



WIKI TIPS AND TRICKS FOR THE MFL CLASSROOM

Digital Tools for MFL: Moving Forward

Maynooth University, 10th March 2018

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OUTLINE

- ❑ Aims and learning outcomes: Junior Cycle, Languages Connect & the CEFR
- ❑ Theories & perspectives on 'language' learning (*Culture, Language & Thought*)
- ❑ Discovery and creativity: Wikis for Task-based learning
- ❑ Example of a wiki project on cultural awareness
- ❑ Hands-on activity with PBworks

Modern Foreign Languages Learning Outcomes

Strand 1

Communicative competence enables students to communicate in the target language for meaningful purposes. In this strand, students engage in language activities and tasks involving the integrated language skills of listening, reading, spoken production, and writing.

Strand 2

Language awareness enhances the students' general awareness about languages. In this strand, they analyse how the target language works, they compare the languages they know (English, Irish and French), and they understand the influence of these languages on their own language.

Strand 3

Socio-cultural knowledge and intercultural awareness gives students access to new cultural dimensions and encourages them to reflect on their own culture. In this strand, students acquire cultural information about the target country/countries and are encouraged to compare other cultures to their own.

2.2 apply all languages learning to creative activities such as producing simple poems, posters, presentations, games and drama

3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions

1.22 produce and edit texts and interact with others in writing using appropriate digital technologies

Learning outcomes *Students should be able to*

- 3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food
- 3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people
- 3.3 reflect on what they have learned about the country/countries associated with the target language

- 3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media
- 3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together
- 3.10 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons

こんにちは

HOLA

你好

GUTEN TAG

LANGUAGES CONNECT

IRELAND'S STRATEGY FOR
FOREIGN LANGUAGES IN
EDUCATION

2017-2026

1.C.11

Encourage and support the use of innovative teaching methods and ICT supports for learning languages. ICT and media can be particularly useful for allowing students to engage with native speakers when they are not in the position to undertake mobility programmes abroad.

Ongoing

T&L Forum,
PPLI

1.E.3

Explore the potential for the greater use of CLIL to increase the use of language skills, heighten the intercultural dimension, and increase confidence in language learning and awareness in post-primary schools and higher education.

Ongoing

DES, NCCA,
HEIs

Pilot CLIL⁵ for TY where there is teacher capacity - for example Business/German, History/French.

Q3 2019
onwards

PPLI

1.D.1

Consider ways to encourage more senior cycle, especially transition year students, to avail of language exchange opportunities.

Ongoing
but will
require an
awareness
campaign

PPLI, Léargas,

1.C.2

Significantly increase the number of post-primary schools participating in the languages assistants' scheme from 110 in 2017 to 160 in 2022. In doing so also include teaching assistants with additional languages to enhance the diversity of foreign languages available in post-primary schools. Consideration will need to be given to ways which as many schools as possible will participate in this language assistants' scheme.

Targets to
gradually
increase
Language
Assistants
by 2022

DES, Schools

LET'S LOOK AT THE CONCEPTS OF **LANGUAGE & CULTURE**

**LANGUAGE AND
CULTURE ARE THE
FRAMEWORKS THROUGH
WHICH HUMANS
EXPERIENCE,
COMMUNICATE, AND
UNDERSTAND REALITY.
(LEV VYGOTSKY, 1968)**



Made with ♥ by recitethis.com



No two languages are
ever sufficiently
similar to be
considered as
representing the
same social reality.

-Edward Sapir

Reality Is Embedded

In Culture's
Language



Language shapes the
way we think, and
determines what we can
think about.

-Benjamin Whorf

TAKING A CLOSER LOOK AT THE RELATIONSHIP BETWEEN
LANGUAGE AND CULTURE
KRAMSCH (1998)

Language expresses cultural reality.

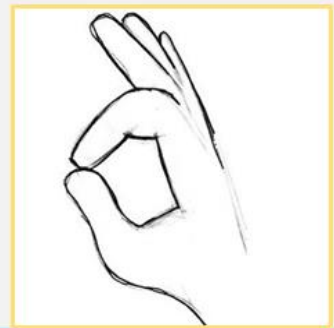
- *Words express facts, ideas or events that are communicable.*
- *Words reflect attitudes, beliefs, and points of view.*

Language embodies cultural reality.

- *The (spoken, written, or visual) medium people choose to communicate with one another create meanings that are understandable to the group they belong to.*

Language symbolizes cultural reality.

- *Language is viewed as a symbol of social identity.*



Gestures can convey wildly different meanings. Individuals in the United States use the “OK” sign to convey that something is acceptable. In Japan, the same hand symbol means “money.” The French and the Portuguese all use the symbol to mean “zero” or “nothing.” |

Members of the same discourse community share common ways of thinking, behaving, and valuing.

E.g. *“I like your sweater!”*

- *“Oh, thank you!”* (said Americans)

- *“Oh, really? It’s already quite old”* (said the French)

DOES CULTURE INFLUENCE LANGUAGE OR DOES LANGUAGE AFFECT CULTURE?



Language expresses and reflects our attitudes about the world according to our culture. At the same time, it also shapes our attitudes about the world.

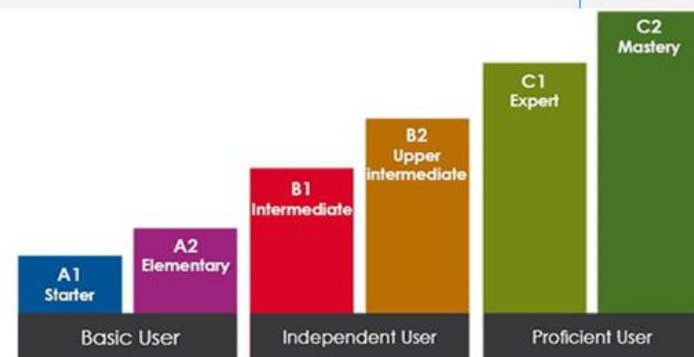
The Specification for Junior Cycle Modern Foreign Languages aims to develop communicative language skills broadly aligned with the A band (A1 to A2, basic user) of the Common European Framework of Reference for Languages (CEFR)¹ and its descriptors. (Specification, p. 6)

The Common Reference Levels – self-assessment grid

		A1	A2	B1	B2	C1	C2
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An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers



	and attitudes to language and culture.
A2	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.
A1	Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.
Pre-A1	<i>No descriptors available</i>



Languages for Intercultural
Communication and Education

The Common European
Framework of Reference



THE LANGUAGE LEARNER MUST BE AWARE OF THREE LAYERS OF CULTURE: **MULTI- CULTURAL, PLURI-CULTURAL AND INTER-CULTURAL.**

- **Multi-: definition of the social context**

Contexts where cultures are in contact, not restricted to nations, religions or ethnic groups. **Diversity in society** .

- **Pluri-: definition of the identity of a person**

Identity is the by-product of experiences in different cultures.
Unique personality.

