

University of Wisconsin-Madison

From the Selected Works of Heather Willis Allen

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Maximizing student performance in written presentational communication for AP French

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Available at: <https://works.bepress.com/heatherwillisallen/57/>

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I. AP Course & Persuasive Essay task



II. Backward design



III. Multiliteracies & L2 writing



IV. Sample instructional sequence

I. AP course & Persuasive Essay task





AP French Language & Culture : Course Goals

- demonstrate an understanding of the culture
- incorporate interdisciplinary topics
- make comparisons between native language and L2 and between cultures
- use the target language in real-life settings

6 objectives across 3 modes

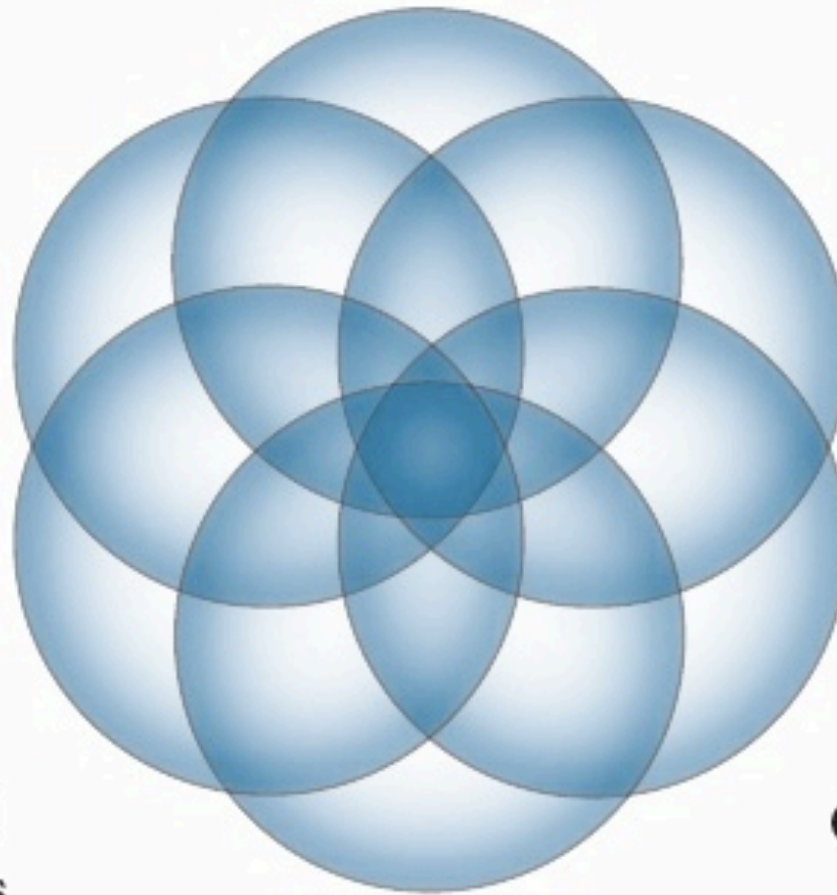
- spoken and written interpersonal
- written and audio-visual interpretive
- written and spoken presentational



