Sociocultural Model Lesson Template (Warford & White, 2012)

LOTE Topic: University Level Studies in France (Video: http://www.youtube.com/watch?v=1GyQ6p9C8cw)

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…

TEXT HERE (be specific about strand indicator, i.e. LS4 for Listening and Speaking Standard 4) Students will be able to listen while watching the video and discuss the reasons why students around the world choose to study in France.

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

TEXT HERE (be specific about strand indicator, i.e. RI2- for Reading for Information Standard 2) Students will be able to identify key words and phrases and use these tools in responding to written prompts.

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

TEXT HERE (be specific about strand indicator, i.e. RI2- for Reading for Information Standard 2) Students will be able to identify similarities and differences of being a student in France versus in the US.

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

TEXT HERE (be specific about strand indicator, i.e. L5- for Language Standard 5) Students will be able to identify and use new vocabulary and idiomatic expressions.

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

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

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

Top-down strategies (in L2):	Bottom-up 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?) • Pourquoi est-ce que vous pensez que des étudiants internationaux voudraient étudier dans la France ? • Quels sont quelques bénéfices et/ou quelques inconvénients qu'on pourrait connaitre si on étudie dans un pays étranger ? • Avez-vous jamais envisagé d'étudier dans un pays étranger ?	• 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? • Est-ce qu'il y a des mots avec lesquels vous avez des difficultés ? (ex : témoignage, exotique, Marché de Noël, dégoutant, bisous, choquant, la formation, etc.)

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)

Qu'est-ce que vous pensez du Marché de Noël ? Est-ce que nous avons quelque chose similaire ici aux Etats-Unis ?
Est-ce que vous comprenez les « bisous » ou est votre réaction plus comme la fille dans le vidéo ?
Est-ce que vous pensez que les raisons donnés par les étudiants soient similaires aux raisons que des étudiants étrangères viennent aux Etats-Unis ?

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

> Directions (in L2)
> Imaginez que vous allez étudier en France l'année prochaine. Ecrivez un essai qui décrit ce qui vous intéresse, des difficultés que vous allez rencontrer, et ce que vous allez faire avec votre temps libre.

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.

> Leading questions (L2):
> Qu'est –ce que vous avez appris vis-à-vis les bénéfices d'étudier en France ?
> Est-ce que les difficultés que les étudiants rencontrent en France sont plutôt similaires ou différents que les difficultés des étudiants aux Etats-Unis ?

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