- **Inter-: definition of a communicative situation**

(The verbal and nonverbal) interactions between people from different cultural backgrounds. **Discovery & dialogue.**

Learners need not just knowledge and skill in the grammar of a language but also the ability to use the language in socially and culturally appropriate ways.

THE DEVELOPMENT OF INTERCULTURAL DIMENSION IN LANGUAGE TEACHING

Byram et al (2002)

Aims in developing IC dimension

- to give learners intercultural competence as well as linguistic competence;
- to prepare them for interaction with people of other cultures;
- to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours;
- and to help them to see that such interaction is an enriching experience.





Big “C” Culture

- Civilisation aspects - history, geography, art, music, and architecture (Tomalin & Stempleski, 1993)

Little “c” culture

- “Total set of beliefs, attitudes, customs, behaviours, social habits, etc. of the members of a particular society” (Richards *et al.*, 1992: 94).



Socio-cultural knowledge and inter-cultural awareness

gives students access to new cultural dimensions and encourages them to reflect on their own culture. In this strand, students acquire cultural information about the target country/countries and are encouraged to compare other cultures to their own.

Learning outcomes

Students should be able to

Learning about relevant facts, places and history about the country/countries related to the target language

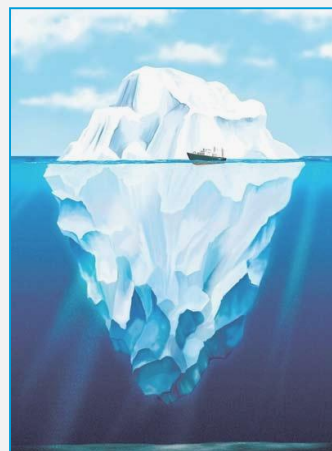
- 3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food
- 3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people
- 3.3 reflect on what they have learned about the country/countries associated with the target language

Learning about traditions, customs and behaviours

- 3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions
- 3.5 identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/countries is evolving
- 3.6 select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability

Comparing their culture with that of the country/countries related to the target language

- 3.7 analyse similarities and differences in relation to their peers' lives in the target language country/countries in areas of daily life such as school, socialising, sport, eating habits
- 3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media
- 3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together
- 3.10 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons



Structure of the Portfolio

Repository

Students collect..

- Artefacts
- Exemplars of work
- Audio, video & text files

Workspace

Students..

- Set goals & plan learning
- Collaborate & share
- Use Feedback to improve
- Reflect on their progress

Showcase

Students..

- Select their best work
- Showcase for evaluation
- Reflect further

WHAT'S A



WIKIPEDIA

English

The Free Encyclopedia

2 722 000+ articles

日本語

フリー百科事典

558 000+ 記事

Deutsch

Die freie Enzyklopädie

860 000+ Artikel

Español

La enciclopedia libre

440 000+ artículos

Français

L'encyclopédie libre

759 000+ articles

Polski

Wolna encyklopedia

574 000+ haseł

Italiano

L'enciclopedia libera

536 000+ voci

Português

A enciclopédia livre

456 000+ artigos

Русский

Свободная энциклопедия

355 000+ статей

Nederlands

De vrije encyclopedie

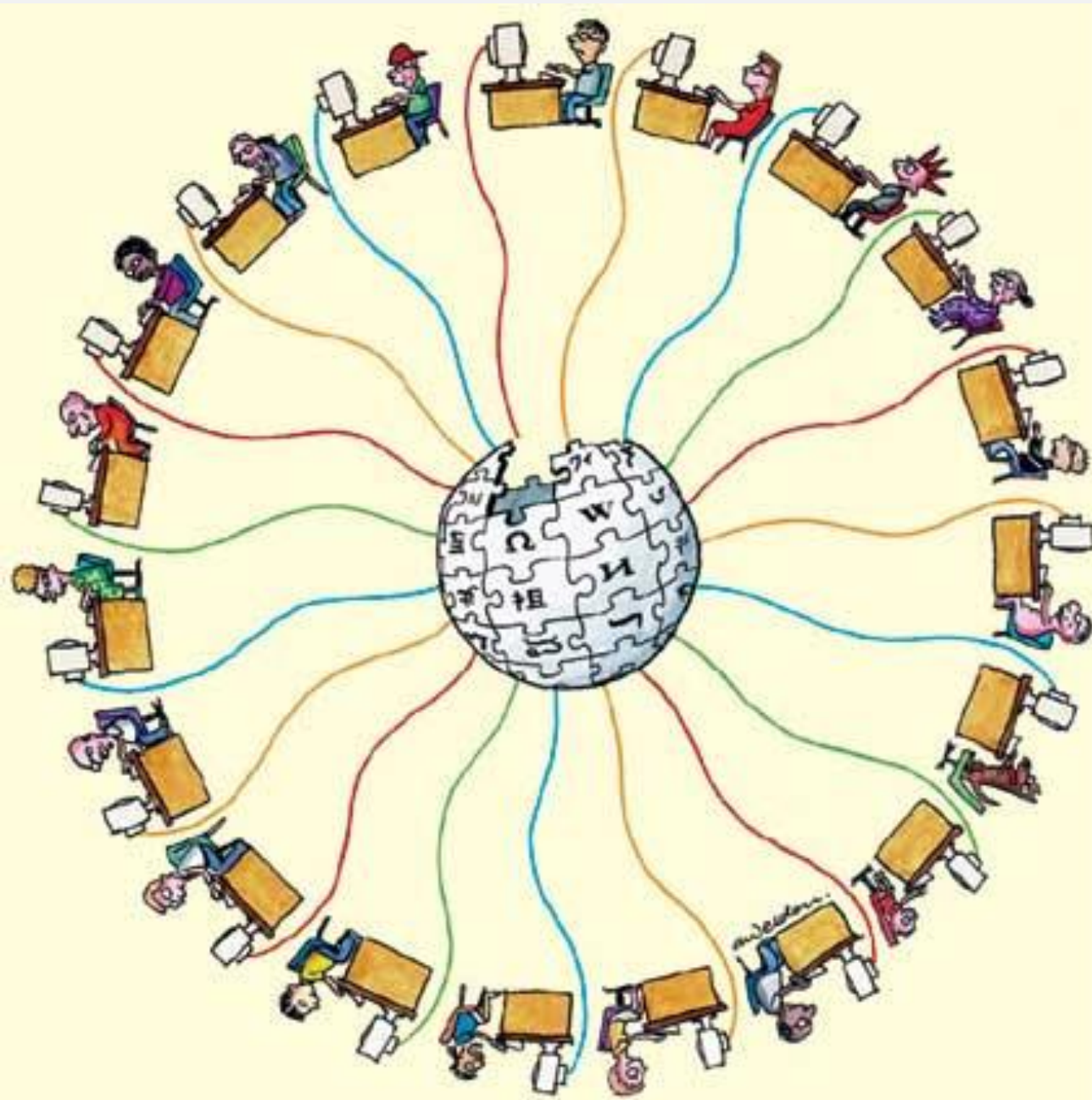
516 000+ artikelen



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sök · 搜索 · søk · haku · cerca · пошук · ara · căutare · suk · hledání · keresés · serçu · hl'adat · søg

English





Wikipedia is a multilingual, Web-based, free-content **encyclopedia**.