**Global
Challenges**

**Beauty and
Aesthetics**

**Science and
Technology**

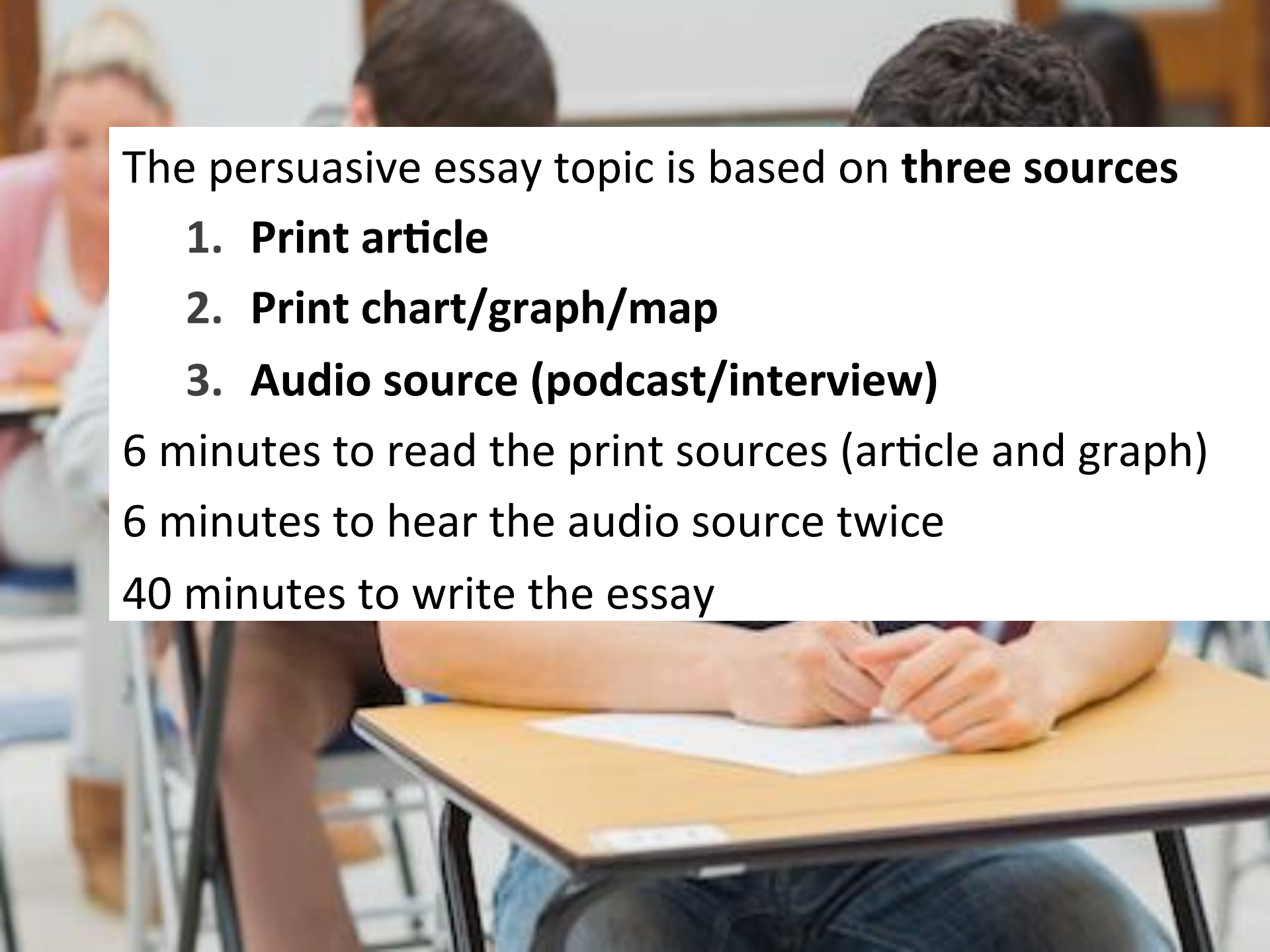


**Families and
Communities**

**Contemporary
Life**

**Personal and
Public Identities**

Section		# of Questions	% of Final Score	Time
Section I: Multiple Choice				95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	40 minutes
Part B	Interpretative Communication: Print and Audio Texts (combined)	35 questions		55 minutes
	Interpretative Communication: Audio Texts			
Section II: Free-Response				85 minutes
Task 1	Interpersonal Writing: E-mail reply	1 prompt	50%	15 minutes
Task 2	Presentational Writing: Persuasive Essay	1 prompt		55 minutes
Task 3	Interpersonal Speaking: Conversation	5 prompts		5 minutes
Task 4	Presentational Speaking: Cultural Comparison	1 prompt		7 minutes

The background of the slide shows a blurred classroom setting. In the foreground, a student's hands are visible, resting on a yellow desk with a piece of paper. Other students are visible in the background, some looking towards the camera and others looking away.

The persuasive essay topic is based on **three sources**

1. Print article

2. Print chart/graph/map

3. Audio source (podcast/interview)

6 minutes to read the print sources (article and graph)

