



*Center for*

**EUROPEAN STUDIES**

*at the University of Florida*

# **Language Teacher Summer Institute**

## **Summer 2024**

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## **Sharing Experiences of a New City: Using all 3 Modes of Communication to Explore the TL within Meaningful Contexts**

**Biography of Author:** Sabah Khan graduated in 2020 with a Bachelor's in French Education and a minor in Women's, Gender, & Sexuality studies. After graduating, she taught English for one year in a middle and high school in southern France before returning to teach in the USA. She recently finished her 2nd year at a middle school in the Midwest where she teaches both French (7th & 8th grade) and World Cultures & Languages (6th grade). In her freetime, she enjoys exploring new places, reading, doing anything outside, and spending quality time with friends and family.



**Grade Level:** 8th grade, ages 13-14

**Unit Overview:** Students learn about locations around the world, the different places that people live in, the transportation found there, the sites available to visit and explore and learn more about their own city as well. This is a high school level French course which they can receive 1 year of credit for. It is their second year of French and their sixth and last unit before taking French II at the high school.

### **Sequence Objectives:**

- Students can **identify** main points of interest from a tourism video in the TL. (**Interpretive Communication/Culture**)
- Students can **navigate** a brochure about a city in the TL, **identify** main ideas & key vocabulary, as well as **guess** the meaning of new words/phrases based on context. (**Interpretive Communication/Culture**)
- Students can **make plans** with a friend, **discussing** what they want to see/do in a given city. (**Interpersonal Communication/Connections**)
- Students can **share** and solidify their plans by creating an itinerary, **writing** a postcard, or **creating** a visual presentation of the places they are visiting with their friend. (**Presentational Communication**)
- Students can **make connections** and/or comparisons between their city and the city in the brochure. (**Connections/Comparisons/Culture**)

## The tech tools used in this lesson sequence are as follows:

[Wordwall](#) - find & create vocabulary games

[Wizer](#) - create worksheets

[Edpuzzle](#) - embed questions & notes into videos

[WordCloud](#) - showcase responses to prompts

[360schools](#) - create VR guided tours

[ChatGPT](#) - use specific prompts to help build TL vocabulary

[Voicethread](#) - upload media for others to comment on


[Canva](#) - create presentations using templates


## The theories and high-leverage teaching practices highlighted in this lesson sequence are:

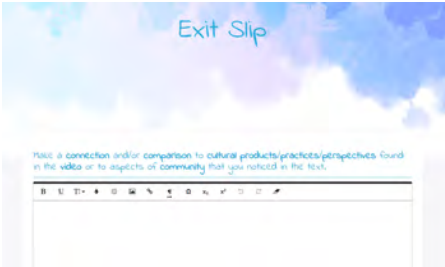
- **High-Leverage Teaching Practice (HLTP) #2: Creating an oral discourse community**
  - A discourse community is an environment where learners and the teacher are expected and motivated to stay in the target language (TL). Teachers can create an atmosphere that encourages and enhances a discourse community through their personal behavior and language use and through meaningful activities that push students to negotiate meaning, i.e. come into mutual understanding through filling in the gaps of each others' knowledge. The teacher provides conversational gambits, expressive & useful phrases in the TL, that aid in a learner's communication and make them sound more natural because they have the transitional phrases, openings and closings, and other expressions that move a conversation.
- **High-Leverage Teaching Practice (HLTP) #3: Guiding learners to use and discuss authentic texts**
  - Authentic texts are texts made for and by native TL speakers. By analyzing and discussing authentic texts, learners digest real-world TL use which builds their TL competencies to be able to interact with the TL outside of the classroom. The teacher guides learners to comprehend the main ideas and supporting details as well as interpreting the cultural aspects and elements that build learners cross-cultural competency.
- **Sociocultural Theory (Vygotsky) / Talk-in-Interaction (Hall)**
  - Language learners learn best in a social context where there is scaffolding and support to communicate meaningful ideas, opinions and information. They work together to make the language purposeful which is then better encoded in their memory so that they are able to use it in real-time rather than just in a specific learning context (ex. filling out isolated grammar worksheets).
- **Comprehensible Input (Krashen) / Output (Swain)**

- Learners need to hear and analyze comprehensible input, TL use that is understandable to their level of learner, but that is slightly challenging so that they are pushed to figure out what is being said. Learners also need to speak and communicate at their level to notice gaps in their understanding and then bridge those gaps.

