

Sociocultural Model Lesson Template (Warford & White, 2012)

LOTE Topic: Voyager en France (video:
<http://www.youtube.com/watch?v=QrSKDKO5DQM>)

Common Core-Aligned Student Learning Objectives: For NYS teachers, phrase so that there are identifiable **functions** and **situations** limited to a particular **topic**- "Students will be able to obtain information (function) from an entertainment guide (situation) to list (situation) leisure activities (topic). For ACTFL-alignment to Common Core, go to: http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf
 For NYS Common Core, go to: http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf
 " For more on writing good instructional objectives, go to: <http://faculty.buffalostate.edu/warformk/NYSLOTEQuiz.htm>

CCLS Strand: Listening and Speaking / LOTE Standard 1.1. Students will be able to...

Students will be able to comprehend a video in French about modes of transportation in French. Students will be able to discuss (speak about) their ideas and opinions on this topic in French.

CCLS Strands: Reading, Writing / LOTE Standard 1.2. Students will be able to...

Students will be able to read a transcript of the video in French and brainstorm ideas in French in written form.

LOTE Standard 2.1 (cross-cultural comparisons. If specific CCLS Strand applies, put in parentheses).
 Students will be able to:

Students will be able to understand why, due to distance, many people in France use trains and buses for transportation instead of flying like many Americans do.

CCLS Strand: Language. Students will be able to (be sure to phrase in terms of actual language usage)...

Students will be able to discuss travel and transportation terminology in French.

Standards addressed: check all that apply. For ACTFL standards-CCSS alignment go to:
http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf

<p>COMMUNICATION: Communicate in Languages Other Than English</p> <p><input checked="" type="checkbox"/> Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><input checked="" type="checkbox"/> Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p><input type="checkbox"/> Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>CULTURES: Gain Knowledge and Understanding of Other Cultures</p> <p><input checked="" type="checkbox"/> Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><input checked="" type="checkbox"/> Standard 2.2: Students demonstrate an</p>	<p>CONNECTIONS: Connect with Other Disciplines and Acquire Information</p> <p><input checked="" type="checkbox"/> Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><input checked="" type="checkbox"/> Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through</p> <p>COMPARISONS: Develop Insight into the Nature of Language and Culture</p> <p><input type="checkbox"/> Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><input checked="" type="checkbox"/> Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES: Participate in Multilingual Communities at Home & Around the World</p> <p><input type="checkbox"/> Standard 5.1: Students use the language both within and beyond the school setting</p>
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understanding of the relationship between the products and perspectives of the culture studied



Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

I. Activation of schemata (lexically and morpho-syntactically simple top-down (i.e. Kramersch, 2003; Wiley, 2000) and bottom-up leading questions about cultural conventions (in L2) that pertain to the text students are about to explore. The teacher then collects students' comments, translating them into L2 if offered by students in L1.

Top-down activation (leading questions about students' (C1) experiences of the symbolic capacity in question, preview text (freeze frame, if video is involved) generate and record for further discussion some hypotheses about content.

Before class discussion, have students brainstorm possible answers and attempt to write them down in French.

Est-ce que vous avez voyagé aux Etats-Unis ?
Quel mode de transport est-ce que vous avez utilisé ?
Est-ce que vous pensez que les français utilisent les mêmes modes de transport que les américains ?

Bottom-up activation (Address unfamiliar lexical, idiomatic items that may undermine comprehension of the text vis-à-vis a glossary and or, students to scan for and present unfamiliar terms for clarification.

Create a glossary (terms such as: réseau, autoroute, TER, RER, TGV, un car, compagnie à bas prix)

Creating a transcript of the video and highlighting these terms would also be helpful.

II. Text Interpretation: Combine bottom-up and top-down leading questions to process text

Top-down strategies (in L2):

- What is the purpose of ____? Is it to ____? Etc.
- What is the emotional state of person A/B?
- What are the interactants trying to accomplish?
- Do they accomplish the task?
- What are the phases of this discourse/speech event? (beginning, middle, end?)
- Est-ce qu'on voyage beaucoup en avion en France? Ou est-ce qu'on utilise d'autres types de transport ?
- Pourquoi est-ce qu'on ne doit pas toujours voyager en avion ?

Bottom-up strategies (in L2):

- What do you think ____ means? Is ____ a cognate or false cognate?
 - What do you think of when you picture __?
 - What does person A ask? How does person B respond?
- What form of the verb does person A/B use in addressing the interlocutor?
Quels sont les différents types de trains en France ?
Est-ce qu'on prend le métro seulement à Paris ?
Est-ce que la vidéo utilise un synonyme pour le mot « autobus » ?

II. Sociocultural interpretation: Lead learners through an examination of the points raised in the activation stage. Sample leading questions include:

- What similarities do you see between the way native speakers approach 'X' and our approach to 'X' (for examining L1 and C1 assumptions).
- Which of our assumptions about this text were correct? ...incorrect?
- What are the rules for carrying out this speech event in the L2? (address relevant grammatical, lexical, discourse & socio-pragmatic elements)

Quels sont les différences entre voyager en France et voyager aux Etats-Unis?
Et les similarités ?

IV. Sociocultural presentation: Students develop an adaptation/recreation/response related to the presented text(s).

Ecrivez un petit résumé (7 à 10 phrases) de comment vous voyageriez de Lyon à Paris. Décrivez aussi les modes de transport disponibles quand vous arriveriez à Paris. Il n'y a pas une seule réponse, vous pouvez utiliser des options différentes !

V. Sociocultural debriefing: Teacher and students examine appropriateness of students' simulations against the linguistic and cultural elements identified at Stage III and the assumptions generated at Stage I. There may be some lingering transference of L1 and C1 to the L2 and C2 features imbued in the text.

Est-ce que vous comprenez pourquoi il ne faut pas toujours voler en France et pourquoi on utilise les trains et les autobus?

Est-ce qu'il y a plus de questions ou d'idées ?

*Warford, M. K., & White, W. L. (2012). Integrating literacy and proficiency in language teaching. Submitted to *Foreign Language Annals*, 45, 400-414.