

FR 448 Teaching Portfolio

Input Processing and Processing Instruction

When we look at how we teach languages in the classroom, it can be difficult to determine how best to keep the knowledge in the students' heads. We hear stories all the time of people saying that they can't remember any of the language they learned in high school. To be able to retain all of this knowledge, and this is generally the fault of traditional language teaching methods. Memorization and repetition are not very useful in teaching. Therefore, other methods must be used.

Input processing refers to the idea that our brains rely on structure and form to derive meaning. We take in information, but we can only take in so much or our brains will short-circuit. Thus, our brains have to sort through everything and determine what's important and what's not. Having this relation of form to meaning cements the ideas better in our heads so they don't get thrown out as easily. This also allows the learners to recall information much more easily. In the classroom, we can use this idea to inform our instruction. This is called *processing instruction*, and it focuses on incorporating syntax and form into student comprehension. This is usually done by showing multiple routes to the answer, and then showing why certain routes are more effective than others. It is very challenging for L2 learners to process information like this in their new language, but using varying methods of teaching and taking the time to focus on the grammar, syntax, and form will help the students to have higher levels of comprehension and will make it more likely for the information to stick.

In this portfolio, different teaching methods have been used to carry out similar ideas. In many cases, the same topics will be explored in multiple different ways. This is so that students have multiple opportunities to comprehend the same topics, which will hopefully embed the ideas more deeply into their heads. It's very difficult to learn a new language, and using these tactics should help learners to be able to comprehend. I also make sure that all of the new vocabulary is used in every activity. This way, multiple kinds of information can be taken in at the same time. Students will have all of these activities that lead up to the final project, and these activities will make the final project easier and more enjoyable.

Proficiency Goal Statement

As a final information exchange task, the students will create presentations about different Francophone countries. The teacher will provide a list of French-speaking countries, those being Switzerland, Belgium, Tahiti, Vanuatu, Martinique, and Côte D'Ivoire. The students will form six groups and choose one of these countries to make a

presentation about. These presentations should include cultural information, large landmarks, food, notable things, and any other information that they find interesting. The goal of these presentations is for the students to learn about other countries besides France, and hopefully generate interest in some future travel destinations. At the end of all of the presentations, the class will decide which of the countries interests them the most and the teacher will find someone from that country to either come into class or talk to the students over Zoom about their home country.

Subgoals

- Subgoal 1: Use vocabulary related to places and geography to describe a country's culture
- Subgoal 2: Use vocabulary related to events and activities to describe a country's culture and landscape
- Subgoal 3: Use third-person present form to describe a culture's activities and events
- Subgoal 4: Describe family traditions and the traditions of other cultures
- Subgoal 5: Use conditional statements to describe actions and travel

ACTFL Proficiency Level:

Intermediate Mid (Late French 2)

Standards Being Addressed:

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Vocabulary - Interpretive (Input-Based)

Subgoal from your proficiency goal

Subgoal 2: Use vocabulary related to events and activities to understand a country's culture and landscape

Specific communicative goal of the lesson

Students will understand teacher statements using new vocabulary to move around the room to pictures/places that are referred to with the vocabulary.

Theoretical justification

This lesson allows students to directly interact with the new vocabulary and hopefully make comprehension more fluid. It also gives students more of a chance to interact with their peers and the ideas that will be presented in future classes. Since future lessons in this unit focus on travel and global society, the vocabulary used in this lesson will also do the same. The students will have the opportunity to immerse in the vocabulary, while also learning ways to use it in real life.

Standards

I can understand the main idea and key information in short straightforward informational texts

Materials needed:

- Presentation
- Copies of vocab list for each student
- Vocabulary worksheet
- Printed out pictures of vocab words

Procedures:

00-05 minutes - Teacher will hand out the new travel vocab list. Teacher will read the travel vocab list as a class, having students repeat all of the words consecutively twice.

05-15 minutes - Teacher gives Lesson #1 Presentation to teach the vocabulary, using a specific cultural practice as an example. Teacher will also ask yes or no questions about the vocabulary as the lesson goes along. Examples of questions could be, "Is this a city?" or "Which picture is a city?"

15-25 minutes - Students repeat vocabulary with their seat partners and complete a vocabulary worksheet

25-45 minutes - While students are working on the worksheet, the teacher will put up different pictures of vocabulary words around the room. When students are finished, the

teacher will have them all stand in the center of the room. When the teacher says a vocabulary word off of the list, students will run to the picture of that word on the wall.

Materials:

[Lesson #1 Presentation](#)

[Vocab List](#)

Grammar- Interpretive (Structured Input)

Subgoal from your proficiency goal

Subgoal 5: Use conditional statements to describe actions and travel

Specific communicative goal of the lesson

Students will be able to recognize the difference between the present and conditional tenses in the “je” and “tu” forms, as well as be able to notice how they are used in regular sentences.