**MODULE 1 - 45 min.**

Activity	Evidence of Learning	Technology/Links	HLTP / Theory
<p>Teacher (T) <b>activates prior knowledge</b> through quick vocabulary review activity on places &amp; transportation</p>	<p>Learners (Ls) participate in a whole group review by sharing out responses. Ls sit in “pods” of 4 and each group shares out until all groups have had at least one turn.</p>	<p><a href="#">Wordwall</a> - vocabulary game Options: - <a href="#">“Où vas-tu pour...?”</a> - <a href="#">Image Quiz</a></p>	<p>Sociocultural Theory (Vygotsky)</p>
<p>T introduces the lesson by showing photos of a city and asks Ls <b>what they notice</b>.</p>	<p>Ls share out what they notice. T may guide Ls to notice specific aspects of the city that are different from the city the students reside in and encourage Ls to wonder and follow their curiosity - What questions do they have about the city? What do they want to know about it?</p>	<p>TV / projector for photos</p> 	

			
<p>Ls watch a tourism video in the TL or L1 on the city from the photos. This activity is to provide all Ls with <b>background knowledge</b> about the city before they read the brochure in the TL in the next lesson. If the video is TL, T may guide viewing of the video, pausing, clarifying, and <b>checking for comprehension</b> as it progresses. If in the L1, Ls could work in small groups again.</p>	<p>If the video is in TL, Ls watch 3 times:</p> <ol style="list-style-type: none"> <li>1) No subtitles, just listening and observations</li> <li>2) With subtitles</li> <li>3) With the objective of identifying key points of interest &amp; transportation as well as discussing connections/comparisons to their own city.</li> </ol> <p>Ls discuss and identify the main points of interest in the city with their small group or as a class and other observations to note about culture &amp; community.</p> <p>T may pull out useful phrases used in the video that Ls may use in their interpersonal communication in the next lesson.</p>	<p>Option: <a href="#">Edpuzzle</a> - embed questions into the video to check for comprehension and highlight main ideas from the text (i.e. What are the main points of interest in the city?)</p> <p>Example videos:</p> <ul style="list-style-type: none"> <li>- <a href="#">Que visiter à Marseille</a></li> <li>- <a href="#">Visite guidée de Montréal avec un vrai Québécois</a></li> </ul>	<p>Comprehensible Input (Krashen)</p>

<p>Exit Slip: Make a <b>connection</b> and/or <b>comparison</b> to <b>cultural products/practices/perspectives</b> found in the video or to aspects of <b>community</b> that you noticed in the text.</p>	<p>Each learner (L) writes at least one connection or comparison to the city they just explored. They must be different from all members of their group.</p>	<p><a href="#">Wizer</a> - generate exit slip</p> 	
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**MODULE 2 - 45 min.**

Activity	Evidence of Learning	Technology	HLTP / Theory
<p>T distributes paper copies of the brochure to groups, asking Ls <b>what they notice</b>, what they think the <b>purpose</b> of the text is.</p>	<p>Each group shares one thing they notice, what they think the purpose is. Examples of possible responses are the name of the city, the country it's in, places they notice, images that spark interest, etc.</p>	<p><a href="#">Mini brochure</a> of Marseille  <a href="#">More detailed brochures (les incontournables)</a>  <a href="#">360schools</a> if you want to create your own guided tour</p>	<p>HLTP 3</p>
<p>T introduces brochure &amp; voicethread. T gives instructions on how to use the application &amp; what Ls the expectations are for the task. Ls should have had a previous lesson on annotation - <b>highlighting key vocabulary, finding main ideas/topic sentences, making connections</b> &amp; notes - from which they can pull skills to this new application.</p>		<p><a href="#">Voicethread</a> - an online platform that allows Ls to collaborate, share thoughts, ideas, &amp; reactions virtually.</p>	<p>HLTP 3  Sociocultural Theory</p>
<p>Ls will follow <b>guiding questions</b> to</p>	<p>Ls leave voice, text, and/or video</p>	<p>Voicethread</p>	

