

Mini-colleges vanuit je woonkamer:

Podcasts als bron van
kennis over taalonderwijs

Dr. Audrey Rousse-Malpat
AIM(e) conferentie, 10 maart 2023

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- Universitair docent Language Learning
- AIM(e) trainer
- Podcastmaker Je suis #profdeFLE



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Onderbouw



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parler français

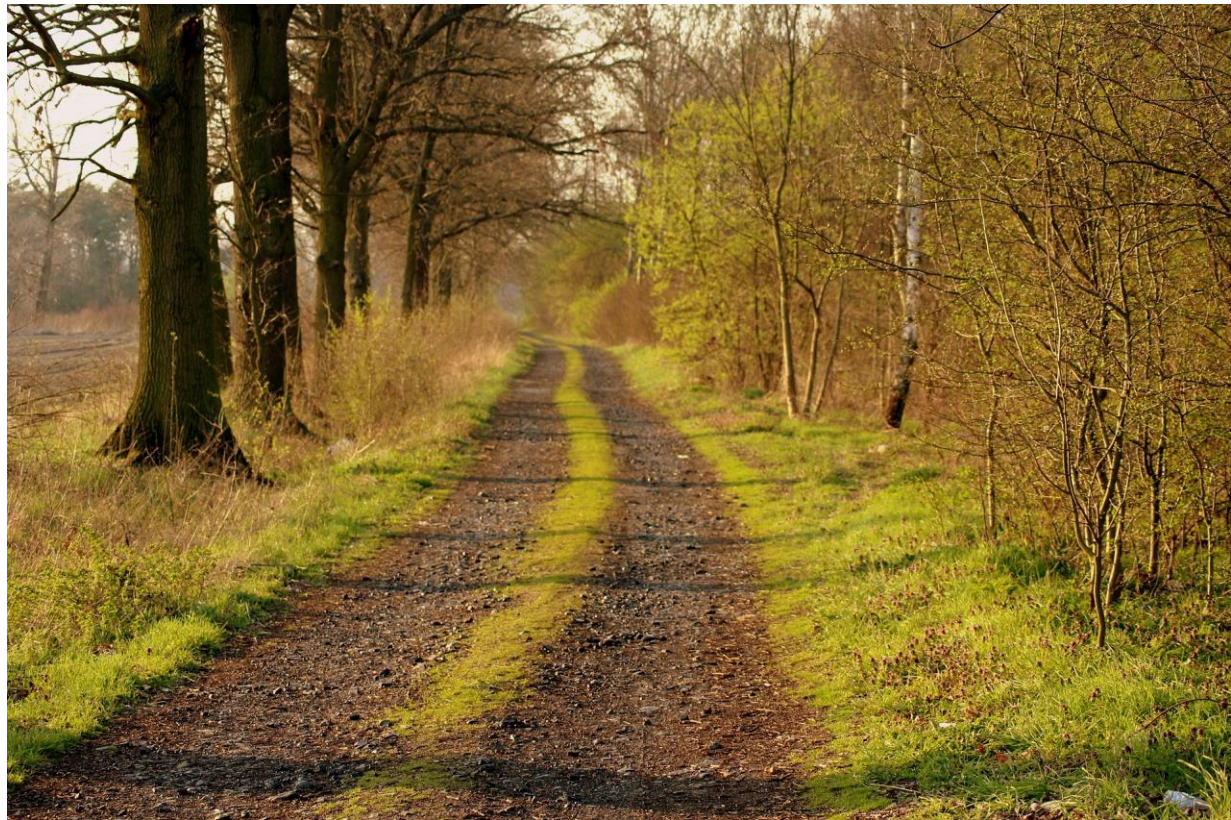
Bovenbouw



Inhoud

- Ontdekkingsreis met podcasts
- Bron van kennis/ eindopdracht in het onderwijs
- Onderzoeksresultaten
- Podcasts in het Engels/Frans/Nederlands
- Fragmenten
- Discussie