It is **written collaboratively** by volunteers and allows most articles to be changed by anyone with an **Internet connection**.



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The Free Encyclopedia

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University of Limerick

From Wikipedia, the free encyclopedia
(Redirected from University of limerick)

The **University of Limerick** (**UL**) (Irish: *Ollscoil Luimnigh*) was established in 1972 as the *National Institute for Higher Education, Limerick* and became a university by statute in 1989 in accordance with the University of Limerick Act 1989^[1]. The university was the first university established since the foundation of the State in 1922, followed later in the same day by the establishment of Dublin City University.

The university is located along the River Shannon, on a 80 hectare (200 acre) site in the 240 hectare (600 acre) National Technological Park at Castletroy, 5 km from Limerick city centre. The university has currently in excess of 11,000 full-time undergraduate students^[citation needed] and 1,500 part-time students^[citation needed]. There are also over 800 research postgraduates^[citation needed] and 1,300 taught postgraduate students^[citation needed] at the university. The Co-Operative Education (commonly called *Co-Op*) programme allocates all students with an 8-month work placement as part of their degree. This is one of the first such programmes in the state.

Professor Don Barry is the current president of the university having been appointed in 2007.^[citation needed]

Contents [hide]

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- Rankings
- Science and Engineering
- The Arts
- Accommodation
- The University Arena
- Expansion
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- Footnotes
- External links

Editing Talk:University of Limerick

From Wikipedia, the free encyclopedia

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```
{{WikiProject Ireland
|small=
|nested=
|class=start
|importance=high
|attention=
|peer-review=
|old-peer-review=
|image-needed=
|needs-infobox=
}}

{{WikiProject Universities|class=Start}}

==Controversy and allegations==
The following was added by an anonymous contributor - and is quite a serious allegation.

''Recent investigations and tribunals however, have led many to believe that this was achieved through bribing and coercion,
in particular to the popular Limerick politician, Willie O'Dea.''

If indeed there is some background to this, it should be provided before the topic is inserted into the article. If there is
some substance to this, it should be tackled in a more measured way - and certainly not referring to individuals unless that
is a definitive finding of some investigation. Neither should Wikipedia report malicious rumours if that is the case.

