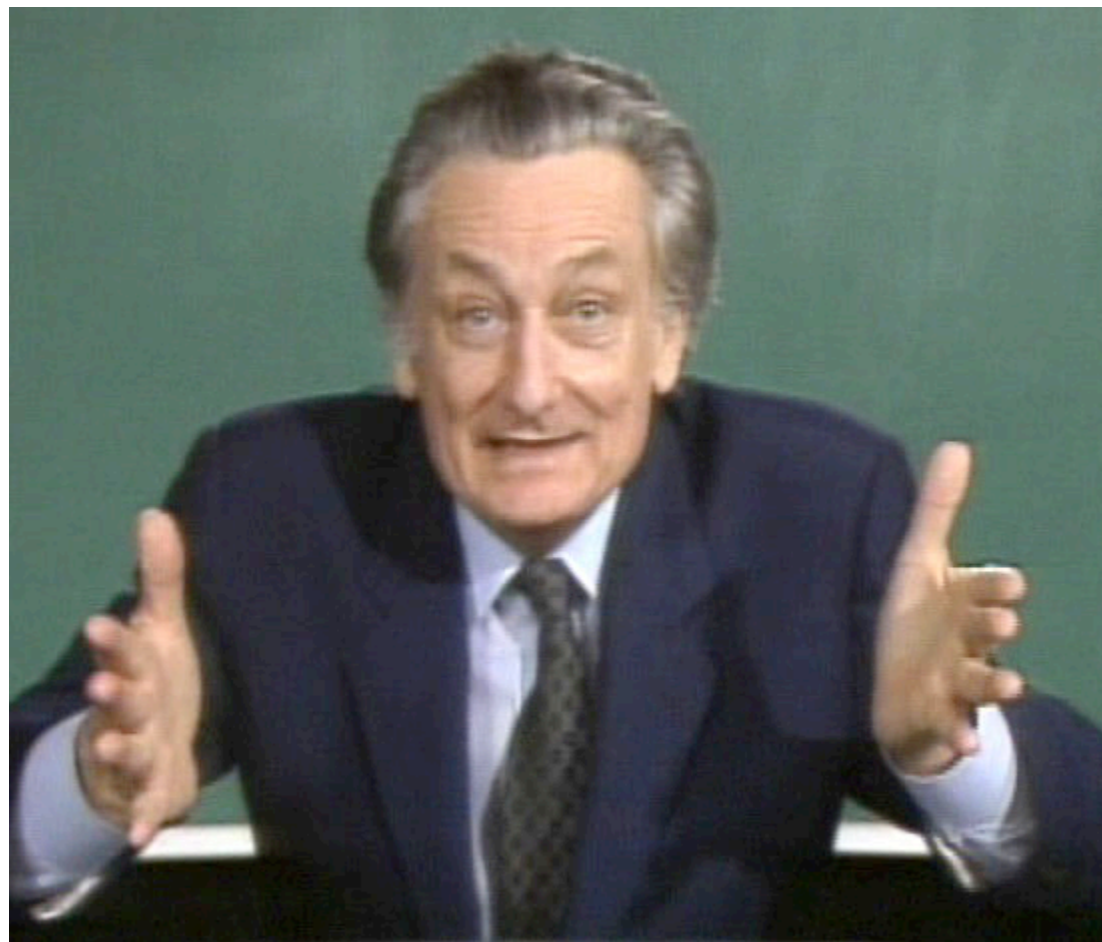


# Video Killed the Textbook Star: Using Comic YouTube Videos to Teach French



# French in Action (Capretz Method)

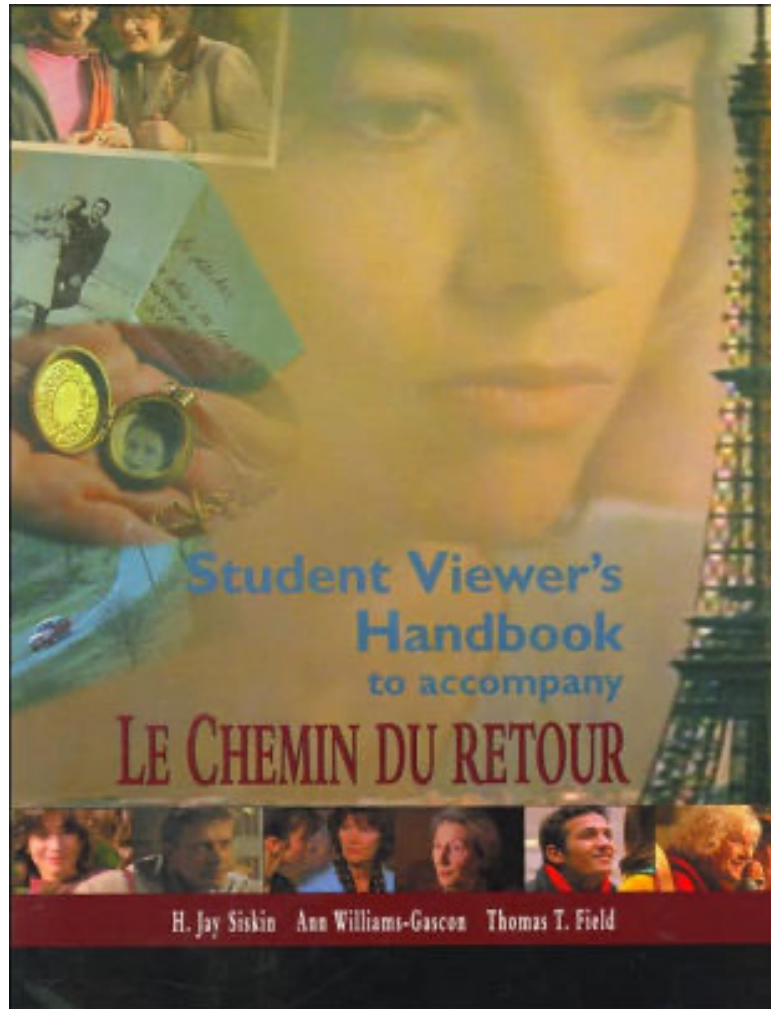


# French in Action (Capretz Method)



- + full immersion, no English spoken
  - + filmed in France, with French speakers
  - + attempt to create real-world scenarios to contextualize language
  - + incorporated elements of French culture like TV shows/the Guignols
  - + the style and look has some camp/retro elements that could appeal to young people today
- 
- the “American” student is a French Canadian actor with a flawless accent
  - the students will find the style and look too dated and lose interest

# Le chemin du retour (Débuts)



- + commissioned as a real film
  - + high production value
  - + seems less of a contrived pedagogical tool and more of a work of art that is exploited pedagogically
  - + next generation of video tools, heralded as the second generation of French in Action
- 
- the characters are older than our students
  - the storyline might not interest all the students
  - the professor/classroom element that explains what the students should be learning uses voiceover and is less engaging than French in Action



Three of the biggest YouTube stars: Norman, Cyprien, and Natoo

- + the comics are young, though slightly older than the students
- + this is not something designed to instruct, it's a real cultural product so it seems less contrived

- + personal and universal at the same time
- + gives insight into what French people their age are amused by, what frustrates, what makes them question certain things
- + the look is current, fresh, and the language is current, lots of slang
- + the videos are really funny





# Outline of the project

1. Transcribe the videos
2. Check the subtitles
3. Create worksheets for the videos that include activities as well as the transcription of the video