Een persoonlijke reis



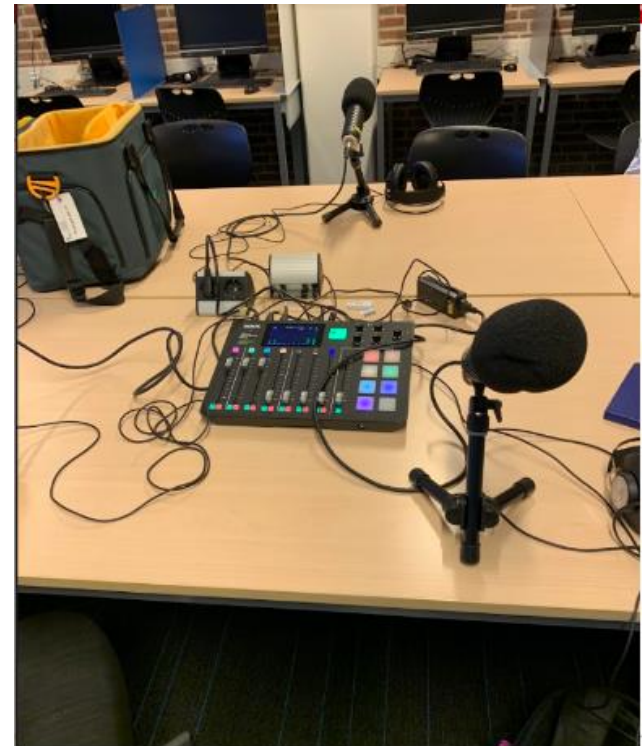
Podcasts als eindopdracht

- Makkelijke opname met de telefoon
- Gebruik van Audacity om te editen
- Gratis jingles Melodyloops.com
- Account maken op Soundcloud of Anchor.fm



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Material



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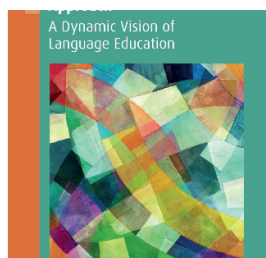
Bovenbouw

Opdracht

- Met een groep van 3 leerlingen, zoek een expert op een bepaalde thema
- Neem een aflevering met deze expert op (max. 40 minuten)

Voorbeelden

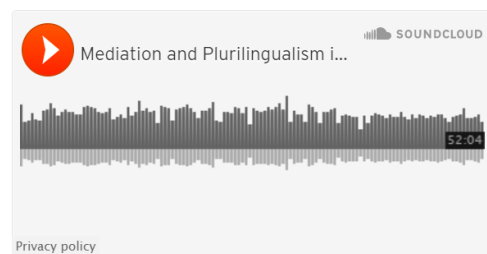
All Episodes



Mediation and Plurilingualism in the CEFR

For the course 'The CEFR in context' at the Rijksuniversiteit Groningen, that I taught together with Dr Audrey Rousse-Malpat, the MA students Amarins Jager, Michelle Leegsma and Laura Polman interviewed three experts on the CEFR – not just experts but its founders.

[Read More >>](#)



The CEFR and Assessment

For the course 'The CEFR in context' at the Rijksuniversiteit Groningen, that I taught together with Dr Audrey Rousse-Malpat, the MA students Gerbrich Dijkstra, Lize Hofman and Mark van der Wijk interviewed three experts on their use of the CEFR in the Netherlands.





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Rubric

Podcast (60%)	Grade 8-10	Grade 7.5-6.5	Grade 5.5-6.0	Grade 0-5
Academic content (50%)				
Originality, link to CEFR and choice of interviewees	Subject clearly links to CEFR and incorporates practical aspects. Topic is inspired by the class discussions, literature and original. Choice of interviewees covers complementary aspects of the CEFR and allows experts and users to strengthen and critically discuss their perspectives.	Subject is directly linked to CEFR and shows a good level of depth in terms of discussion. Topic is inspired by lessons and the literature. Choice of interviewees covers several aspects of the CEFR and allows experts and users to give a broad perspective.	Subject relates to CEFR but has limited level of depth; focus lies on personal experience. Topic is directly taken from class. Choice of interviewees covers both experts and users of the CE.	Subject does not clearly relate to CEFR and is strictly conversational. Topic is lacking originality. Choice of interviewees seems coincidental and/or shows only one perspective on the CEFR.
Scientific support	Discussion and claims are up to date and relevant and cutting-edge sources are used to back up claims, to ensure nuanced perspectives throughout the podcast. Definitions are established from the start and terms are consistently used in podcast.	Discussion and claims are up to date and relevant and cutting-edge sources are used to back up claims. Definitions are established from the start and terms are consistently used in podcast.	Discussion and claims are backed up by relevant and appropriate evidence based on theoretical concepts and scientific references. Definitions are established and accurate.	Discussion and claims are unsubstantiated. Evidence is outdated and irrelevant for claims. Terms are not explained (sufficiently).
Subject knowledge	Questions and reactions demonstrate creativity and broad and decent subject knowledge.	Questions and reactions demonstrate creativity and decent subject knowledge.	Questions and reactions demonstrate subject knowledge.	Questions and reactions show limited subject knowledge.