Theoretical justification

The conditional tense is very difficult for many students, and so it’s important for them to start practicing it early on. We start with just “je” and “tu” so that students can have a grasp of the rest later on. The conditional tense is a vital tense that we use every day in our lives. If students were to ever travel to a French-speaking country, they would need to use conditional for most kinds of ordinary situations, like ordering food. The worksheet will help students to start building upon their knowledge of the conditional tense, and hopefully allow them to conjugate the “je” and “tu” forms without needing to think twice about it.

Standards

I can identify the main idea and key information in short straightforward conversations.

Materials needed:

- Presentation
- Worksheet

Procedures:

00-10 minutes - Briefly review conditional tense with Lesson #2 Presentation

10-15 minutes - Introduce worksheet assignment and hand out worksheets

05-30 minutes - Students complete worksheet with partners at their table

30-45 minutes - Review answers as a class

Materials:

[Presentation](#)

[Worksheet](#)

Grammar - Interactional (Structural Output)

Subgoal from your proficiency goal

Subgoal 5: Use conditional statements to describe actions and travel

Specific communicative goal of the lesson

Students will be able to create simple sentences with the “je” and “tu” forms of conditional conjugation. They will also be able to interact with their partner to come up with these sentences and use that information to show ideas.

Theoretical justification

These activities will give students the opportunity to interact with their classmates and to have conversations in French. They will be able to learn about how to phrase their personal preferences, as well as understand the preferences of their classmates. This activity also gives students the opportunity to practice writing full sentences in the conditional tense, which helps them to discuss their opinions with their partners.

Standards

I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.

Materials needed:

List of materials needed here:

- Lesson #2 Presentation
- Lesson #3 Presentation

Procedures:

00-05 minutes - Review conditional tense with Lesson #2 Presentation

10-20 minutes - Look at a presentation on Morocco while students write down sentences saying which activities they would like best, with 3 sentences being about themselves and 3 sentences being guesses about their partner

20-25 minutes - Students compare answers and see how many of their guesses about their partner lined up correctly

25-40 minutes - Students will move their chairs into two circles, with the inner circle seats facing the outer circle seats. The teacher will play music, and the students in one of the two circles will walk around the circle. When the music stops, students will sit in the chair closest to them. The teacher will read off a question related to the presentation, like

“Which of the foods seems the best?” or “which of the 3 cities would you most want to visit?” Students will have 3 minutes to answer the questions with the person across from them. After the 3 minutes are up, the whole process repeats again with a new question.

40-45 minutes - Review as a class what was talked about and the answers they gave to the different questions.

Materials:

Copies of the actual materials here.

- [Lesson #2 Presentation](#)
- [Lesson #3 Presentation](#)

Listening - Interpretive and Presentational

Subgoal from your proficiency goal

Subgoal 1: Use vocabulary related to places and geography to describe a country's culture

Subgoal 4: Describe family traditions and the traditions of other cultures

Specific communicative goal of the lesson

Students will extract information from a piece of media about another culture and describe how it compares to their own family traditions and home culture.

Theoretical justification

This lesson gives students a look at a Francophone country that they most likely have very little experience with. To look at Haiti from a less condescending or pitying perspective will help students to see many other places as beautiful, not just as places they may give money to. In addition, having them compare the cultures and traditions within Haitian Voodoo to their own will help them to understand that every faith and culture is different, but they are also all equal. Many people write off voodoo as “witchcraft,” but voodoo is very much its own thing that deserves to be looked at through an unbiased lens.

Standards

I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

I can state from my viewpoint about familiar topics and give reasons to support it, using sentences and series of connected sentences.

Materials needed:

List of materials needed here:

- Mini presentation on Haiti
- Worksheet for Video
- Video of an interview with a person in a French speaking country and their traditions

Procedures:

00-05 minutes - Activate the schema: Introduce the ideas about different cultures have different religions

Activate prior knowledge: Talk to students about their previous knowledge of voodoo or Haiti

05-10 minutes - Vocabulary: Look at brief presentation about Haiti and introduce new vocab (1-3 words)

10-25 minutes - Guided interaction: Watch voodoo section of video 3 times, taking a minute or two between each viewing to analyze what was said and filling out a worksheet. The first time students watch the video, it'll be with French subtitles and at half speed. The second time, it will just be at half speed without subtitles. The third time, we will watch it at full speed.

25-45 minutes - Assimilation: Students write 10 statements comparing and contrasting their family and cultural traditions to that of the people in the video

Materials:

- [Haiti Presentation](#)
- <https://www.youtube.com/watch?v=QWfi6OMczs8> (22:06-23:14)