

# ESSENTIAL INTERACTIONS FOR STUDENTS IN FRANCE

## BACKGROUND

The Explorers International Travel Club at Ballard High School (Louisville, Kentucky) will travel to France and Spain with EF (Education First) Educational Tours in June 2020. This tour will be led by Elizabeth Dooley and Erica Grossberg, French and Spanish teachers at Ballard High School. 48 students and parents have committed to this 10-day trip. In preparation, there are meetings 1-2 times a month about various topics regarding the places we are going. Next semester, Fall 2019, Erica will familiarize the traveling Spanish students with the culture and history of the Spanish areas they will visit: the Basque Coast, Pamplona, Zaragoza, and Barcelona. Erica will also cover general social etiquette and how to communicate their needs while in Spain. The following semester, Spring 2020, Elizabeth will do the same with the French students and the areas they will visit in France: Paris, Versailles, the Loire Valley, and Bordeaux.

## ORGANIZATIONAL NEED

This project focuses on general social etiquette and communicating with others in France. Most of the trip, including breakfasts and dinners, is organized by the travel company. However, there are opportunities for students to explore places in small groups and they will be responsible for their own lunches. Students will employ the skills they learn in this training while with the tour and, more importantly, while in small groups.

## LEARNERS AND CONTEXT

The learners are high school students who have previously taken French 1. Some students will have studied French even longer, up to four years of experience. The proficiency level goal of students at the end of French 1 is Novice High. “Novice High speakers can generally be understood by sympathetic interlocutors used to nonnatives... A Novice High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence-level discourse,” as described by the 2012 ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. The learners with more advanced backgrounds may speak at the Intermediate Mid or Intermediate Low proficiency levels.

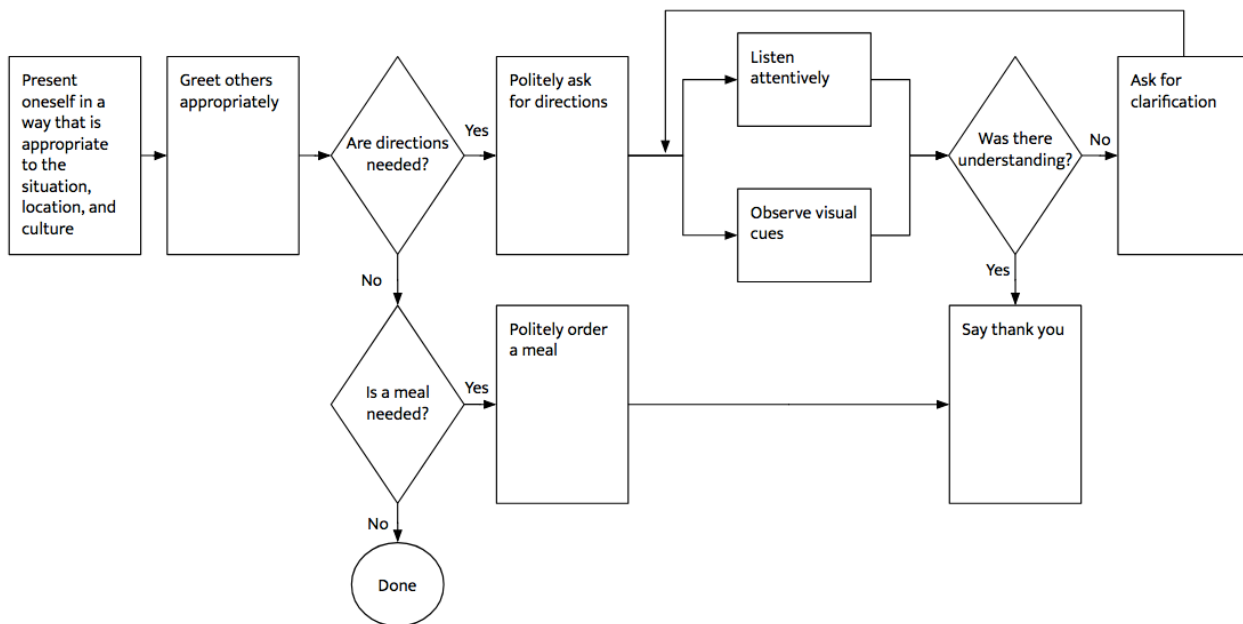
Most students have traveled outside of Louisville but only a few have left the United States. None of the students have previously been to France; this means their only use of French has been in the context of a classroom, not visiting a French-speaking country. Due to their travel history, some students have practiced interacting with others as a tourist and understand the value of respecting other cultures and the expected etiquette.