[[User:Zoney|'''zoney''']] <font size=+1 style="color:green;">&#09827;</font> [[User talk:Zoney|'''talk''']] 21:20, 10 Feb
```

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(cur) = difference from current version, (prev) = difference from preceding version, **m** = minor edit, → = section edit, ← = automatic edit summary

- (cur)

(prev)

☒

12:25, 4 November 2009

SineBot (talk | contribs)

m (9,638 bytes)

(Signing comment by *Chris.exton* - "")

(undo)
- (cur)

(prev)

☒

12:24, 4 November 2009

Chris.exton (talk | contribs)

(9,325 bytes)

(undo)
- (cur)

(prev)

☐

17:55, 28 May 2009

Chris.exton (talk | contribs)

(9,118 bytes)

(undo)
- (cur)

(prev)

☐

09:54, 6 May 2009

Trounce (talk | contribs)

(8,901 bytes)

(Chuck Feeney/ Atlantic Philanthropies)

(undo)
- (cur)

(prev)

☐

22:27, 27 July 2008

SeoR (talk | contribs)

m (8,510 bytes)

(Query re potential to replace (appropriately) removed copyvio materials)

(undo)
- (cur)

(prev)

☐

02:43, 12 February 2008

BetacommandBot (talk | contribs)

(7,937 bytes)

(noting *Image:University of Limerick 2005.png* is about to be deleted WP:NONFREE)

(undo)
- (cur)

(prev)

☐

20:25, 13 November 2007

SeoR (talk | contribs)

(6,170 bytes)

(Assess. I suspect it is reasonable to have all the Universities, plus the largest other 3rd level bodies, as High. But class definitely only Start.)

(undo)
- (cur)

(prev)

☐

12:07, 23 October 2007

BrownHairedGirl (talk | contribs)

m (6,164 bytes)

(tag with {{WikiProject Ireland}} using AWB)

(undo)
- (cur)

(prev)

☐

21:19, 1 August 2007

Danelo (talk | contribs)

(6,010 bytes)

(updated wikiproject WikiProject Universities «Start»)

(undo)
- (cur)

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☐

11:39, 6 July 2007

BetacommandBot (talk | contribs)

(5,998 bytes)

(noting *Image:University of Limerick 2005.png* is about to be deleted WP:NONFREE)

(undo)
- (cur)

(prev)

☐

20:45, 3 January 2007

Timrollpickering (talk | contribs)

(undo)
- (cur)

(prev)

☐

20:42, 16 December 2005

Dowlingm (talk | contribs)

(→Students Union: disambig NUS)

(undo)
- (cur)

(prev)

☐

20:31, 16 December 2005

Dowlingm (talk | contribs)

(→Students Union)

(undo)
- (cur)

(prev)

☐

19:20, 16 December 2005

Djegan (talk | contribs)

(→Students Union)

(undo)
- (cur)

(prev)

☐

13:01, 16 December 2005

Seabhcan (talk | contribs)

(Students Union)

(undo)
- (cur)

(prev)

☐

17:33, 8 October 2005

Djegan (talk | contribs)

(undo)

Wikis in Plain English



<http://www.youtube.com/watch?v=-dnL00TdmLY>

WHY CHOOSE A WIKI?

Task types	Tasks	Objectives
(1) Information exchange	Authoring 'cultural autobiographies'	Establishment of personal relationship with partners/increased awareness of cultural differences
	Carrying out virtual interviews	Development of ICC
	Engaging in informal discussion	Learner independence/development of fluency in TL
(2) Comparison and analysis	Collaborating on product creation fosters the development of intercultural communicative competence and electronic literacy	
(3) Collaboration and product creation	Collaborating on product creation	Development of ICC/electronic literacy
	Transforming text genres	Improved metalinguistic awareness/linguistic accuracy and fluency in TL
	Carrying out 'closed outcome' discussions	Negotiation of meaning/development of linguistic accuracy and fluency in TL
	Making cultural translations/adaptations	Development of ICC

(O'Dowd and Ware, 2009: 176-77)

EXAMPLE OF A WIKI
USE TO DEFINE
(FRENCH) CULTURE



- First year language students in UL
- 17-19 years of age
- Reading and discussing societal aspects of France
- Semester 1: discussion forum and blog
- **Semester 2: wiki**
- Creation of group wiki + peer-reviewing

WIKI INSTRUCTIONS

Bonjour à tous,

Cette semaine, nous continuons à définir la culture française dans le Wiki (5% de votre note). N'oubliez pas que le projet Wiki se termine la semaine prochaine et que vous devrez noter la contribution de l'autre groupe de votre classe et écrire un rapport sur votre expérience (documents joints).

Vous pouvez répondre aux questions ci-dessous :

DEFINE FRENCH CULTURE

1. Selon vous et les textes étudiés en classe, quelles sont les caractéristiques de la culture française. Expliquez et donnez des exemples.
 - Aspects linguistiques (métaphores, expressions différentes)
 - Comportements et attitudes
 - Croyances et valeurs
 - Connotations des mots, etc.
2. La culture française est-elle singulière ou plurielle ? / Est-il possible d'avoir une variété de cultures dans une même communauté ?
3. Qu'est-ce qui différencie la culture irlandaise et la culture française? Expliquez et donnez des exemples.
4. Est-il facile de trouver des différences entre la culture française et la culture de votre pays ?
5. Quels sont les points communs / les similarités entre la culture française et irlandaise? Expliquez et donnez des exemples.
6. Pensez-vous que la culture d'un pays est supérieure à celle d'un autre ?

Attachments

PEER-REVIEW SHEET

Évaluation de définition de la culture française

La définition est-elle composée de 400 mots environ ?

☐ Oui ☐ Non

La définition est-elle structurée ? (phrases complètes, lien entre les idées)

☐ Oui ☐ Non

L'orthographe est-elle satisfaisante ? (accent, accord des adjectifs...)

☐ Oui ☐ Non

La définition donne-t-elle des exemples culturels discutés en classe / dans les textes étudiés ?

☐ Oui ☐ Non

La définition est-elle illustrée de photos ou liée à des pages web ?

☐ Oui ☐ Non