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Rubric

Bridge to practice (15%)				
	Frequent attempts at bridging the gap to practice. Questions and reactions always keep the audience in mind, for example, when asking for clarification in case the interviewee uses vague language or jargon.	Regular attempts at bridging the gap to practice. Questions and reactions regularly keep the audience in mind, for example, when asking for clarification in case the interviewee uses vague language or jargon.	Some attempts at bridging the gap to practice. Questions and reactions sometimes keep the audience in mind, for example, when asking for clarification in case the interviewee uses vague language or jargon.	Hardly any attempts at bridging the gap to practice.
Delivery (25%)				
Interview and conversation	Podcast is an interview and discussion among equals (interviewers are at the same level). Interviewers can keep up their side of the dialogue extremely well, structuring the talk and interacting authoritatively with effortless fluency as interviewer, at no disadvantage to other speakers. Conversation is effortless and the interviewees receive enough space to talk in conversation with the interviewer(s).	Podcast is an interview and discussion. Interviewers can participate fully in the discussion expanding and developing the point being discussed fluently without any support, and handling interjections well. Conversation has no uncomfortable silences and the interviewees receive enough space to talk.	Podcast is an interview. Interviewers carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Conversation has some uncomfortable silences and/or interviewees do not always receive enough space to talk.	Podcast is a Q&A instead of an interview. That is, it remains with prepared questions and hardly any attempts to enter a flow of interaction. Conversation is hampered by long silences and/or interviewees do not receive enough space to talk.
	The podcast is exciting and engaging to listen to, not least as it shows a variety of critical questions, triggers the listener to think along and beyond, and keeps the balance between academic discussion, spontaneous chat, and humor.	The podcast is engaging to listen to, not least as it shows a variety of questions and spontaneous chat that keep the attention of the listener.	The podcast is engaging to listen to, not least as it shows a variety of questions and spontaneous chat.	The podcast does not engage the listener and it is difficult to keep the attention to it.
Engagement				



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Rubric

Technical production and format (10%)				
Structure and format	Introduction is catchy and clever, provides relevant information, and establishes a clear purpose that engages the listener immediately. Conclusion clearly summarizes key information. The format structure and topic discussion sequence is effective, interesting, and engaging.	Introduction states speaker(s), describes topic, and engages the listener. Conclusion summarizes information. The format structure (intro, heart, conclusion) and topic discussion sequence are easy to follow.	Introduction alludes to identification of speaker(s) and provides a vague purpose. Conclusion vaguely summarizes key information. The format structure (intro, heart, conclusion) seems unclear at times.	Introduction omits identification of speaker(s) and the purpose is unclear. No conclusion is provided. The format structure (intro, heart, conclusion) is unclear and the audience cannot follow along.
Time and editing	The podcast is timely, and demonstrates good use of an editing program (e.g. audacity), for example, as transitions are smooth and the use of jingles (and/or other musical intermezzos) supports the format.	The podcast is timely, and demonstrates good use of an editing program (e.g. audacity), for example, as transitions are smooth.	The podcast is timely, and demonstrates use of an editing program (e.g. audacity).	The podcast is too short/long, and demonstrates only limited use of an editing program (e.g. audacity).
Presentation and volume	Presentation is recorded in a quiet environment without background noise and distractions. Volume of voice, music, and effects enhance the presentation.	Presentation is recorded in a quiet environment with minimal background noise and distractions. Volume is consistent.	Presentation is recorded in a <u>semiquiet</u> environment with some background noise and distractions. Volume is occasionally inconsistent.	Presentation is recorded in a noisy environment with constant background noise and distractions. Volume changes are highly distracting.

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Podcasts als bron van kennis

- Journalisten, onderzoekers, docenten maken podcasts
- Trefwoorden: personal development, education
- Hoorcolleges/ interviews
- Korte format/ lange format

Wat zegt het onderzoek?

Leerders **ervaren** het als prettig leren maar het vervangt niet een hoorcollege.

Er was **geen verschil** in de resultaten van leerders die met een podcast hebben geleerd dan bij aanwezigheid in college.

(Bannon et al., 2011)

Wat zegt het onderzoek?

Studenten vonden het prettig om naar
“verhaal” te luisteren

Podcasts worden dan geïntroduceerd als
“life-long learning” strategie.

Wat zegt het onderzoek?

Handig om te luisteren als internet het niet doet (mogelijkheid om te downloaden).