4. Make these resources available to the public

# The Worksheet ! (Making of)

1. Think about how to exploit the video both for vocabulary and for grammar.
2. Videos arranged by theme to help organize the vocabulary
3. Certain videos readily lend themselves to grammar points
4. Most can be adapted to fit any sort of grammar topic
5. Keep everything simple. The rush of new words and the fast-paced speech is already intimidating.



# The Worksheet ! (Making of)

1. warm-up activity to contextualize the video
2. activity to do or something to think about while watching the video  
(must be simple!)
3. follow-up activity
4. transcription
5. glossary of key terms

# Two Examples

- Cyprien – Si le Président était YouTubeur (short version of activity)
  - *What if the President were a YouTuber*
    - *Political terms*
    - *Si clauses, hypotheticals*
- Norman – Ma vie en dessin (long version of activity)
  - *Draw my life*
    - *Passé composé with avoir*
    - *Passé composé with être*
    - *Imperfect*

Other YouTubers to explore:



# Areas of concern

- an individual's point of view, whereas as videos like French in Action and Le Chemin du retour offer a broader prospective of French life
- perhaps a lack of diversity, but there is so much content available now that this problem can easily be remedied
- certain instructors may be uncomfortable with the humor
- students intimidated by the fast-paced speech

# Creating a course without a textbook?

- Create a syllabus arranged by theme : the university, young adult life, professional life, travel, film and television, traditions, family
- Supplement these videos with other activities
- Use a grammar-only book to supplement the videos
- Might not work in bigger universities with a language requirement but can still use the videos
- Might work better in a smaller school where only one or two sections are offered