Des commentaires :

.....

.....

.....

La culture en 10 mots:

C'est la langue, la cuisine, le sport, l'histoire, les habitants, les livres, les films, le théâtre, la politique, les temps.

La nourriture il y a beaucoup de nourriture française. Par exemple le fromage et les escargots. C'est un aspect très important pour la France.

La culture d'un pays sont les aspects de la société qui le définissent comme pays, par exemple la langue, l'histoire, les habitudes, la politique, les gens. C'est aussi le mode, la musique et la tradition de France.

La culture française

Chaque pays a une culture spécifique, surtout la France. La France a une culture riche.

Le président français - <http://www.youtube.com/watch?v=ht1lq1-71Kg> - Le nouveau Président en 2007 Nicolas Sarkozy.

Et la Cérémonie d'installation de M. Sarkozy - <http://www.youtube.com/watch?v=Uzp6-PHuhC8&feature=related>

La Journée Bastille - <http://www.youtube.com/watch?v=-JYvAQdNdcs>

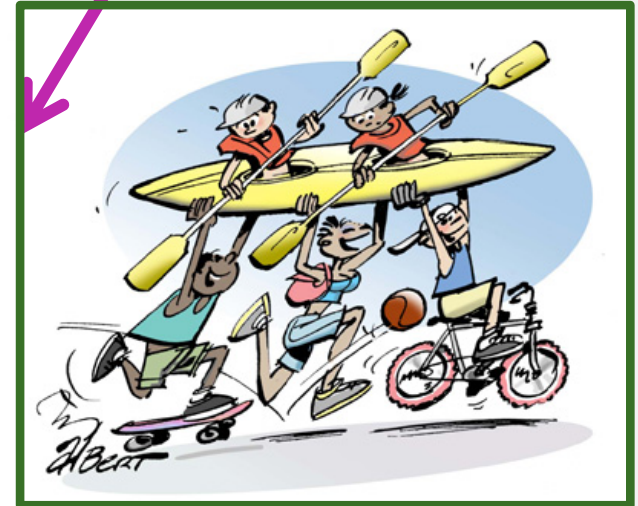
Le sport est un aspect de la culture. Comme nous avons vu dans la classe, en France il y a une sous-culture de jeunes qui ont une valeur importante du sport. Ils participent au sport pour plaisir, pas de gagner. Le but principal est de s'amuser. C'est différent de l'Irlande où je veux, quand je fais du ski, le but principal est de gagner.

HYPERLINKS TO VIDEOS OR OTHER CONTENT

Ces régions sont divisées en départements différents. En Bretagne il y a beaucoup de départements différents par exemple la Côte d'Armor. En Bretagne ils parlent Breton; une langue celtique. Il y a beaucoup de gens qui parlent le Breton. Nous avons le même problème en Irlande où ils parlent le gaélique. Je suis allée à Tréguier, une petite ville dans la Côte d'Armor en Bretagne. À Pâques, Tréguier est vraiment belle avec la Cathédrale et les maisons anciennes et aussi en 1823 un écrivain et un penseur célèbres étaient nés, son nom était Ernest Renan.

Il y a beaucoup de phrases différentes en français qu'il y a dans l'anglais ou le gaélique. Il y a des métaphores ou des comparaisons différentes en français qu'il y a dans l'anglais. Les phrases ont en français un sens différent qu'elles ont dans d'autres langues. Ce sont des mots qui ont des sens différents et des phrases qui ont des sens différents.

IMAGE



▼ **Hide Comments** (1) [Add Comment](#)

Unknown (0864927) (2009-04-13 23:23:23.0) [Comment](#) [Edit](#)

En France il y a beaucoup de régions différentes. Bretagne est un exemple d'une région dans l'Ouest de France. Ces régions sont divisées en départements différents. En Bretagne il y a beaucoup de départements différents par exemple la Côte d'Armor. En Bretagne ils parlent Breton; une langue celtique. Malheureusement il n'y a pas beaucoup de gens qui parlent le Breton. À Tréguier, une petite ville dans la Côte d'Armor en 1823 un écrivain et un penseur célèbres étaient nés, son nom était Ernest Renan.

COMMENT

La culture en 10 mots:

C'est la la **Culture in 10 words:**

le nourritu

Language, food, sport, history, people, books, films, theatre, politics, weather.

La culture d'un pays, c'est les aspects de la société qui le définissent comme pays, par exemple la langue, l'histoire, les habitudes, la politique, les gens. C'est aussi le mode, la musique et la tradition de France.

Culture in 10 words:

Language,

Food,

History,

Arts,

Sport,

Fashion,

Music,

Tradition,

Dance,

Way of doing things.

Culture in 10 words:

Religion

Music

Values

Sport

Food

Cinema

Languages

Literature

Rituals, customs

History



un penseur célèbres était né, son nom était Ernest Renan.

Il y a beaucoup de phrases différentes en français qu'il y a dans l'anglais ou gaélique. Il y a des métaphores ou des comparaisons différentes en français qu'il y a dans l'anglais. Les phrases ont en français un sens différent.

Definitions:

- The culture of a country is composed of **all the aspects of the society that define it.**
- French culture is composed of **a group of people who share the same language, belief, customs, values and artefacts.**

gaspillage crée en faisant de la publicité pour par cinq pourcent. Les gens mettent à Paris un «Stop Pub» autocollant sur leur boîte de lettre pour que personne ne mette le papier. Leur objectif était de réduire la quantité de gaspillage. C'était très réussi. Je crois soigner la planète et l'environnement fait partie de la culture française.



Big C



La journée Bastille - <http://www.youtube.com>

Le sport est un aspect de la culture. Comme les jeunes qui ont un valeur important du sport.



Paques. L'iguier est vraiment belle av un penseur célèbres était né, son nom

Il y a beaucoup de phrases différentes

des comparaisons différentes en français qu'il y a dans l'anglais. Les phrases ont en français un sens différent



L papier. Leur objectif était de réduire la quantité de gaspillage. C'était très réussi. Je crois soigne la planète et l'environnement fait partie de la culture française.



Little c

- French people don't eat at the same time as Irish people do.
- On Sunday, everything is closed in France whereas our shops are open. French People like to have a quiet family day on Sunday.
- In English, we say "I am 19". In France they say "j'ai 19 ans" (I have 19).
- "There are different ways to address people:
 - Monsieur (man)
 - Madame, (woman)
 - Mademoiselle (young woman)"

beaucoup de paroles différentes et phrases que
e quand vous étudiez une langue différente vous voyez le monde par les yeux différents, avec les métaphores et les
