

Student Work Analysis
 Analysis of Instruction and Student Work
 EAYA WLOE Cultural competence/ Entry 2 (video)

Accomplished Response	Lacking Evidence	What's the Difference
<p>There were many opportunities for students to expand their awareness of their own culture, other cultures represented in the classroom, and the target language culture. I used the paired interview as a starting point for students to reflect on personal traditions and to begin to differentiate between new and familiar. After we discussed and listed general American habits, I had students create Venn diagrams to compare and contrast American and French cultural habits. I used the strategy of a diagram because it helps visual learners to organize their thoughts and ideas.</p> <p>On our staff we are lucky to have a native French speaker, originally from Paris. She is a resource for our French curriculum. I invited her to speak to my classes and to answer their questions about traditions surrounding food and eating. I did this because it is good for students to hear more speakers of the target language than just myself, to provide a real-life “source” for the answers to some of our questions, and also to show students that there are French speakers just about everywhere, so the study of French is beneficial. We followed this experience by sampling French foods in the classroom. I purchased traditional French foods (bread, Brie cheese, apin au chocolat pastries) so that my students could taste them for the first time and could compare them with foods in their own and American cultures. Using a motivational grant made available through my school, I was able to take 28 students to have lunch at a French restaurant. I did this to give my students a real-life experience where they could use language they had learned and practiced in the classroom in an unstructured event, and achieve expected or unexpected results, depending on their skills with French. For example, Javier was excited to have more French bread, so when the waiter did not bring any right away, he started to ask, using phrases we practiced. Also, Erik was able to order another “coca” cola in French, without any help, and Jorge asked for a replacement fork after he dropped his.</p> <p>The authentic materials that I chose to use for this lesson were restaurant menus (for the unit, students looked at Internet websites of French restaurants). I chose these items because I knew students would encounter them at the restaurant, they were directly related to our task, and they introduced students to French restaurants in our city. They also made the presentations more life-like. When we visited the restaurant, the students were not intimidated by the menu because they had already encountered French menus in the classroom. Most students are quite proficient at using the Internet, so an assignment directing them toward restaurant websites built on their technological and linguistic skills, and allowed them to practice vocabulary as well as giving them an option for learning about restaurants in France that reflect their own culture.</p>	<p>There were many opportunities for students to expand their awareness of their own culture, other cultures represented in the classroom, and the target language culture. I used the paired interview. After we discussed and listed general American habits, I had students create Venn diagrams.</p> <p>On our staff we are lucky to have a native French speaker, originally from Paris. She is a resource for our French curriculum. I invited her to speak to my classes and to answer their questions about traditions surrounding food and eating. We followed this experience by sampling French foods in the classroom. Using a motivational grant made available through my school, I was able to take 28 students to have lunch at a French restaurant.</p> <p>The authentic materials that I chose to use for this lesson were restaurant menus (for the unit, students looked at Internet websites of French restaurants). They also made the presentations more life-like. When we visited the restaurant, the students were not intimidated by the menu Most students are quite proficient at using the Internet.</p>	

The realia I used for this lesson were the objects for a table setting. Not all students are familiar with the cloth napkins and multiple forks used in formal restaurant. In order to prepare for our restaurant visit, we practiced setting the table. The vocabulary was very helpful to Jorge when he dropped his fork, and said to the waiter, “Une forchette, s’il vous plait.” (A fork, please). Other realia were the French foods sampled in class, and the native French speaker herself. These materials and realia also simulate a little of the restaurant atmosphere for those students who were not able to attend the trip.

The lesson encouraged students to appreciate the French culture by recognizing similarities to American culture or the home culture, and learning to understand the differences. For example, most students had never tried French bread, which is very different from typical white sandwich bread. Of course students knew it was bread, but their comments, such as “Man, this is chewy!” demonstrated that they recognized the uniqueness of this very important “artifact” of French culture and food traditions. They also learned to recognize cheeses beyond the plastic-wrapped American slices, as shown by Silvia who convinced a reluctant Valerie to try a taste because Silvia found it to be good. After we discussed French meal traditions and practices, such as the long two-hour lunch, students said they would gladly change their 45 minutes and closed campus to experience that, which indicated their growing appreciation of the cultural differences. The new ability to see similarities and differences in the ways that varied cultures view mealtimes, led to a better understanding of the perspectives and values of French culture. My students demonstrated their understanding of the difference between the French view of “living to eat” versus the typical, fast-paced American “eating to live” when, at the restaurant, Jose said that he was enjoying himself so much that he did not realize that over two hours passed between our arrival and departure, and that he was enjoying being French.

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