

Day 2 / Session 1: Examples of Literacy-Based Teacher Development & Instructional Activities

Mapping Literacy Activities onto an Existing Introductory Curriculum

Teacher Development / Mentoring Sequence:

STEP 1: Teacher-learners enrolled in a graduate-level pedagogy seminar on literacy developed teaching modules for use in their instructional context:

To relate and apply concepts of literacy to instruction, you will develop an instructional unit grounded in the multiliteracies approach for use in your instructional context. The instructional unit should include one written and one oral text (selected in consultation with the instructor), a lesson plan, an assessment component, and a critical commentary that situates the lesson within your instructional context, justifies the texts selected, and explicates how the lesson reflects a multiliteracies orientation.

Texts for use in instructional unit were chosen in consultation with the instructor at the mid-point of the semester; drafts underwent in-class peer and instructor review before the final version was submitted for a grade at the close of the semester.

STEP 2: Two teacher-learners from the course, both preparing to teach second semester French in Fall 2011, revised the instructional unit after completion of the course. Both teacher-learners responded to instructor feedback from the course, met with the instructor (also the LPD) one-on-one, and shared drafts with one another.

STEP 3: The LPD modified the FRE 1020 syllabus to incorporate the two instructional units. Modifications included eliminating some of the content from the course textbook, and replacing a graded composition assignment with the transformed practice (writing) activity developed for the instructional units.

STEP 4: Both teacher-learners piloted the two instructional units in FRE 1020 in Fall 2011. Following in-class implementation, the LPD gathered feedback from both teacher-learners via email; the LPD and teacher-learners then met face-to-face to decide on needed changes; and units were revised again based on this feedback.

STEP 5: All instructors teaching FRE 1020 implemented the finalized instructional units in Winter 2012. All materials needed for each instructional unit were provided to instructors on Blackboard and the two teacher-learners served as consultants to colleagues who had questions about implementation. The teacher-learners were also video recorded teaching the unit they had developed.

STEP 6: The two teacher-learners and the LPD will present this project, including examples from the instructional units and video recordings at ACTFL in November 2012.

Sample Instructional Unit – *Une bulle en terrasse*:

MATERIALS (all available on Blackboard):

- A. Written text: *Une bulle en terrasse* by Philippe Delerm (from the book *Paris l'instant*)
- B. Video text: [Le café de Paris](#)¹ (on YouTube and on Blackboard); 2m33s in length
NB: Be sure that you have both the PPT and the actual video file on the computer you are using in order to ensure that everything will play correctly.
- C. Images of typical café scenes (see p. 5 of this document and Power Point)
- D. Power point presentation

DAY 1:

Pre-Reading:

1. Instructor-led group discussion of types of activities people generally like to do with their friends (leading to “going for a coffee”)
 - a. What activities do you like doing with your friends ? Where do you like to go ? At what time ? For how long ?
 - b. In your opinion, do French people do the same types of activities ? What activities are « typically French » ?
2. Divide class in half. Distribute one of two different sets of contrasting images of typical coffee shops in America and typical coffee shops in France (see Power Point and p. 5 of this document). With a partner or in small groups, students make comparisons between the two images

Traits students may notice:
 - a. Chairs facing outward in France vs. size/placement of chairs in US
 - b. Size of coffee mugs
 - c. People on phones computers vs. talking to one another
3. Show students the title of the text, *Une bulle en terrasse*. In a teacher-led activity, ask students hypothesize about what the text will be about and why.
 - a. After reading the title, what do you think the subject of the text will be ? What traits of French cafés that you identified in the photos will you find in the text ?

¹ <http://www.youtube.com/watch?v=mWiO5ibX6c0&feature=related>

4. Working individually, students scan the text for words or phrases they think support their hypothesis. Follow-up with whole group discussion and summarize words/ideas on board.