ment et je crois aussi que ceci me donne une meilleure compréhension de la culture française. Les exemples des
« du lard ou du couillon », « pas à la portée », « bifurque vers » « sont jetées aux orties » « le credo » « le défi »

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ceci est le «Stop Pub» campagin qui a commencé l'objectif d'à Paris. Le de ce projet était de réduire l'amout de
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papier. Leur objectif était de réduire la quantité de gaspillage. C'était très réussi. Je crois soigne la planète et l'environnement fait partie de la culture française.



La culture en 10 mots:

C'est la langue, la cuisine, le sport, l'histoire, les habitants, les livres, les film, le theatre, le politique, les temps.

le nourriture il y a beaucoup de nourriture française. pour exemple le fromage et les escargots. c'est un aspect très important pour le française.

La culture d'un pays sont les aspects de la société qui le définent comme pays, par exemple la langue, l'histoire, les habitudes, la politique, les gens. C'est aussi le mode, la musique et la tradition de France.

La culture française

Chaque pays a une culture spécifique, surtout la France. La France a une culture riche.

Le p
Et l
La j
Le s
As we have seen in class, there are sub-cultures in sports among the youth...

jeunes qui ont une valeur importante du sport. Ils participent en sport pour plaisir, pas de gagner. Le but principal est surmonter les défis. Le credo de la groupe qui invente de nouveaux terrains de jeu est 'Où je veux, quand je veux'. Ce phénomène est national mais tous les gens n'en participent pas. Les sports individuels comme le ski, le skate et le BMX sont devenus plus populaires parmi les jeunes (40% sont les faire). C'est différent de l'Irlande



Last summer, I went to Tréguier in Brittany, where people speak Breton and celebrate Ernest Renan a famous poet...

beaucoup de gens qui parlent breton. nous avons le même problème en matière de notre langue, le gaélique. Je suis allée à Tréguier, une petite ville dans la Côte d'Armor en Bretagne pendant les vacances de Pâques. Tréguier est vraiment belle avec la Cathédrale et les maisons anciennes et aussi en 1823 un écrivain et un penseur célèbres était né, son nom était Ernest Renan.

Il y a beaucoup de phrases différentes en français qu'il y a dans l'anglais ou gaélique. Il y a des métaphores ou des comparaisons différentes en français qu'il y a dans l'anglais. Les phrases ont en français un sens différent



This semester we have learnt new expressions and metaphors, that do not exist in English...

Le gouvernement français et les Français soignent de l'environnement. Je crois qu'ils soignent plus de l'environnement que nous faisons en Irlande. Je crois que les Français soignent et respectueux du lieu qu'ils vivent. Un exemple de ceci est le «Stop Pub» campagne qui a commencé l'objectif d'à Paris. Le but de ce projet était de réduire l'impact de gaspillage créé en faisant de la publicité pour par cinq pourcent. Les gens mettent à Paris un «Stop Pub» l'autocollant sur leur boîte de lettre pour que personne ne mettrait le papier. Leur objectif était de réduire la quantité de gaspillage. C'était très réussi. Je crois soigner la planète et l'environnement fait partie de la culture française.



Evidence of intercultural awareness/ sensitivity:

De nombreux clichés affublent la France concernant sa culture, à commencer par celui du béret basque vissé sur la tête du Français, la baguette de pain sous le bras et la bouteille de vin rouge dans la poche (de provenance française, bien sûr). Au risque de décevoir certains, il y a très peu de chance de rencontrer un tel spécimen aujourd'hui, du moins avec ces trois critères réunis ! La France est une mosaïque de régions aux personnalités contrastées, de la Provence à la Bretagne, du Bordelais en Alsace. Pas une région ne ressemble à l'autre, dans ce qu'elle a à offrir en terme de culture. Par exemple, une visite en Bretagne peut donner la sensation étrange d'être dans un autre pays, tant la culture celte de cette région la différencie de Paris, par exemple. Dans chaque culture il y a beaucoup d'aspects communs, et individuels. Dans le cas des cultures irlandaise et française, il y a des caractéristiques particulières à ces deux pays qui divergent très clairement. Certains aspects culturels propres à un pays n'ont parfois de signification que pour le pays concerné.

comparaisons différentes vous pouvez voir le monde différemment et je crois aussi que ceci me donne une meilleure compréhension de la culture française. Les exemples des nouvelles phrases que nous avons appris sont ;

« Il me prend la tête », je vais craquer », « il est trop », si c'est du lard ou du couillon », « pas à la portée », « bifurque vers » « sont jetées aux orties » « le credo » « le défi »
« J'en avais marre

Le gouvernement français et les Français soignent de l'environnement. Je crois qu'ils soignent plus de l'environnement que nous faisons en Irlande. Je crois que les Français soignent et respectueux du lieu qu'ils vivent. Un exemple de ceci est le «Stop Pub» campagin qui a commencé l'objectif d'à Paris. Le de ce projet était de réduire l'amout de gaspillage créé en faiant de la publicité pour par cinq pourcent. Les gens mettent à Paris un «Stop Pub» l'autocollant sur leur boîte de lettre pour que personne ne mettrait le papier. Leur objectif était de réduire la quantité de gaspillage. C'était très réussi .Je crois soigne la planète et l'environnement fait partie de la culture française.