Leerders luisteren niet alleen maar omdat het een mobiele format is. Ze luisteren vaak op hun computer.

Prince (2020)



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Podcasts over taalverwerving

In het Engels: Teacher Talking Time



52,204
Downloads

72
Episodes

or Share RSS

On Teacher Talking Time, Leo, Mike, and Andrew bring you discussions, interviews, and debates on English language training and learning. From approaches, misconceptions, and successful and failed case studies, each episode is dedicated to their unique combined strength. This



Episode 36: Ask Us Anything

November 18, 2021



[Want to teach less and earn more? Find out how.](#)

Mike, Leo, and Andrew get back in the studio for a special, bizarre episode. In this "Ask Us Anything" show, the guys prepared secret questions for the others. The only rule? They can't be about teaching or education.

Of course, they're not great at following rules.

Touching on Nickelback, self doubt, being vulnerable, accepting or rejecting dinner invitations, Stephen King, pending life goals, long distance relationships - and much more - they invite you on a different type of journey.

For a non-education episode, this is very educational.

If you want to give your answer to the questions asked here, make a post in

Links

[Podbean News](#)

[Podbean FAQ](#)



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Podcasts over taalverwerving

In het Nederlands: TaalGewoonDoen

6

Taaltaken die leerlingen raken: leren met hoofd, hart en handen.

Leerlingen leren de vreemde taal het beste als ze deze ook zelf gaan gebruiken. Maar ze gaan de taal pas gebruiken als ze dat ook écht willen. Hoe krijg je het als docent voor elkaar dat leerlingen zich met hoofd, hart en handen in een taak storten? Marrit en Eline praten met onderzoeker Linda Gijsen en docent-in-opleiding Anne Sanders over slimme taken, chatten, de virtuele wereld, avatars en nog veel meer!



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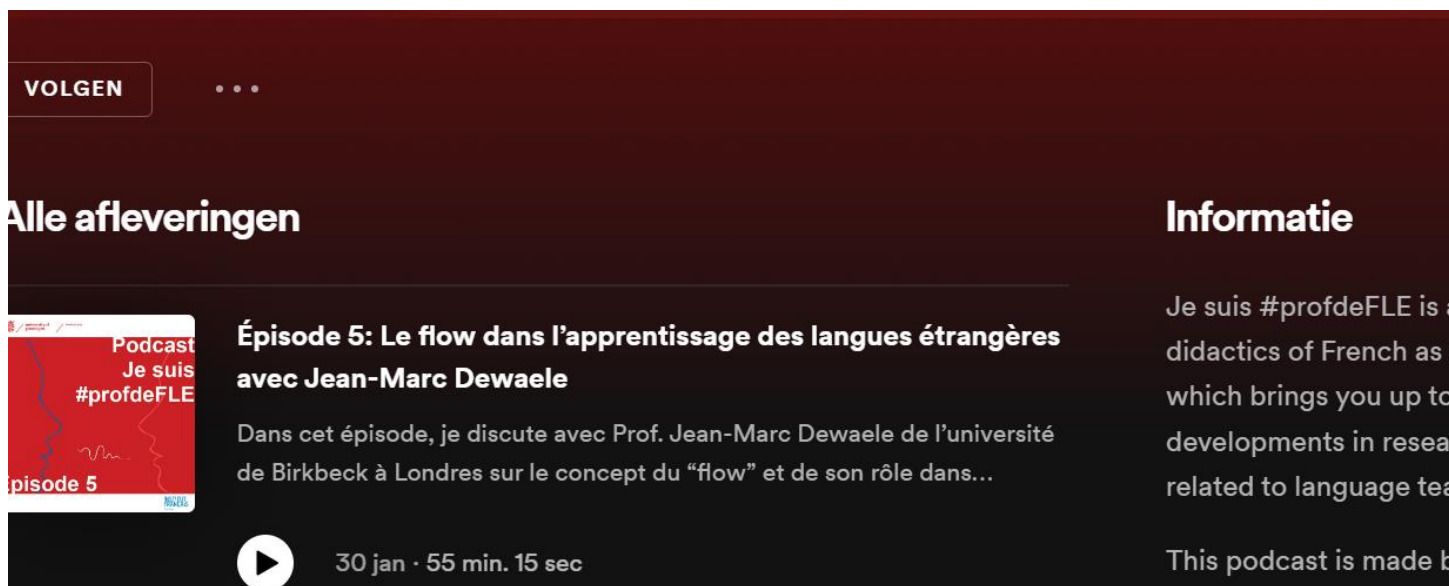
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Podcasts over taalverwerving

In het Frans: Je suis #profdeFLE



VOLGEN ...