<p>pinpoint the <b>main ideas from the text, highlight key vocabulary, guess meaning from context, and give their thoughts, opinions, and reactions</b> to the places/transportation available in this city.</p>	<p>comments in Voicethread. They work with their groups, but each L should comment at least twice. Depending on the size of the class, the brochure or tasks could be divided between groups (i.e. each group focuses on one page, one group focuses on one task - main ideas, key vocabulary, guessing meaning, etc.). Give ample time for students to the complete task; set a timer &amp; make sure Ls work the entire time so that responses are elaborate &amp; analysis is detailed.</p>		
<p>T provides movement break</p>			
<p>T introduces the next step: Ls are expected to read/<b>listen</b> to peers' responses and <b>reply</b> to at least 2. T provides Ls with <b>conversation gambits</b> related to (dis)agreement &amp; <b>expressive reactions in the TL.</b></p>	<p>Ls work individually to reply to at least 2 other peers not in their group. Replies could include:  * Je n'ai pas pensé à ça !  * Tu as raison.  * Je crois que...  * Je (ne) suis (pas) d'accord avec toi/ça.  *Je trouve que...  Ls can also ask T for more expressions that were not provided and create a list together as a class.</p>	<p>Voicethread</p>	<p>HLTP 2 (Providing conversational gambits)</p>
<p>Exit Slip: As a group, after learning about the places to go in this city, decide where you would like to go.  T reviews <b>grammatical structure</b> related to preposition "à" → "au", "à</p>	<p>Ls use one of the following phrases to write where they would like to go/visit:  *Je voudrais aller/visiter...  *J'aimerais visiter/explorer...</p>	<p>(Wordwall - <a href="#">au/à la</a> to review if needed)</p>	

la” when talking about places.			
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**MODULE 3 - 45 min.**

Activity	Evidence of Learning	Technology	HLTP / Theory
T hands back exit slips from previous lesson and <b>goes over common errors</b> . Ls make corrections & draw an image to go with their sentence.	Ls draw an image to go with their sentence, “Je voudrais visiter...”. Each L shares out their sentence and then tapes it in a designated space for all to see.		HLTP 2 (Using humor to build a discourse community)
<p>T explains today’s task: Ls will prepare for their oral interpersonal conversations in the next lesson. The objective is to be able to <b>have a discussion</b> about what you want to see and do in the city and <b>come up with a plan</b> together.</p> <p>T provides a graphic organizer that guides Ls to <b>review greetings, goodbyes, and conversational gambits</b> that have been previously covered in class.</p>	<p>Ls make <a href="#">KWL charts</a> to map out what they already know how to say and what they want to learn how to say before their conversation. Once Ls figure out what they still want to know how to say, they use ChatGPT to find useful conversational phrases for this specific context. Examples include:</p> <p>“I will be visiting a museum in ____ soon. What are some vocabulary &amp; phrases to use if I want to see a specific exhibit in the TL?”</p> <p>“I’ll be discussing what I want to see &amp; do in _____. What are some vocabulary &amp; phrases needed for that conversation in French?”</p> <p>Ls pick out 3 most relevant &amp; important phrases for them to</p>	<p>ChatGPT - use specific prompts to help build vocabulary</p> <p>Example <a href="#">ChatGPT Prompts</a></p>	HLTP 2 (Providing conversational gambits)



	memorize/practice before the next lesson.		
Once Ls have determined what they need to know how to say, they share their phrases with the class. T goes over <b>key phrases, providing more context &amp; clarification for any cultural missteps</b> (i.e. using tu vs. vous, colloquial vs. formal French).	Ls share key phrases/useful vocabulary into a digital word cloud that is shared to the whole class, which are then added to the L column in their KWL charts.	<a href="#">WordCloud</a> - most common & useful phrases will be bigger, emphasized	