Evidence of intercultural awareness/ sensitivity and students' roles

La culture française

De nombreux clichés affublent la France concernant sa culture, à commencer par celui du béret basque vissé sur la tête du Français, la baguette de pain sous le bras et la bouteille de vin rouge dans la poche (de provenance française, bien sûr). Au risque de décevoir certains, il y a très peu de chance de rencontrer un tel spécimen aujourd'hui, du moins avec ces trois critères réunis ! La France est une mosaïque de régions aux personnalités contrastées, de la Provence à la Bretagne, du Bordelais en Alsace. Pas une région ne ressemble à l'autre, dans ce qu'elle a à offrir en terme de culture. Par exemple, une visite en France donne la sensation étrange d'être dans un autre pays, tant la culture change d'une région à l'autre et différencie de Paris, par exemple. Dans chaque culture il y a beaucoup d'individus.

Dans le cas des cultures irlandaise et française, il y a des caractéristiques de deux pays qui divergent très clairement. Certains aspects culturels n'ont parfois pas de signification que pour le pays concerné.



nous ne trouvons pas dans la langue anglaise. Je crois que quand vous étudiez une langue différente vous voyez le monde différemment et je crois aussi que ceci me donne une meilleure compréhension de nouvelles phrases que nous avons apprises ;

« Il me prend la tête », je vais craquer », « il est trop », si c'est du lard ou du couffin », « pas à la portée », « bifurque vers », « J'en avais marre »

Le gouvernement français et les Français soignent de l'environnement. Je crois qu'ils soignent plus de l'environnement que nous ne le faisons. Ils sont plus conscients et respectueux du lieu qu'ils vivent. Un exemple de ceci est le «Stop Pub» campagne qui a commencé l'objectif d'arrêter le gaspillage créé en faisant de la publicité pour par cinq pourcent. Les gens mettent à Paris un «Stop Pub» l'autocollant sur le papier. Leur objectif était de réduire la quantité de gaspillage. C'était très réussi. Je crois soigner la planète et l'environnement fait partie de la culture française.



LET'S CREATE OUR OWN WIKI!

Host and share information both
inside and outside the classroom.

The screenshot shows a web browser window displaying a Wiki page titled "Classroom Schedule". The page has a yellow header with "Wiki" and "Pages & Files" tabs. Below the header, there are "VIEW" and "EDIT" buttons. The main content area features a yellow banner with the word "SCHEDULE" in black letters. Below the banner, the schedule is listed:

- Everyday - Recess and Lunch - 11:30 - 12:15
- Day 1 - Music - 2:00 - 2:30
- Gym - 2:30 - 3:00 (1B ONLY)
- Day 2 - Book Exchange 12:15 - 12:30
- PE - 2:00 - 2:30
- Keyboarding - 2:30 - 3:00

On the right side of the page, there is a sidebar with a search bar and a list of links: "Homepage", "Newsletter", "Calendar", "Homework", "Study Guides", "Classroom Schedule", "Links & Resources", "About Mrs. Yendon", and "Supply List". Below the links, there is a section for "Contact Information" with fields for "E-mail:" and "School Phone:". A navigation bar at the bottom of the page includes left and right arrow buttons.

**TOP 3
WIKI SITES
FOR
TEACHERS**

- **Pbworks.com**
- **Web Paint**
- **Wikidot.com**



Improve teaching and learning for
students, teachers, and parents

GET STARTED



Get Started for Free!

PROJECTHub

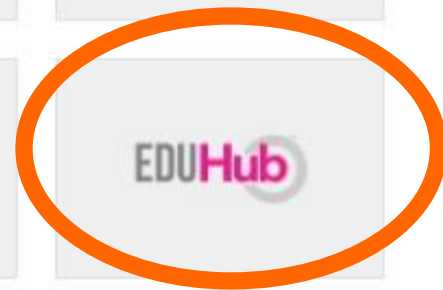
AGENCYHub

LEGALHub

BUSINESSHub

WIKIHub

EDUHub



Wiki Pages & Files

VIEW EDIT

Parent Information

last edited by cscottfb 2 months ago

Page history

Return to Main Page

To join this workspace, request access.

Already have an account? Log in

Navigator

- BIRD RESEARCH PROJECT
- CONSTELLATIONS

Sign up

Choose your address

http:// .pbworks.com

Agree to non-commercial use

☐ I agree that this workspace is for non-commercial use only

Create your account

Already have an account? [Log in.](#)

Your name

Your email address

We will send a confirmation message to this address.

Enter password

Confirm password

Next >

E-MAIL CONFIRMATION

Confirm Your Account To Use PBworks (mf1newspaper)



Inbox x



The PBworks Team <bounce@pbworks.com>

to me ▾

Hi!

Thanks for creating a workspace at pbworks.com. You're almost ready to start rolling with your workspace! :)

We won't finish making your workspace until you confirm by clicking this link:

<http://mf1newspaper.pbworks.com/w/welcome?e=florence.earle%40gmail.com&pwd=s6BiCkxflZ>

We hope you enjoy PBworks and please do tell all your friends about it!

Cheers,
The PBworks Team

PS: If you have questions or comments, contact support: <mailto:support@pbworks.com>

YOU ARE READY TO GO!

My PBworks Workspaces ▾ mflnewspaper

★ Upgrade Now!

 Florence account log out help

 Wiki  Pages & Files  Users  Settings

Search this workspace

VIEW EDIT

★ FrontPage

last edited by  PBworks 0 minutes ago

 Page history

Welcome to PBworks

This is a real workspace! Please edit this page, create new pages, and invite others to use this workspace with you.

Get Great Ideas!

- Learn what makes a good collaboration project and see how other PBworks customers are using their workspaces. Check out our [PBworks educator community](#).

Need Help? We're here for you:

- [The PBworks Manual](#) can help show you how to edit, add videos and invite users.