## INSTRUCTIONAL GOAL

American high school students studying French will be able to interact respectfully and communicate effectively in France using a map or menu.

## GOAL ANALYSIS

1. Present oneself (in behavior and appearance) in a way that is appropriate to the situation and culture.
2. Greet others appropriately when socially expected.
3. Politely ask someone for directions.
4. Listen attentively and observe visual cues.
5. Ask for clarification.
6. Order a meal.
7. Say thank you.
8. Politely take leave.



## PRE-REQUISITE KNOWLEDGE AND SKILLS

### STUDENTS ARE EXPECTED TO KNOW:

- basic greetings in French
- basic conjunctions in French
- their own allergies (if any)
- basic sentence/question formation in French

### STUDENTS ARE EXPECTED TO BE ABLE TO:

- Identify different situations
- Identify different cultures
- Identify when it is appropriate to express thanks
- Use the internet via a computer and a mobile device

## SKILLS AND TASK ANALYSIS

1. Present oneself (in behavior and appearance) in a way that is appropriate to the situation and culture.
  - 1.1. Adjust appearance according to the situation and culture
    - 1.1.1. Decide appropriate presentation for situation
      - 1.1.1.1. Determine the situation
        - 1.1.1.1.1. *Demonstrate ability to identify different situations*
      - 1.1.1.2. Understand expectations for various situations
    - 1.1.2. Decide appropriate presentation for culture
      - 1.1.2.1. Determine the culture
        - 1.1.2.1.1. *Demonstrate ability to identify different cultures*
      - 1.1.2.2. Understand expectations for various cultures
  - 1.2. Behave according to the situation and culture
    - 1.2.1. Make behavioral choices appropriate for situation
      - 1.2.1.1. Determine the situation
        - 1.2.1.1.1. *Demonstrate ability to identify different situations*
      - 1.2.1.2. Understand expectations for various situations
    - 1.2.2. Decide appropriate presentation for culture
      - 1.2.2.1. Determine the culture

- 1.2.2.1.1. *Demonstrate ability to identify different cultures*
    - 1.2.2.2. Understand expectations for various cultures
- 2. Greet others appropriately when socially expected.
  - 2.1. Say greeting in French
    - 2.1.1. Say “Hello” in French
  - 2.2. Understand greeting
    - 2.2.1. *Demonstrate understanding of “Hello” in French*
- 3. Politely ask someone for directions.
  - 3.1. Ask for directions to a location
    - 3.1.1. Form question asking for directions
    - 3.1.2. Identify desired location
  - 3.2. Understand given directions
    - 3.2.1. Identify basic vocabulary related to directions
      - 3.2.1.1. Understand navigational directions
      - 3.2.1.2. Understand imperative instructions
      - 3.2.1.3. *Understand basic sentence formation*
    - 3.2.2. Identify names of streets, locations, and/or geographical markers
      - 3.2.2.1. Know major local locations
      - 3.2.2.2. Know major local geographical markers
- 4. Listen attentively and observe visual cues.
  - 4.1. Employ listening skills
    - 4.1.1. Listen for cognates
    - 4.1.2. Listen for related vocabulary
      - 4.1.2.1. Understand vocabulary related to directions
      - 4.1.2.2. Understand vocabulary related to ordering a meal
  - 4.2. Interpret visual cues
    - 4.2.1. Identify visual cues
    - 4.2.2. Understand cultural body language
- 5. Ask for clarification.
  - 5.1. Determine if clarification is needed
  - 5.2. Identify what information is unclear
    - 5.2.1. Identify what information is understood
- 6. Order a meal.
  - 6.1. Understand vocabulary related to food
    - 6.1.1. Understand basic food items
    - 6.1.2. Understand parts of a menu
  - 6.2. Understand what the waiter is asking
    - 6.2.1. Understand waiter’s greeting
      - 6.2.1.1. *Demonstrate understanding of “Hello”*
  - 6.3. Ask for a dish
    - 6.3.1. Form a sentence/question to request an item
    - 6.3.2. Point to item on menu
    - 6.3.3. Specify any choices, inclusions, or exclusions
      - 6.3.3.1. *Demonstrate ability to say “with,” or “without”*
    - 6.3.4. If allergic to a food, specify allergy
      - 6.3.4.1. Say, “I’m allergic to…”
      - 6.3.4.2. *Demonstrate awareness of own allergies*
- 7. Say thank you.
  - 7.1. Recognize appropriate times to express thanks
    - 7.1.1. *Demonstrate knowledge of appropriate times to express thanks*
  - 7.2. Say thank you formally in French
  - 7.3. Understand basic possible responses to expressing thanks
- 8. Politely take leave.
  - 8.1. Say goodbye politely in French

