a tool for the student to progress? While this is remaining in a concrete situation. How to well integrate this multimedia so that it is not a challenge (use of computers by students who have never touched a computer,)? How to work so that the computer tool has a "natural" place in the classroom? These questions led me to reflect on two main axes. First, everything related to the task and the pedagogical scenario (how to design them, how to use them, how to evaluate them?). Secondly, everything related to the management of the class (how many students per station, where to use the software: classroom or computer room? How to manage students who are not in front of a computer, what help to students using software via internet...?)

Keywords: pedagogy, technology, language teaching, French

Introduction

Indonesia as a developing nation is not built only by relying on abundant natural wealth, but also by its large population. A great nation is characterizing by a literate society, which has a high civilization and is actively promoting the world community.The nation with high literacy is directly proportional to the ability of the nation collaborate and win global competition.Technological innovations have changed language learning radically from the old-fashioned image of pupils learning lists of verbs out of textbooks. Although language teaching has a long history of using tech, dating back to the 1960s, recent developments such as social networking and easy-to-use video cameras have removed many of the limitations.

Technology can also provide audio-video materials that can be paused, repeated, played more slowly or quickly. Technology can also record and analyze a learners' own speech, and can provide various types of scaffolding for students learning to read. The advantages of using new technology in language classrooms can be interpreted in light of the changing goals of language education and the shifting conditions in our post-industrial society (Warschauer & Meskill, 2000).

Technology has a positive effect on student learning expectations and outcomes (Costley, 2014). Technology integration has the following benefits:

1) Increased student motivation;
2) Increased student engagement;
3) Increased student collaboration;
4) Increased hands-on learning opportunities;
5) Allows for learning at all levels;
6) Increased confidence in students, and
7) Increased technology skills.

The challenge becomes being able to conceptualize how technology may look in classroom learning experiences.The inquiries show that it is insufficient to focus on

2

Proceedings of the 1ˢᵗ International Seminar on Foreign Language Teaching, Linguistics, and Literature (ISFLATEL-1) 2018

technology alone, rather, the focus needs to be grounded within 'good' literacy practice with a vision of how it can be supported by technology.

Educators are challenged to modify and modernize their practices (Labbo, 2005).The inquiries show that of greater importance is the ways available resources are accessed, manipulated or even reinvented to complement pedagogical understandings. Our challenge as educators is to find 'new' ways of using technology, rather than falling into the trap of using 'new' technologies in 'old' ways (Kervin & Mantei, 2010). Technology integration in language teaching is advocated for a variety of reasons including: 'engagement', 'improvement in academic ability', 'paradigm shift', 'assessment shift' and 'collaborative learning enhancement'.

The barriers discussed are 'lack of accesses, 'lack of time', 'lack of effective training', 'teachers' attitude', and 'students' attitude'. Awareness of the barriers to and advantages of technology in enhancing teaching certainly has implications for teacher education.Teacher training might prepare teachers for their new roles to use technology for collaboration and engagement. Teacher training centers should work towards providing teachers with sufficient computers, internet access, and technical support. Schools should provide teachers with sufficient time to spend on incorporating technology into their teaching practice.For example, giving opportunities to teachers during regular professional development courses to explore different aspects of technology can help them increase their confidence in using technology and thereby change their negative attitude (Riasatiet.al. 2012).

Further, teachers new to technology-based learning and teaching need to understand their changed roles and responsibilities in the new modality of learning and teaching (Lancien, T., 2004).At the same time, teachers need to bear in mind that it is pedagogy, not the technology that determines learning effectiveness (Appana, 2008).To make a successful transition from traditional pedagogy to technology-enriched instruction, teachers need to alter their teaching approaches to achieve effective teaching (Grosse, 2004).

In this article, I will try to explain and present the use of multimedia in the teaching of French. There is a problem to answer: How to well integrate multimedia, not as a gadget, but as a tool for the student to progress? While this is remaining in a concrete situation. How to well integrate this multimedia so that it is not a challenge (use of computers by students who have never touched a computer,)? How to work so that the computer tool has a "natural" place in the classroom?These questions led me to reflect on two main axes. First, everything related to the task and the pedagogical scenario (how to design them, how to use them, how to evaluate them?). Secondly, everything related to the management of the class (how many students per station, where to use the software: classroom or computer room? How to manage students who are not in front of a computer, what help to students using software via internet...?)

Multimedia in Teaching of French

Thanks to the globalization of technology, today, in most high schools and universities, there is a computer. Usually, it is used to type texts, to search for information or to do exercises. In rare cases, the teacher has a real project of integration of the computer tool and this tool, is mainly used to make a more pleasant presentation of a document.

Definition of Multimedia

To speak of multimedia, we must meet several criteria.

• Firstly is to contain several media (text, sound, still image, animated image...)

• Secondly is that these media are present in a digital format.