- The best way to get your support questions answered is to **click the help link** at the top of this page. Our support gurus will get back to you asap.

 Comments (0)

Add a comment

Add comment

0/2000

 Printable version

 Create a page

 Upload files

 Invite more people

 Share this page

 Put this page in a folder

 Add Tags

 Control access to this page

 Copy this page

 Check for plagiarism

Navigator

★ Starred Pages and Files

• Activity Tracking

• Assignments

• Blank Page

• Course

• **FrontPage**

Pages No Files

options 

SideBar

This is your SideBar, which you can edit like any other page in your workspace.

PBWORKS

[PBworks / Help](#)

[Terms of use / Privacy policy](#)

[About this workspace](#)

[Contact the owner / RSS feed / This workspace is public](#)

A GOOD LINK ABOUT HOW TO USE
A WIKI IN THE CLASSROOM...

- <https://elearningindustry.com/how-to-use-wiki-in-the-classroom>

CREATING A WIKI USING GOOGLE SITES

- <https://www.lifewire.com/project-wikis-using-google-sites-771663>

Video Tutorial

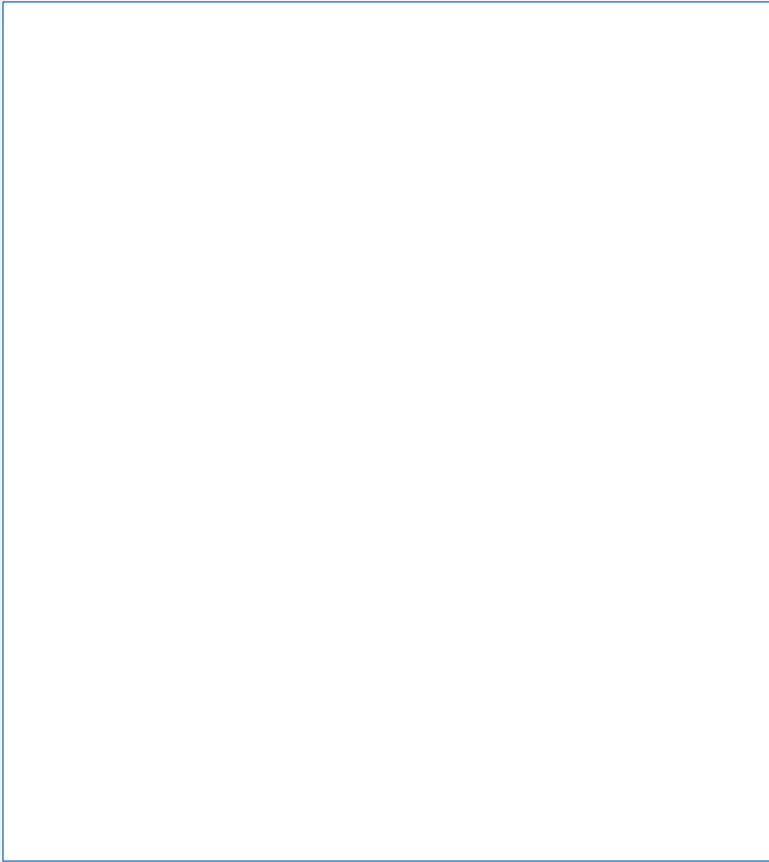
- <https://www.youtube.com/watch?v=6qS6UwppqxR4>



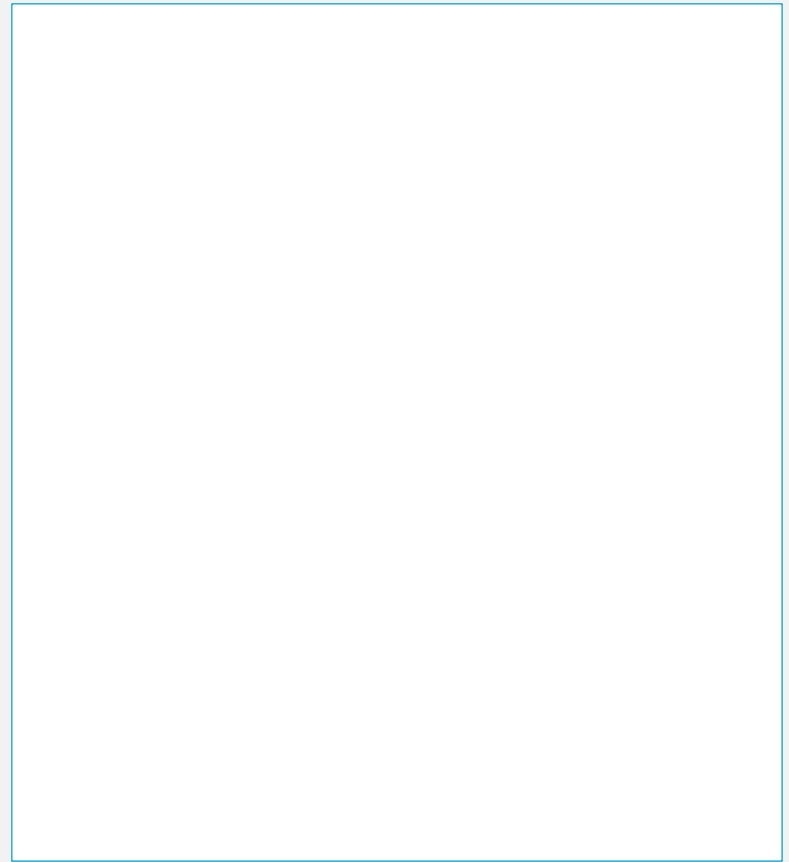
LET'S RECAP

WIKIS: BENEFITS

FOR STUDENTS

A large, empty rectangular box with a thin blue border, intended for listing the benefits of wikis for students.

FOR TEACHERS

A large, empty rectangular box with a thin blue border, intended for listing the benefits of wikis for teachers.

WIKIS: BENEFITS

FOR STUDENTS

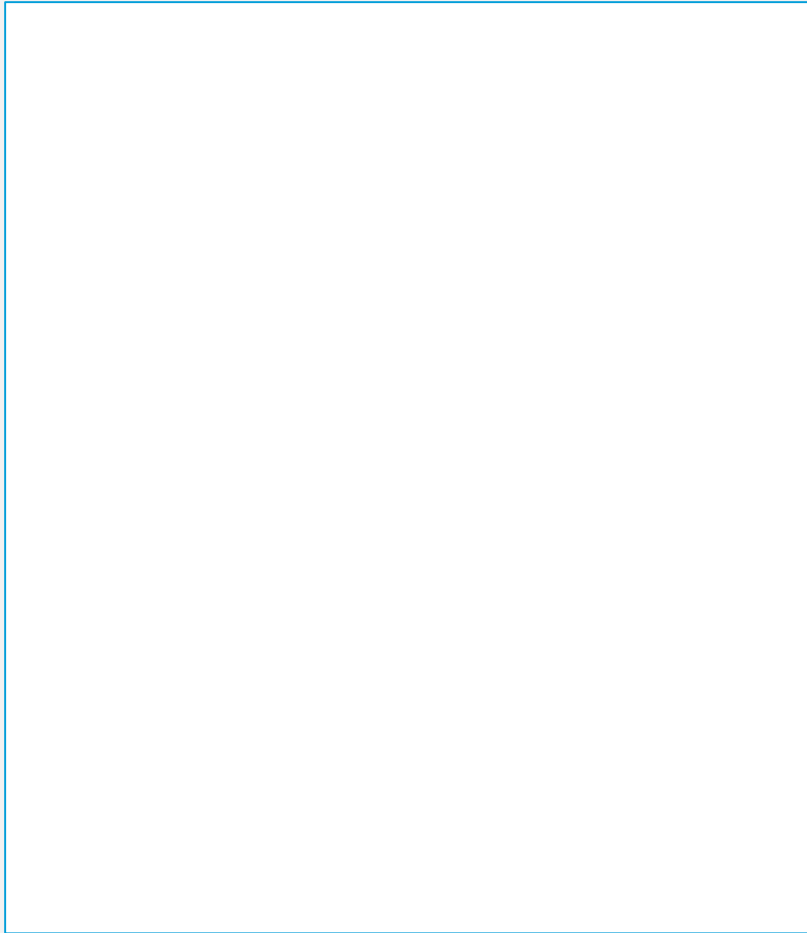
- Peer interactivity
- A new mode of submission
- A different learner identity
- An exciting tool
- A motivating learning approach
- Participation & contribution flexibility
- Group ownership of process and product
- Opportunity of response/ feedback

FOR TEACHERS

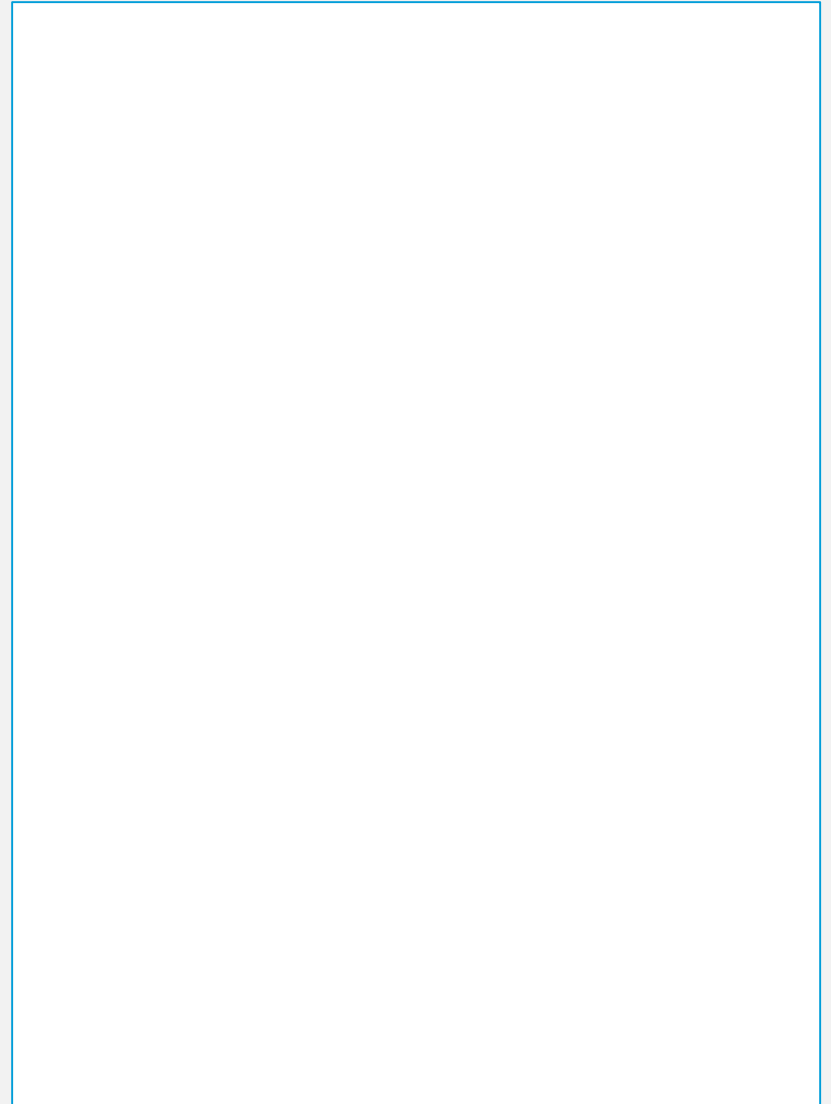
- Provides an easy way to introduce technology into the classroom
- Offers a scaffolding tool for students' learning
- Encourages student engagement
- Gives access to student (home) work
- Promotes active learning
- Emphasizes time on task
- Respects diverse talents and learning styles
- Combines individual & group work
- Allows shy students to contribute
- Communicates high expectations

WIKIS: CHALLENGES

FOR STUDENTS

A large, empty rectangular box with a thin blue border, intended for listing challenges for students.

FOR TEACHERS

A large, empty rectangular box with a thin blue border, intended for listing challenges for teachers.

WIKIS: CHALLENGES

FOR STUDENTS

- Technical glitches of wikis. formatting problems/ saving edits/ selected font or color
- Frustration from “simultaneous editing” not being possible/ loss of content
- Posting pressure and timing
- Visibility
- Unequal contribution among the participants
- Some participants’ disruptive behaviour

FOR TEACHERS

- Provide clear task guidelines
- Keeping up with postings
- Monitoring of simultaneous contributions
- Task designing and implementation
- Negotiating balance of individual input within the group
- Avoiding "Copy and Paste" work
- Ensuring students give others space and time
- Beware of collective bias
- Be mindful of inappropriate post content

A FEW GOOD REASONS FOR USING WIKIS IN LANGUAGE TEACHING

- 1) They promote a learner-centred environment
- 2) They are quick and simple to use and
- 3) allow collaboration, independently of time and space, via easily accessible online spaces;
- 4) They offer authentic writing practice;
- 5) They allow students to be actively engaged in reading and writing: correcting, editing, and up-dating;
- 6) They are flexible enough to incorporate multi-media content;
- 7) They can potentially be shared with a wider audience and made public;
- 8) They build a sense of community and belonging;
- 9) They present the student writers with a ready audience and critics;
- 10) They can provide a platform for a real-world activity

Adapted from: https://ict-rev.ecml.at/Portals/1/documents/Wiki_offline.pdf

WHY USE WIKIS TO TEACH WRITING?

LAMB (2004)

- wikis **stimulate** writing ('fun' and 'wiki' are often associated);
- wikis **provide** a low-cost but effective communication and collaboration tool (with an emphasis on text rather than software);
- wikis **promote** the close reading, revision, and tracking of preliminary work;
- wikis **discourage** 'product oriented writing' while facilitating 'writing as a process';
- wikis **ease** students into writing for a wider audience.

SEVEN STEPS TOWARDS SUCCESSFUL WIKIS

- Step 1: Show students an example of a successful wiki to motivate them.
- Step 2: Allow students to choose their own tasks, agreed upon collaboratively, in order to stimulate and maintain their interest.
- Step 3: Provide a trigger. Writing on an empty page is always difficult, so start the wiki yourself with a short entry or a set of linked pages.
- Step 4: Set clear guidelines and time limits for all tasks but allow the wiki to stay open even after the tasks are officially completed.
- Step 5: During the wiki task phase, check regularly to prevent excess corrections and “wiki-wars” (i.e.: two students or two groups fighting about editing and reverting to previous versions).
- Step 6: Comment on the wiki entries. and encourage writing, editing and linking.
- Step 7: Celebrate the completion of a task, e.g. by publishing the wiki content to another class or group, inviting their comments.

https://ict-rev.ecml.at/Portals/1/documents/Wiki_offline.pdf

it's not what
the software does.
it's what the
user does.

@hugh