While-Reading:

5. Vocabulary activity: Using handout of Activité 1 (vocabulary they already know; see p. 8 of this document), Ss work in pairs to look for synonyms for some of the main vocabulary words and phrases in the text and prepare to justify their responses. Be sure to model this activity to show students what's expected of them. Follow up as a whole class.
6. Working individually, students read the text and fill in Table 1 (see p. 7 of this document) related to the facts of the text (where does it take place? who is there (i.e. how many people, what age group)? when (i.e. what time of year)?) Whole-class follow up to verify Ss understanding
7. Instructor provides each group of 2 students with a different photo of a typical French café (see Power Point). Ss work with their partner to determine if the photo represents the text and why or why not. Ss then find words or phrases in the text that support their answer and/or represent the image they have and present this information to the class during follow up. (For additional photos, search for "Paris café" on images.google.com.)
8. Instructor shows the text on screen (see Power Point) and asks Ss to summarize it

DAY 2 (NB: This lesson should replace C5.VCN *Ecrivons* and *Observons*)

Post-Reading:

1. Whole-class discussion about cultural implications/comparisons related to the text:
 - a. Are cafés as important to American culture ? Whor or why not ?
 - b. What specific traits of French or American culture might contribute to differences regarding the role of cafés in society ?
2. With a partner, Ss brainstorm different activities they engage in that reflect their culture and provide one reason why they chose this activity. During follow-up, create a master list on the board.
3. Composition – Pre-writing
 - a. Using one of the activities listed in the previous brainstorming task, Ss will write a similar description of an activity that is representative of their own culture

- b. Ss complete *Avant d'écrire* individually in class (see Blackboard for composition assignment sheet)
4. Pre-viewing of café video text:
 - a. How do the activities you chose for your composition compare to the types of activities that reflect French culture (based on the discussion from Day 1)?
 - b. Looking again at the pictures from Day 1, what types of generalizations can we make about cafés in France vs. cafés in the US? Were there elements that were surprising to you?
5. First viewing, *without sound*
 - a. As students watch, ask them to note any similarities or differences between the video and the description of cafés in the text we have read
 - b. Follow-up discussion (instructor led):
 - i. What type of establishment is this ?
 - ii. Where is this café located ? What did you see in the clip that gave you clues to its location ?
 - iii. Are there « main characters » in this clip ? Who are they ?
 - iv. In your opinion, what type of video clip is this (i.e., what is its purpose ?). Justify your answer.
6. Second viewing, *without sound*
 - a. Working individually, students are provided pieces of the script and try to match the comments to the clients who say them (Activité 2; see p. 9 of this document).
 - i. Instructor note: Be sure to review selected text pieces with students prior to viewing to ensure understanding
7. Third viewing, *with sound*
 - a. In a teacher-led discussion, students confirm or refute prior hypotheses about customers' reactions
8. Final viewing, *with sound*
 - a. What links do you see between the cultural concepts identified in the video you watched, the text you read, and the images you described ? Do all these items represent French café culture in the same way ? What might explain similarities or differences across these items ?
9. OPTIONAL IN CLASS WORK (time contingent): Working in groups of 2-3, imagine that you are journalists and you are writing a review of the *Café de Paris* based on the information provided in the video clip, the clients' comments, and our class discussion.

Table 1 – Une bulle en terrasse

| | Hypothesis | Evidence |
|--------------------------|------------|----------|
| Where (i.e. the place) ? | | |
| Who (i.e. how old) ? | | |
| How many people ? | | |
| When ? | | |

Activité 1

For each vocabulary word in the left column, look for a synonym in the text, *Une bulle en terrasse*, and write that word in the right column.

| Known vocabulary: | New vocabulary: |
|---|-----------------|
| boire un café (<i>drink a coffee</i>) | |
| c'est amusant (<i>it's fun</i>) | |
| soleil (<i>sun</i>) | |
| occupé (<i>busy</i>) | |
| continuent (<i>[they] continue</i>) | |
| maintenant (<i>now</i>) | |

Activité 2 : Les clients parlent du café

Chose the client who makes each of the comments below in the video. Put the number of the client in the left column next to the appropriate statement in the right column.

