

ENACTING HIGH LANGUAGE TEACHING PRACTICE #5:  
Focusing on Cultural Products, Practices, and Perspectives in a Dialogic  
Context

(based on the text *Enacting the Work of Language Instruction* by Glisan and  
Donato, 2017)

By

ERIN DAVIS

University of Florida

A Culminating Project in Partial Fulfillment of the Requirements

for the

Florida Language Teacher Summer Institute Certificate

Instructor: Dr. Sharon Difino

June 30, 2023

## INTRODUCTION

This final project consists of lesson plans that provide specific guidance for world language teachers wishing to enact the High Language Teaching Practice #5 (*henceforth referred to as HLTP*): Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context. This practice is found in Chapter 5 of Glisan and Donato's *Enacting the Work of Language Instruction*. Based on ACTFL Culture Standards 2.1 and 2.2, the intention of this Practice is for students to demonstrate an understanding of the relationships between the products and practices to the perspectives of the culture studied.

The example used in this project focuses on school lunches in French public schools. This topic was selected because it fit well into the intermediate-level unit on food and food culture in France. The lessons used in this project are based on one week of 50 to 55-minute consecutive daily classes and is intended for Intermediate-low to Intermediate-mid students of French who have previously learned food related vocabulary terms but may need review. However, teachers may adjust and differentiate the lessons based on their own class schedules, student language levels, and intended Target Language. Below is an overview using the *IMAGE model for Exploring Cultural Perspectives* found in HLTP #5.

- Day 1: Review/learn necessary vocabulary, formulaic phrases, and grammatical structures.
- Day 2: Present the first set of cultural **I**MAGES/videos/artifacts and make **O**BSERVATIONS.
- Day 3: Introduce related texts/articles and infographics that students **A**NALYZE about the Product/Practice.
- Day 4: Present a second set of cultural images/videos/artifacts and **G**ENERATE hypotheses about cultural perspectives.
- Day 5: Students brainstorm to **E**XPLORE perspectives and reflect further.

NOTE: Standards listed for each lesson are taken from the 2011 Florida World Languages Standards. Lesson objectives are taken from the World-Readiness Standards for Learning Languages.

# Food Culture in French Public Schools

(Activities and PowerPoint are hyperlinked)

## Day 1

50 minutes

**Objective:** Reviewing/Previewing relevant vocabulary, expressions, and grammatical structures.

**Florida World Language Standards:**

WL.K12.IM.2.1: Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.

WL.K12.IM.2.3: Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

1. To set the tone, ask students for their thoughts about their own school cafeteria experiences. How was the food? Duration of lunch time? Were meals served on disposables? Did you think they were healthy and balanced? Tell them you will now examine the school lunch experience in French schools by looking at the products and practices that convey French culture's values and beliefs—perspectives—regarding food culture in schools.
2. A [PowerPoint](#) presents the vocabulary, useful expressions, and grammatical structures that will be necessary for effective communication throughout the lessons.
3. A [Kahoot](#) activity for homework will quiz their knowledge of the vocabulary and expressions we covered today.

## Day 2

50 minutes

**Objective:**

1. Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

2. Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

3. Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

**World Language Standards:**

WL.K12.IM.1.4: Identify essential information and supporting details on familiar topics presented through a variety of media.

WL.K12.IM.1.5: Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.

1. **Warm Up Activity 1- Food Preferences:** A writing, speaking, and listening exercise about food preferences. Students are encouraged to add to the classroom Word Wall any other new words/expressions they discover.
2. **PowerPoint** Students will view and make basic observations about images in a relating to the topic of food in French schools.

## Day 3

**50 minutes**

### **Objectives:**

1. Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.
2. Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.
3. Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

### **World Language Standards :**

WL.K12.IM.6.1: Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

WL.K12.IM.5.3: State an opinion and provide supporting evidence using connected sentences.

WL.K12.IH.3.1: State and support different points of views and take an active part in discussions.

1. **PowerPoint** Students will view additional information related to the topic (texts, data, etc.) which they will analyze to begin hypothesizing about how it relates to the images they viewed the previous day in terms of possible cultural meaning.
2. **Activity 2-My favorite meal:** This is an interpersonal and presentational pair work activity.

## Day 4

**50 minutes**

**Objective:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

### **World Language Standards:**

WL.K12.IM.5.3: State an opinion and provide supporting evidence using connected sentences.

WL.K12.IH.3.1: State and support different points of views and take an active part in discussions.

1. In the [PowerPoint](#) students will view a final set of images and videos in a that students and will be asked to think about and discuss open-ended questions that generate hypotheses about how these images depicting *cultural products and practices* convey the *perspectives* of the culture.
2. [A Kahoot quiz](#) helps students to distinguish between Products, Practices, and Perspectives.

## Day 5

50 minutes

**Objective:**

**Florida World Language standards**

WL.K12.IM.3.2: Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.1: Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.5.4: Conduct research and write a report on a variety of topics using connected detailed paragraphs

1. Students will brainstorm individually and then in groups to narrow down a topic to research and present. [Here is the Instruction sheet](#) for students. They can use a [word web](#) worksheet to brainstorm. Students must [Rehearse in FlipGrid](#) so I may provide feedback before they present to the class.

## REFERENCES

Anderson, Bruce and Annabelle Dolidon. *En avant!* Beginning French. McGraw Hill Education, 2016.

Glisan, Eileen and Richard Donato. *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. The American Council on the Teaching of Foreign Languages, 2017.

YouTube Videos:

- <https://www.youtube.com/watch?v=zrGN35W7-o8>
  - “Oui, on peut bien manger à la cantine.”
- [https://www.youtube.com/watch?v=CT7f5Xr\\_WSQ](https://www.youtube.com/watch?v=CT7f5Xr_WSQ)
  - “Circuits courts dans les cantines scolaire de la Vienne.”
- <https://www.youtube.com/watch?v=ovO18E-hgew>
  - “France’s gourmet school lunches”

Text/infographic websites:

- Le ministre de l’agriculture et la souveraineté alimentaire. “La cantine pour bien apprendre à manger”.
- Institute nationale de la consommation. “L’éducation au goût et à l’équilibre alimentaire”.
- Institute nationale de la consommation. “Cantine : Quels sont les enjeux de la restauration scolaire?”.
- Institute nationale de la consommation. “Des repas composé de produits locaux, durable, et de qualité”.

## BIOGRAPHY

I am a certified French teacher in Florida. I have a Master’s degree in French and Francophone Studies from the University of Florida and a Bachelor’s degree in Interior Design from the University of Georgia. For the past five years I have enjoyed instructing students from preschool to the university level. My professional interests include researching different language teaching methods – past and present—to understand how language pedagogies have changed, and to reflect on the advantages and disadvantages of these methods to best serve students’ needs. I also have a strong interest in 18<sup>th</sup> and 19<sup>th</sup> century French culture, specifically the literature, architecture, and decorative arts of this period.