- 8.2. Understand basic responses to goodbye
- 8.3. If in a restaurant, leave an appropriate tip
  - 8.3.1. Understand cultural expectations regarding tipping

## PERFORMANCE OBJECTIVES

1. Present oneself (in behavior and appearance) in a way that is appropriate to the situation and culture.	During simulated situations involving a native speaker, students will be able to present oneself appropriately, greet others, ask a question about directions, verbally indicate understanding of the native speaker's response or ask for clarification if needed, order a meal, thank others, and take leave.
1.1. Adjust appearance according to the situation and culture	Given a potential situation and culture, students will be able to describe what to do and what not to do regarding their visual presentation.
1.1.1. Decide appropriate presentation for situation	Given images of persons with various appearances, students will be able to indicate whether it is appropriate or not for the situation.
1.1.1.1. Determine the situation	Given a written description of a situation and a word bank, students will be able to name the situation.
1.1.1.2. Understand expectations for various situations	Given written descriptions of situations, students will be able to indicate what expectations are appropriate to which situations (possibly multiple).
1.1.2. Decide appropriate presentation for culture	Given images of persons with various appearances, students will be able to indicate whether it is appropriate or not for the culture.
1.1.2.1. Determine the culture	Given a written description of a culture and a word bank, students will be able to name the culture.
1.1.2.2. Understand expectations for various cultures	Given written descriptions of cultures, students will be able to indicate what expectations are appropriate to which situations (possibly multiple).
1.2. Behave according to the situation and culture	Given a potential situation and culture, students will be able to describe what to do and what not to do regarding their behavior.
1.2.1. Make behavioral choices appropriate for situation	Given images of persons acting in various ways, students will be able to indicate whether it is appropriate or not for the situation.
1.2.1.1. Determine the situation	Given a written description of a situation and a word bank, students will be able to name the situation.
1.2.1.2. Understand expectations for various situations	Given written descriptions of situations, students will be able to indicate what expectations are appropriate to which situations (possibly multiple).
1.2.2. Decide appropriate presentation for culture	Given images of persons acting in various ways, students will be able to indicate whether it is appropriate or not for the culture.
1.2.2.1. Determine the culture	Given a written description of a culture and a word bank, students will be able to name the culture.
1.2.2.2. Understand expectations for various cultures	Given written descriptions of cultures, students will be able to indicate what expectations are appropriate to which situations (possibly multiple).
2. Greet others appropriately when socially expected.	Given a prompt and a potential situation and culture, students will be able to verbally greet someone in an appropriate manner.
2.1. Say greeting in French	Given a prompt, students will be able to verbally greet someone.

2.1.1.Say “Hello” in French	When asked how to say “Hello” in French in writing, students will be able to produce the correct translation.
2.2. Understand greeting	Given a clip of a someone speaking in French, students will be able to indicate whether or not it is a greeting.
3. Politely ask someone for directions.	Given a potential navigational need in a foreign country, students will be able to verbally ask someone for directions in an polite manner.
3.1. Ask for directions to a location	Given a written itinerary and a related map of a city, students will be able to verbally ask for directions to at least two different locations required for specific activities on the itinerary.
3.1.1.Form question asking for directions	Given a desired location, students will be able to write at least two different ways to ask for that location.
3.1.2.Identify desired location	Given a written itinerary and a set number of related locations on a map, students will be able to indicate which locations are required for specific activities on the itinerary.
3.2. Understand given directions	Given videos of staged descriptions of directions from point A to point B and street view of google maps, students will be able to follow the directions from point A to point B as described using the street view of google maps.
3.2.1.Identify basic vocabulary related to directions	Given an image or phrase in English demonstrating different related vocabulary words, students will be able to name the matching word in French.
3.2.1.1. Understand navigational directions	Given a map with point A and directions to point B, students will be able to identify what point B is by following the directions.
3.2.1.2. Understand imperative instructions	Given various imperative instructions, students will be able to indicate the matching translation.
3.2.2.Identify names of streets, locations, and/or geographical markers	Given images of various streets, locations, and/or geographical markers, students will be able to name the street, location, or geographical marker in each image.
3.2.2.1. Know major local locations	Given a major local location, students will be able to indicate which city it is in.
3.2.2.2. Know major local geographical markers	Given a major local geographical marker, students will be able to indicate which city it is in.
4. Listen attentively and observe visual cues.	When asked either orally or in writing, students will be able to to name ways to listen attentively and describe the meaning of some visual cues.
4.1. Employ listening skills	Given written descriptions of actions, indicate whether they are valuable listening skills or not.
4.1.1.Listen for cognates	When listening to staged descriptions of directions and staged interactions of customers and servers, students will be able to name cognates they heard.
4.1.2.Listen for related vocabulary	When listening to staged descriptions of directions, students will be able to indicate what related vocabulary they heard.
4.1.2.1. Understand vocabulary related to directions	When listening to staged descriptions of directions, students will be able to indicate the English translation of related vocabulary they heard.
4.1.2.2. Understand vocabulary related to ordering a meal	When listening to staged interactions of customers and servers, students will be able to indicate the English translation of related vocabulary they heard.
4.2. Interpret visual cues	Given videos of staged interactions, students will be able to name the meaning of the visual cues.