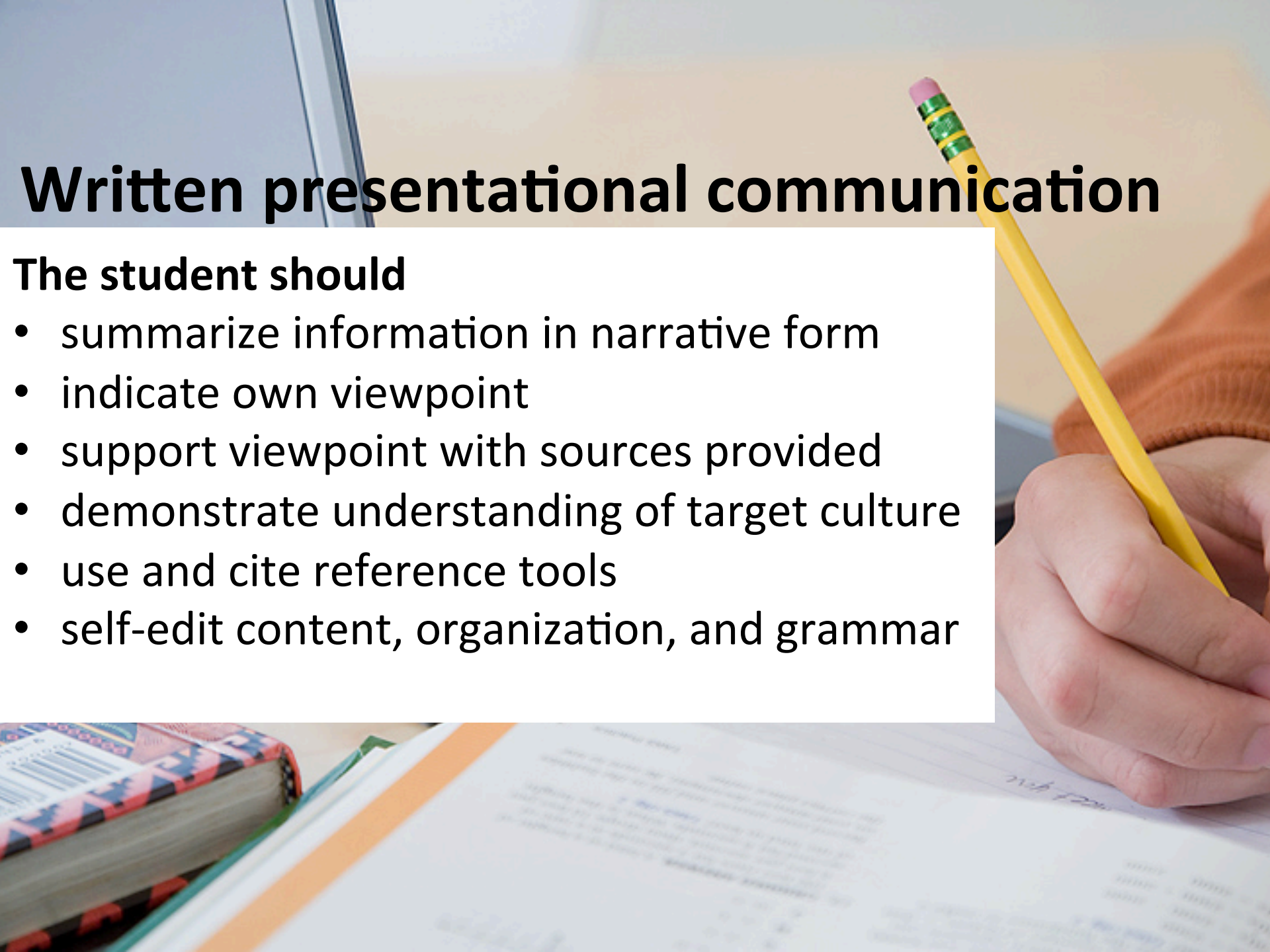
6 minutes to hear the audio source twice