• Thirdly is that these various media must be able to interact with each other. This would be possible only when these media are presented on the same computer support.

Multimedia is generally found in the form of software that is either on the computer or on a large-capacity storage medium (CD or DVD). It is also found frequently on-line, that is to say on websites.

Why work withInternet? The Internet is, considering its richness and diversity, the ideal tool to put between the learner and the object of learning (French), this screen which makes him "forget" that he is there to learn French. In carrying out the activities, the learner develops many skills. Internet is a bottomless source of authentic, current, freely available documents. But you need to be careful. You have to choose sites that are safe. The difficulty varies mainly depending on the work required of students (we must pay attention to the level of students).

There are several kinds of Internet multimedia software that can be placed in two categories: "educational" software and "mainstream" software.The first category consists of rehearsal software (often drill exercises), educational games (with a goal of learning a concept) ... these programs are generally published by publishing houses that are relatively well known in the education world. There is also in this category software published by universities. These are often the culmination of research in didactics. Software in this category often offers very few authentic documents, such as movie clips or copyrighted images. They are content with animated films or small "homemade" sketches to reduce costs.

The second category, software "general public" generally have more resources available to them and offer more open documents.

• Reference software (mainly encyclopedias), which are mainly used to search for information. Since these programs are primarily sophisticated search engines, they are often easier to use.

• Cultural software's (virtual visits of museums, countries ... biographies of the life of an artist, presentation of artistic works...) generally propose several possible entries, one can move in thesesoftware's either through an index or through courses and / or themes.

• Software tools: this category is quite broad: it goes from the word processor to the construction of a house in 3D through the database of its wine cellar and the assistant to find a new look. Note that not all software in this category can be considered multimedia.

• Fun software, games: this category is also quite extensive. It is divided into several sub-categories:
  1. Arcade games (we move in a generally linear world, in order to exterminate "the bad guys" who prevent us from reaching the set goal: classically: to save the princess...);
  2. Shoot them up (we are in a 3D world and we have to shoot everything that moves...);
  3. Adventure games (you have to solve puzzles by exploring a 3D world and often talking with virtual characters);

4

Proceedings of the 1ˢᵗ International Seminar on Foreign Language Teaching, Linguistics, and Literature (ISFLATEL-1) 2018

4. Simulations (there are endless kinds of simulations, from piloting an airplane to managing a zoo and building a city);
5. Strategy games (often war games where, as in chess, one must advance his army to defeat the enemy with additional parameters management of a civilization that will provide the necessary materials for the advancement of his army).

Interesting games to use in class are mainly adventure games and some simulation games.How to use a computer may vary depending on the importance of the learner or the teacher. There are four devices:

- Free self-learning: the learner is alone in the software, he works in self-learning.
- Guided self-study: widely used in distance learning: the student is assigned a tutor who has a look at the work done.
- Integrated self-learning: this device is located in the context of the class or multimedia center (media library type). The learner is sent alone in front of the computer for a search of information or to follow a road map. The teacher or head of the media library offers software, roadmaps and is available to answer technical questions.
- Face-to-face with the computer.this device is located in a classroom or computer room. Learners do open exercises, often in pairs. The teacher is present, he gives the instructions and follows the students.

When using educational software, we are offered a number of activities. The problem is that these are often limited for two main reasons:

1. Evaluation: Since the computer can only compare answers, the activities are generally relatively closed.
2. Cost containment does not allow such software to offer many authentic documents. Nevertheless, with some of these software, the teacher can create other tasks more complex than those proposed by the manufacturer. He will then have to find a way to control the goals he has set for himself.

It is during the use of software "public", or even websites, that the use of the task becomes interesting. This will guide the student in his work, he will have the opportunity to work on the goals that the teacher has set. It will avoid getting lost in the software. At this point, the software is no longer an end in itself for the teacher, but a source of authentic data that helps him create challenging tasks for his students.The difficulty is therefore to create a task that is sufficiently rich, authentic and close to the student, implementing not only linguistic content, but also cultural elements. To design a task, one must take into account six parameters as well as the tools:

Teaching objectives: They are generally related to the four language skills (listening, reading, speaking and writing). Cultural skills can be added

The tools: it is mainly about the function given to the computer ("the computer-tutor" which provides exercises, "the computer-resource" like for example a multimedia encyclopedia, "the computer-tool of communication "through the use of a" chat ", email, etc.)

The role of the learner: first, he must understand the task he has to perform, then he must explore the software in search of information and select the relevant information, this is done in interaction with the other member of the pair and / or with the teacher. Finally, he must realize the task...

The role of the teacher: before the activity, he must select the software, the sites, he must design the task while taking into account the prerequisites of his students and

5

Proceedings of the 1ˢᵗ International Seminar on Foreign Language Teaching, Linguistics, and Literature (ISFLATEL-1) 2018

the integration of this task in his teaching. During the activity, he has to manage the different groups, to evaluate some of the work. After, he must evaluate and showcase the work done.