- Client 1 (the man wearing a grey t-shirt)
- Client 2 (the man wearing a suit)
- Client 3 (the woman wearing glasses)
- Client 4 (the woman wearing a leather jacket)

| Client | Commentaire |
|--------|--|
| | « It's pleasant, the patio is very pleasant. The servers are nice. » |
| | « It's good ! Everything is... is made in-house and that's what's interests me. » |
| | « The chocolate fondant cake with a river of chocolate flowing from it is amazing ! » |
| | « Honestly, it was very well presented. I think it's really fine dining. On the whole, I am thrilled ! » |

COMPOSITION 1
(65 points)

Représentations de ma culture

I. AVANT D'ÉCRIRE (5 points)

Through reading *Une bulle en terrasse* you learned about the importance of going to cafés in French culture. For this composition, you will write a similar description of an activity that is representative of your own culture. Be sure to pick an activity that others from your culture can identify with as well, rather than something that is personal to you alone.

To help you write this description and brainstorm ideas, complete the table below. Please include at least two French words or phrases in column #1 that express *what* the activity is, *who* participates in it, and *where* and *when* it takes place.

| | #1 | #2 |
|---------------|----|----|
| <i>Quoi?</i> | | |
| <i>Qui?</i> | | |
| <i>Où?</i> | | |
| <i>Quand?</i> | | |

Next, share your ideas with your partner to brainstorm additional adjectives you might use to further describe your chosen activity. Your partner should fill in at least one French adjective for each category in Column #2.

Finally, brainstorm a possible title for your description that captures the ideas expressed in the French words and phrases in the table above.

TITLE : _____

II. 1^o BROUILLON (5 points)

At home, write the first draft of your description. Your description should include all of the ideas generated in your table and should give the reader an idea of what it is like to experience the cultural activity you are describing. Use the description in *Une bulle en terrasse* as a model for your own description. Please write at least 12 sentences.

To accompany your description, please find a **photo** that represents the activity you describe and/or its role in your culture

Please bring two copies of your description draft and a copy of the photo you've selected to class on the date indicated below. Your draft should be typed and double-spaced. You will give one copy of the draft to your instructor; the second copy is to share with a classmate for peer editing. Your instructor will provide peer-editing guidelines in class. The first draft of your description is due in class on:

III. 2° BROUILLON (45 points)

To prepare the second draft of your description, first incorporate any suggestions your peer-editing partner made regarding its content and organization. Once you are satisfied with the content of your description, proofread your work. Please consider the following questions as you reread and revise:

- Are all words spelled correctly?
- Did you include all necessary accent marks?
- Did you use articles (partitive, indefinite, definite) correctly?
- Do the adjectives you use agree with the words they modify?

The second, revised draft of your description and its accompanying photo is due in class on:

IV. BROUILLON FINAL (5 points)

Once your instructor provides feedback on the content and form of your description, you will prepare a final draft. The purpose of this stage is to further refine your description in terms of content and form. Do your best to incorporate all of the feedback your instructor has provided as you revise.

Once you are satisfied that you have responded to all of your instructor's comments, proofread your work one last time for errors in spelling.

The final, revised draft of your description is due in class on:

ALL COMPOSITION DRAFTS MUST BE TYPED AND DOUBLE-SPACED IN 10- OR 12-POINT FONT. MARGINS SHOULD BE ONE INCH ON ALL SIDES.

COMPOSITION 1: Représentations de ma culture

Peer Editing Guidelines

Work with a partner to evaluate the CONTENT and ORGANIZATION of one another's description, making suggestions where appropriate. As you edit your partner's draft, please consider the following questions:

- _____ 1. Did the author include important / relevant details from *Avant d'écrire*?
What more could be added?
- _____ 2. Is the description interesting? What could make it more interesting?
- _____ 3. Are the author's ideas clearly expressed? How could they be made more clear?
- _____ 4. After reading the description, do you have a clear understanding of how or why the activity representative of the author's culture? What could make this idea more comprehensible?
- _____ 5. Does the accompanying photo fit with the information provided in the description? What could be added to or changed in the description to improve the fit between the two?
- _____ 6. Based on the information provided in the description and photo, do you want to do the activity described? Why or why not?

As you go through the checklist of questions above, be sure to provide USEFUL suggestions to help your partner improve his/her description (e.g., what adjectives can you add that would make the description more interesting?, what essential details about the are absent?, etc.).

Once you have read through your partner's description, review your suggestions and comments with your partner, providing clarification or details where necessary.