I would like to begin my report by expressing my sincere gratitude to CAT for its decision to support my summer research.

In my grant proposal, I identified two major objectives: (1) familiarization with materials & alignment with existing course programs and objectives; (2) adaptation of the material to specific levels and content. Originally, I envisioned accomplishing these two goals sequentially. As it turned out, in most cases I was able to immediately connect online and digital materials with specific levels and content. This was possible because of my familiarity with the materials I currently use, especially at the elementary, intermediate, and advanced-intermediate levels. So, as I pushed back the limits of my knowledge of digital realities, I took copious notes in an old-fashioned spiral-bound notebook, making references to specific courses in the margins. In several cases, I was even able to align the web/digital material with existing assignments and particular chapters. That information was scribbled in the margins, too. When I began to prepare my syllabi for the fall semester, I more thoroughly developed my plans for how to use what I had found. Needless to say, this work of adaptation and integration is on going.

The list of resources to investigate submitted with the grant proposal last spring included digital programs like Photo Story 3 and Powtoon. I researched these, but was unable to develop mastery of them; I simply did not have the time. The short descriptions I kept about the way these programs could be used, however, will be useful to me when I return to the materials later. Meanwhile, the original list of websites, which grew longer after a language conference in Saguenay, Quebec in July, absorbed the great majority of my time.

For years I have known that I lose track of time when on e-mail or the internet. This summer, the feeling was more like falling down Alice in Wonderland’s rabbit hole almost every time I explored a website. One thing led to another, and then to another – sometimes within the same site – and sometimes beyond it to another one. I found myself having to slow my pace not only to keep organized, but also so that I could use a critical eye to look beyond surface interest and evaluate carefully for observable, educational value. Ultimately, my goal was to maximize the educational impact of quality online resources without creating distractions.
Questions I found myself asking about each site or application were:

- Is the language understandable (availability of subtitles and or transcripts in French for more advanced material)?
- Does the educational value outweigh the entertainment value?
- Would I use this in class or outside of class?
- What supplemental, supporting tools would I need to create in order to best utilize this?
- What exactly would I expect students to get out of this?
- Is its usage practical? (Is there a cost involved? How complicated is it to use?)

In all, I explored more than forty-five websites, five digital programs and one collection of contemporary French videos available only online. I found applications for six courses (FREN 100-110, 210, 215, ST 290). Here is a sampling of the material I am most excited about using, including some things that I am already implementing this semester:

**For Elementary and Intermediate Levels**

**Conte-moilafrancophonie.com:** Short stories from the francophone world; each one includes a recording of the story, information about the story itself, the author, and the region where it originated.

**Talkabroad.com:** Opportunities for conversational practice with native French speakers. Conversation topics can be driven by course content.

**Paris en images:** Many attractive features, including professional quality photographs and pictorial and written portraits of well-known figures (Edith Piaf, Lanvin, Josephine Baker, Colette, etc.); it also has an interactive map called “In the Streets” showing the location and some characteristic features of the administrative subdivisions (arrondissements) within the city.

**Géo-Ado - le magazine de notre planète:** Travel journals in a blog format written by teens; there are photos and sometimes short videos taken by the authors of each journal.

**Echappées belles on insufflehautefort.com:** Videos highlighting the regions in France, including an interactive map.
For Advanced-intermediate or Advanced Levels

Canalplus.fr - Le Zapping: Daily posts of five to six minute videos highlighting TV news headlines.

Métiers.net: Videos of people in hundreds of different jobs talking about their work including daily routine, their education, and the benefits of the job.

Businessfrench.weebly.com: News source and other business-related resources for teaching.

At the end of the summer I attended a Blackboard refresher course. What I learned there enabled me to provide easy and organized access for my students to the most relevant online and digitized materials. This accessibility has been particularly useful this fall for ST 290, Doing Business with the French and Francophone Worlds.

I look forward to presenting the best discoveries gleaned from my summer-time trips down the rabbit hole of virtual realities at the CAT workshop in January. Again, thank you for supporting my travel expenses – J'ai fait un très bon voyage.