The data ("input"): they must be rich, authentic and multimodal (containing text, sound, still image and / or animated). There are several data evaluation grids that can be used.

The device ("settings"): This is the type of interaction between the teacher and the learner. The learner will be either: free self-learning, guided self-learning, integrated self-learning or face-to-face learning.

Like classroom activity using Internet, there are two types of activity. The first type of activity: each learner works on a different site. For example, choose an amusement park, a monument etc., which must be more or less fully described according to the level at sites: www.google.fr or www.monum.fr or www.infoparks.com Choose a gift; the learner describes the gift and explains why this gift to this person at sales sites www.maif.fr or www.laredoute.fr or www.fnac.fr Choosing a hotel or restaurant in Paris at site: www.paris- touristoffice.com

How to organize the return to class so that it is dynamic and interesting? Ask each student, in turn, to communicate to others what he has learned on the Internet. Put the learners in groups of two and ask them to turn the monologue into a dialogue (e.g. what gift did you choose? For whom? Etc.) Play a role play for the students (e.g. 4 students represent a family who has to decide or go on weekends or holidays and what hotel, restaurant, museum ... choose.

The 2ⁿᵈ type of activity: all students work with the same site but use different documents. Some sites are so rich that all students can explore them, without performing the same activities (by group or individual) Example: in the site www.saint-exupery.org, there are 36 dates. It offers a history of aviation, the story of the writer's family, etc. Students are looking for different information; each group brings something new to the class. The same type of activity is possible with the following sites: www.monum.fr: 10 French historical monuments, www.rfi.fr: the French newspaper easy, the RFI dictionary, and France a la carte, www.pere -lachaise.fr: writers, painters, musicians, singers, etc.

Conclusions

We can see that currently the possibilities associated with the use of multimedia in the classroom are immense, and they will certainly continue to grow in the coming years. It must be remembered that multimedia must remain a tool and not a goal in itself. Thus, any use of new technologies in the classroom must be accompanied by good thought and preparation, particularly related to the organization of the class.

We need to integrate multimedia into a class so that it has a "natural" place and it is not an educational gadget. Perhaps at first, students are excited enough to be able to work and "play games", and then gradually it gets into the daily "routine". Even if they still enjoy using a computer, they do not care anymore about what is happening to the computer corner.

The difficulties associated with the use of software are relatively important, even if they fade with use and the students work in pairs. It should be noted, however, that having to understand how the software works forces students to communicate with each other in a language different from the language of the language they use outside of the classroom.

"Emerging foreign language towards Industrial Revolution 4.0"

The possibilities offered by educational software were not as rich as those of "mainstream" software. Good "drill" software that keeps track of the learner's course may be useful on some occasions. It offers the opportunity for the student to have an immediate correction of his work, and the teacher is not at his side, he must often understand his mistakes alone that, in my opinion - when the concept was worked - allows a better acquisition.

For questions of organization and preparation of work plans, it was important to know where each student was in his French language skills. This allows us on the one hand to give a job adapted to the level of each student. This while working with acts of speech and with more general and complex goals, to avoid a de-contextualization of the language.

References

Appana. (2008). A Review of Benefits and Limitations of Online Learning in the Context of the Student, the Instructor and the Tenured Faculty.*International Journal on E-Learning* Volume 7, No. 1, January 2008 ISSN 1537-2456 Publisher: Association for the Advancement of Computing in Education (AACE), Waynesville, NC USA

Costley, Tracey. (2014) English as an additional language, policy and the teaching and learning of English in England. *Journal Language and Education* Vol. 28, 2014 - Issue 3Pages 276-292 https://doi.org/10.1080/09500782.2013.836215

Grosse, Christine Uber. (2004). The Competitive Advantage of Foreign Languages and Cultural Knowledge. *The Modern Language Journal.*First published: 13 August 2004https://doi.org/10.1111/j.0026-7902.2004.00234.x

Kervin. Mantei. (2010). supporting educators with the inclusion of technology within literacy classrooms: A framework for "action". Journal of Technology Integration in the Classroom, 2(3), 2010, 43-54.

Labbo, Linda D. (2005). Books and Computer Response Activities That Support Literacy Development. *Journal the Reading Teacher.* Volume 59, Issue 3. Pages: 206-999.

Lancien, T. (2004) *De la vidéo à Internet : 80 activités thématiques*, Hachette Education, Pratiques de la classe.

Riasati et al. (2012). Technology in Language Education: Benefits and Barriers. *Journalof Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3, No 5, 2012.

Warschauer, M., &Meskill, C. (2000).Technology and second language learning.In J. Rosenthal (Ed.), Handbook of undergraduate second language education (pp. 303-318). Mahwah, New Jersey: Lawrence Erlbaum.