Alle afleveringen

Épisode 5: Le flow dans l'apprentissage des langues étrangères avec Jean-Marc Dewaele

Dans cet épisode, je discute avec Prof. Jean-Marc Dewaele de l'université de Birkbeck à Londres sur le concept du "flow" et de son rôle dans...

30 jan · 55 min. 15 sec

Informatie

Je suis #profdeFLE is a podcast about the didactics of French as a second language which brings you up to date on the latest developments in research and developments related to language teaching.

This podcast is made by...

Poser des questions aux experts



Episode 4: Challenges and added-value of multilingual classes with Emmanuelle le Pichon-Vorstman

Questions?

If you have any questions on the next episode, please post them here:

SEND

Andere leuke podcasts



Expérience TaalGewoonDoen

5

Alle handjes de lucht in!

Marrit en Eline praten met onderzoeker Audrey Rousse Malpat, docent Margriet van de Meer en leerling Julian de Boer uitvoerig over de AIM-methode. Deze methode is komen overwaaien uit Canada en heeft als doel leerlingen vanaf dag 1 alleen maar Frans te laten horen én spreken. En met succes! Met de besproken inzichten kunnen ook docenten van andere vreemde talen hun voordeel doen.



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Expérience Je suis #profdeFLE

Episode 4: Challenges and advantages of multilingual classrooms with Emmanuelle le Pichon-Vorstman



episode 4

In this episode, I talk with Emmanuelle le Pichon-Vorstman after the publication of her new book co-authored with Nathalie Auger "Défis et richesses des classes multilingues". Together we talk about inclusiveness, translanguaging, plurilingualism. We discuss research findings on the subject and give ideas for activities for teachers who would like to do more to integrate different languages in their classrooms.

Discussie

- Naar welke thema's zouden jullie graag willen luisteren?
- Hebben jullie een idee van een gast die jullie zouden willen horen?

Project Institut Français

Appel à participation : Projet de podcast scolaire en français aux Pays-Bas

Le podcast scolaire permet aux lycéens et aux étudiants de développer leurs compétences orales et écrites en participant à un projet inter-établissement. Écrire et enregistrer un épisode de podcast en français invite les élèves à discuter de sujets d'actualité ou de personnalités qui les intéressent particulièrement. Le podcast renforcera leur motivation à apprendre la langue française et à interagir dans la langue.

Objectifs du projet :

- Valoriser la créativité des élèves néerlandais et leurs productions en langue française
- Faire coopérer les élèves de plusieurs établissements secondaires et universitaires sur un même projet en langue française

Project Institut Français

Mise en place : Un groupe de travail d'enseignants néerlandais sera constitué pour mener le projet (avec le soutien de l'Institut français des Pays-Bas). Chaque enseignant du groupe de travail se verra attribuer une ou plusieurs fonctions selon ses préférences :

- gérer la grille de programmation du podcast et le calendrier
- communiquer avec les enseignants faisant travailler leurs élèves pour un épisode
- monter les rush audio pour éditer les épisodes et les mettre en ligne
- créer les visuels de communication et publier sur les réseaux sociaux et sites identifiés

La fréquence de publication des épisodes, la durée moyenne des épisodes, les intervenants récurrents seront déterminés par le groupe de travail.

Besoin en formation : Une formation sera proposée pour (re)découvrir le domaine du podcast scolaire et se familiariser avec les diverses fonctions et compétences nécessaires à l'existence d'un podcast et avec les logiciels gratuits qui peuvent être utilisés.

Project Institut Français

Matériel technique :

Logiciel de montage audio recommandé : Audacity

Plateforme d'hébergement recommandée : Audioblog (ARTE)

Plateformes de diffusion - à démultiplier pour atteindre un large public : Deezer, Itunes, Spotify, Google Podcast.

Communication : sur les réseaux sociaux francophones, sur les sites des établissements scolaires néerlandais

Exemples de podcasts scolaires :

- Turquie - élèves de primaire - [lien](#) : épisodes thématiques (sciences, jeux vidéo)
- Dubaï - lycéens - [lien](#) : portrait de professionnels pour leur orientation professionnelle
- Londres, GB - primaire et secondaire - [lien](#) - conditions du direct, revue de presse

Merci et à bientôt

Contact?

audrey@projectfrans.nl

Pour poser les questions aux experts:

<https://etc-languagelearning.web.rug.nl/je-suis-profdefle/>