4.2.1. Identify visual cues	Given videos of staged interactions, students will be able to indicate the order of visual cues in the interaction.
4.2.2. Understand cultural body language	Given video clips of cultural body language, students will be able to indicate what the meaning is.
5. Ask for clarification.	Given a potential need for clarification in a foreign country, students will be able to ask a question to clarify any miscommunication.
5.1. Determine if clarification is needed	When listening to staged interactions, indicate which details were included or not.
5.2. Identify what information is unclear	When listening to staged interactions, indicate which details were not included.
5.2.1. Identify what information is understood	When listening to staged interactions, indicate which details were included.
6. Order a meal.	Given a menu, students will be able to verbally order a meal.
6.1. Understand vocabulary related to food	Given an image or phrase demonstrating different related vocabulary words, students will be able to name the matching word in French.
6.1.1. Understand basic food items	Given a menu with highlighted food items, students will be able to name the highlighted terms in English.
6.1.2. Understand parts of a menu	Given a menu with highlighted sections, students will be able to indicate which section it matches with on a menu in English.
6.2. Understand what the waiter is asking	When listening to possible questions asked by a waiter, indicate what responses would be appropriate to the context.
6.2.1. Understand waiter's greeting	Given a clip of a someone speaking in French, students will be able to indicate whether or not it is a greeting.
6.3. Ask for a dish	Given a menu, students will be able to verbally ask for a dish.
6.3.1. Form a sentence/question to request an item	Given a specific menu item, students will be able to write 2 possible ways to request that item.
6.3.2. Point to item on menu	Given a menu and a prompt, students will be able to indicate the desired item.
6.3.3. Specify any choices, inclusions, or exclusions	Given a menu and a detailed order, students will be able to indicate the proper ways to describe the order.
6.3.4. If allergic to a food, specify allergy	Given an allergy, students will be able to say they have that allergy.
6.3.4.1. Say, "I'm allergic to..."	Given the English, students will be able to translate in writing, "I'm allergic to..."
7. Say thank you.	Given a prompt, students will be able to verbally thank someone.
7.1. Recognize appropriate times to express thanks	Given a prompt and a potential situation and culture, students will be able to indicate whether expressing thanks is appropriate or not.
7.2. Say thank you formally in French	When asked how to say "thank you" in French in writing, students will be able to produce the correct translation.
7.3. Understand basic possible responses to expressing thanks	When listening to possible responses, which responses would be appropriate to the context.
8. Politely take leave.	Given a prompt, students will be able to verbally take leave.
8.1. Say goodbye politely in French	When asked how to say "goodbye" in French in writing, students will be able to produce at least two different ways.
8.2. Understand basic responses to goodbye	When listening to possible responses, which responses would be appropriate to the context.

8.3. If in a restaurant, leave an appropriate tip	When given a check, students will be able to name the appropriate tip.
8.3.1. Understand cultural expectations regarding tipping	When given a culture, check and tip, students will be able to indicate whether or not it is culturally appropriate.

## ASSESSMENT STRATEGY

Throughout the training, the instructor will observe and give immediate feedback on student abilities demonstrated through Kahoot quizzes and simulated interactions. Sessions will usually end with an exit slip to confirm the learners' comprehension and permit the instructor to address any common mistakes or misconceptions in the following session.

### PRE-TEST

Learners in this course will come from different backgrounds with the French language. The results of the pre-test will help focus the instruction on any common weaknesses such as pronunciation, vocabulary, grammar, and/or cultural & situational expectations. This is an individual speaking assessment, where, given a speaking prompt out loud by the instructor, the learner will respond. The rubric is a simple checklist of the performance objectives to be filled out by the instructor during the assessment.