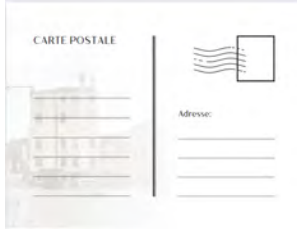

#### MODULE 4 - 45 min.

Activity	Evidence of Learning	Technology	HLTP / Theory
T directs Ls to pull out their KWL chart & graphic organizer. T provides questions/phrases that Ls have to reply to.	Ls reply to 5-7 phrases in the TL in writing, using their KWL, graphic organizer & notes as reference to review and prepare for interpersonal communication.		
T pulls up wordcloud & introduces the oral interpersonal task. T gives Ls an opportunity to ask any last questions for clarification & aspects of culture they could include in conversation.			
Ls are randomly paired and each pairing has two prompts (Learner A & Learner B) that stay unknown to their partner.  <b>Learner A's prompt is as follows:</b> "You call your friend to plan your stay in _____. Make the call and make small	Depending on Ls levels, T may leave wordcloud and other references to language for students to refer to.  T sets a timer for ~5-10 minutes and plays background music for Ls to reduce anxiety & give a natural atmosphere.	Wordcloud	HLTP 2 (Informational gap conversation prompts  Talk-in-Interactions (Hall, 2010)  Negotiation of Meaning

<p>talk first. Then, transition to discussing your trip. You will figure out together at least 4 places you want to visit and see in the city and when (which day(s)). Ask questions so that you're clear on the plans. After the call, be prepared to share your plan with another friend or family member.”</p> <p><b>Learner B's prompt is as follows:</b>          “You receive a call from your friend to start planning your trip to _____. Answer the phone &amp; listen carefully to what they say. You will need to ask questions to decide how to respond. Also you will need to keep in mind your own interests and ideas about where to go in the city. After the call, be prepared to share your plans with another friend or family member.”</p>	<p>As Ls engage in the task, T informally evaluates 1 or more of the criteria in TALK -</p> <ol style="list-style-type: none"> <li>1. Are Ls <b>talking</b> in the TL?</li> <li>2. Are Ls performing to an acceptable level of <b>accuracy</b>?</li> <li>3. Are the Ls on task and <b>listening</b> to their partners?</li> <li>4. Are the students <b>kind</b> and cooperative?</li> </ol>		<p>(Pica, Holliday, Lewis, &amp; Morgenthaler, 1989)</p>
	<p>Ls self-evaluate after the task using the criteria above (TALK).</p>		
<p>If time allows, Ls may start presentational task.</p>			

**MODULE 5 - 45 min.**

Activity	Evidence of Learning	Technology	HLTP / Theory
<p>T hands out instructions for presentational task. Ls highlight key criteria to include in presentation and write down any questions they have.</p>			

<p>Ls must share their all their plans to a friend or family member, including the date, time &amp; location of each activity, where they are going and who they are going with. They may include types of transportation used and any cultural details they think are important/interesting.</p>	<p>Ls are able to share their plans in a variety of ways in TL including all expected information:</p> <ul style="list-style-type: none"> <li>- create an itinerary</li> <li>- write a postcard</li> <li>- create a photo essay with text and/or audio descriptions</li> <li>- other suggestion(s) from students</li> </ul> <p>Ls must include openers and closers and any other TL expressions that make sense for their presentation to make it seem more natural and reflect the real-world application of the language.</p>	<p><a href="#">Canva</a> - premade templates to create itineraries, postcards, presentations</p>  	<p>HLTP 2 - have a presentational task for students to do after their interpersonal that uses what they've just communicated to help engage and motivate students to communicate well.</p>
<p>Optional: Ls share their presentational tasks with others in the class. Ls peer review each others' work.</p>			<p>Sociocultural Theory</p>

References:

Glisan, Eileen W, et al. *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. American Council On The Teaching Of Foreign Languages. 700 South Washington Street Suite 210, Alexandria, Va 4. Tel: 703-894-; Fax: 703-894-; E-Mail: Headquarters@Actfl.org; Web Site: Http://Www.Actfl.org -00-00, 2231.

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