### POST-TEST

At the end of the course, the learners will try to order a meal, ask for directions and communicate additional information to a partner. This will pull together the objectives in a simulation of the performance context.

## INSTRUCTIONAL STRATEGY

The training will take place in the Ballard High School Rm108. 12-16 students will meet after school with the French teacher. The instructor will guide and support students in the training. Based on the results of the formative assessments, the teacher will adjust instruction as needed.

There will be four sessions every other Wednesday afternoon of 60 minutes each in September and October of 2019. This training will be followed with additional courses on French culture & history, Spanish culture & history, and international travel.

Pre-instructional activities will be included in the first session. Each meeting will cover the content, provide examples using Youtube videos, and allow opportunities for students to practice the skills with a partner.

Learners will not be given specific assignments to be completed outside of the training. However, they will be expected to study and practice on their own time.

Various media will be included such as Youtube videos, audio clips, Kahoot, Google Maps, Google Forms, and printed maps & menus. Students will keep their own notes in a small notebook that can be used when practicing skills during the lesson (Performance support tool).



## CONTENT OUTLINE

### SESSION #1

This session will include the pre-test and pre-instructional activity. Students will practice greetings and examine cultural and situational expectations in France, particularly Paris.

#### OBJECTIVES

1. Present oneself (in behavior and appearance) in a way that is appropriate to the situation and culture.
2. Greet others appropriately when socially expected.

#### MATERIALS

- Pre-test rubric
- Youtube videos
- Kahoot quiz
- Exit slip

### SESSION #2

At the beginning, content from the last session will be reviewed and based on the exit slip results, any misconceptions will be corrected. The rest of this session will focus on asking for directions and understanding potential responses. It will also address saying thank you and taking leave.

#### OBJECTIVES

3. Politely ask someone for directions.
7. Say thank you.
8. Politely take leave.

#### MATERIALS

- Poster-size paper
- Markers
- Clips of directions being given
- Google Maps
- Youtube videos
- Map of Paris with potential destinations/landmarks highlighted
- Exit slip

### SESSION #3

At the beginning, content from the past sessions will be reviewed and based on the exit slip results, any misconceptions will be corrected. In this session, students will learn and practice listening skills, interpreting visual cues, and asking for clarification.

#### OBJECTIVES

4. Listen attentively and observe visual cues.
5. Ask for clarification.

#### MATERIALS

- Youtube videos
- Kahoot quiz
- Exit slip

### SESSION #4

At the beginning, content from the past sessions will be reviewed and based on the exit slip results, any misconceptions will be corrected. Students will learn how to order a meal and practice it with a partner, integrating in skills from previous lessons. The post-test will be administered.

#### OBJECTIVES

6. Order a meal.

#### MATERIALS

- Youtube videos



	<ul style="list-style-type: none"> <li>• At least two different authentic printed French menus</li> <li>• One authentic printed French menu with highlighted food items</li> <li>• Printed guide of ingredients of typical French dishes</li> <li>• Post-test rubric</li> <li>• Google Forms evaluation survey</li> </ul>
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## COURSE EVALUATION

The point of this course is to prepare high school French students to travel to France and interact successfully when in need of directions or when ordering food. Because of this, its ultimate effectiveness cannot be evaluated until June 2020, about eight months after the conclusion. At the end of the trip, the students will fill out an evaluation questionnaire to gather feedback on how well they were able to apply what they learned in the performance setting, what was helpful/useless, suggestions, and a personal reflection.

Recommended follow up: since there are additional courses leading up to this event, learners will benefit from an opportunity to practice their skills in between each of the courses that follow.

Brief evaluation during the training will be part of the exit slips concluding every session. At the end of the final session, students will complete a Google Form evaluation survey.

## DELIVERABLES

### INSTRUCTOR'S GUIDE

- Lesson plans
- Activity prompts

### ASSESSMENT AND EVALUATION TOOLS

- Rubrics
  - Pre-test
  - Post-test
- Exit Slips
- Google Forms evaluation survey
- Kahoot quizzes

### AUTHENTIC MATERIALS

- Youtube videos
- Audio (or video) clips of directions being given in French
- Printed authentic map of Paris
- Printed authentic menus
- Google Maps

### ACTIVITY AIDES

- Markers
- Poster-size paper
- Printed guide of ingredients of typical French dishes