40 minutes to write the essay

Written presentational communication

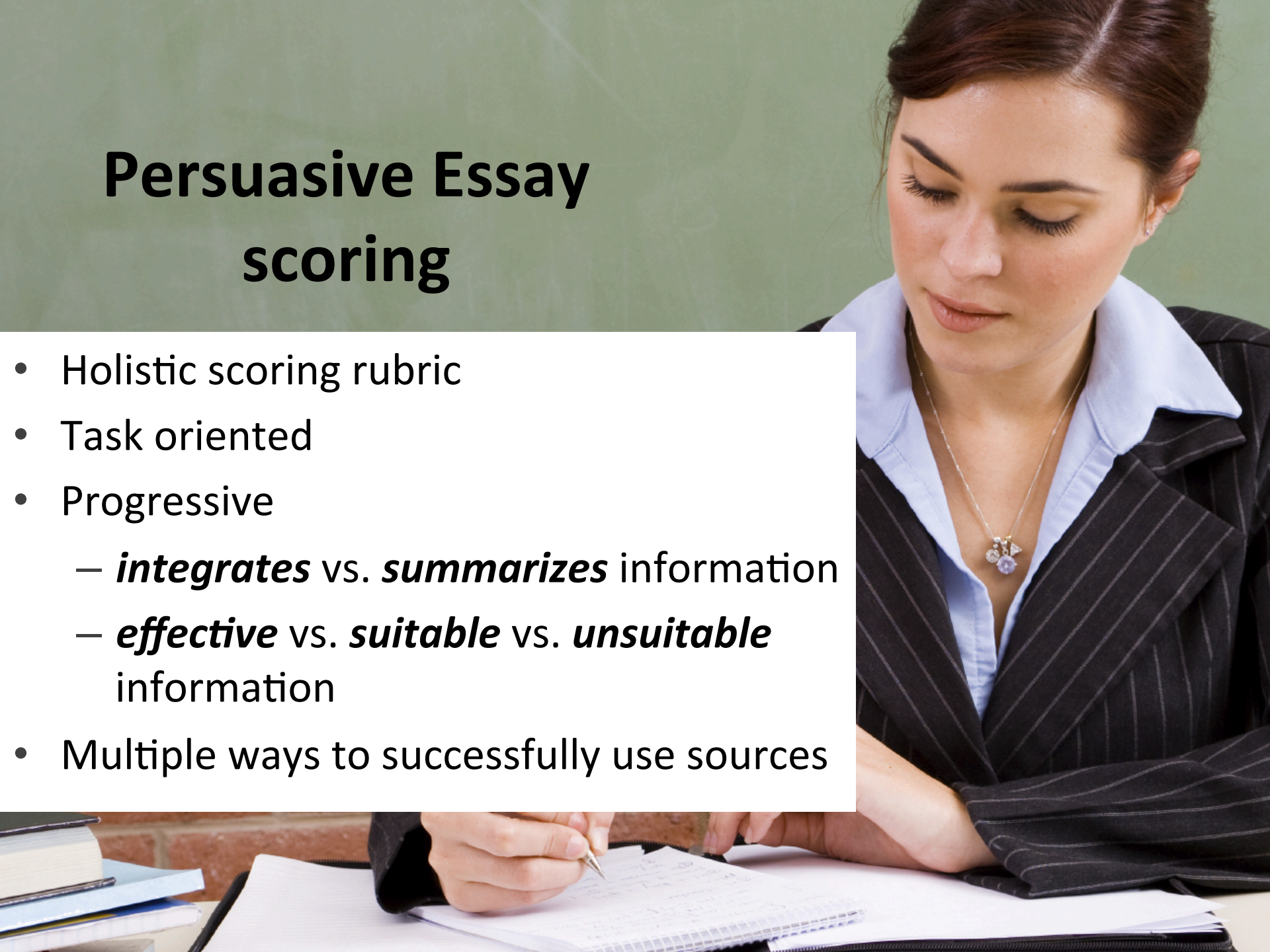
The student should

- summarize information in narrative form
- indicate own viewpoint
- support viewpoint with sources provided
- demonstrate understanding of target culture
- use and cite reference tools
- self-edit content, organization, and grammar



Persuasive Essay scoring

- Holistic scoring rubric
- Task oriented
- Progressive
 - *integrates* vs. *summarizes* information
 - *effective* vs. *suitable* vs. *unsuitable* information
- Multiple ways to successfully use sources



**“Doit-on permettre l’usage des OGM
(organismes génétiquement modifiés)
dans la production alimentaire?”**



Source numéro 1

Introduction

Dans cette sélection il s'agit de l'introduction des OGM dans l'agriculture africaine. L'article original a été publié le 25 juin 2004 en France par le journaliste Alpha Barry.

Les premiers pas vers les OGM

Source 1

Ligne Les États de l'Afrique de l'Ouest viennent de
s'engager en faveur d'une introduction de la
biotechnologie, c'est-à-dire les OGM, dans
l'agriculture africaine à l'issue d'une conférence
5 organisée du 21 au 23 juin à Ouagadougou sur
l'initiative des gouvernements burkinabè et américain.
Alors que les organisations de la société civile
appellent à la prudence, pour les décideurs des pays
concernés, c'est un «premier et important» pas qui est
10 franchi dans la modernisation de l'agriculture
africaine.

Pour les Africains, le débat sur les OGM est presque
simple: dans un continent qui a faim, c'est le seul
moyen d'augmenter de façon substantielle la
15 productivité agricole et donc d'assurer la sécurité
alimentaire aux populations. Selon les estimations des
experts, l'Afrique dépassera à l'horizon 2025 1,2
milliards d'habitants. Le continent devra accroître sa
production actuelle de 10 à 12 fois pour satisfaire les
20 besoins de cette population. «Cela n'est pas possible
sans une maîtrise et une adaptation des
biotechnologies pour accroître rapidement la
production alimentaire», estime Blaise Compaoré le
président burkinabè, hôte de cette première
25 conférence en Afrique.

La réunion de Ouagadougou fait suite à une première
organisée l'année dernière à Sacramento (États-Unis)
par le gouvernement américain dans le but de
convaincre les États africains d'introduire les OGM
30 dans leur agriculture. Le premier d'entre eux à mordre

à l'hameçon tendu par les Américains est le Burkina
Faso. Deuxième producteur de coton graine en
Afrique de l'Ouest après le Mali avec 500 000 tonnes,
le Burkina s'est lancé en 2003 avec la firme
35 américaine Monsanto dans l'expérimentation «en
milieu confiné» du coton transgénique. «On a bien
réussi à augmenter notre production dans les
conditions actuelles, mais il sera difficile de dépasser
un million de tonnes. Or, avec la baisse des cours,
40 nous n'avons pas d'autre choix que de produire en
quantité. Et la biotechnologie peut nous permettre
d'atteindre 2 à 3 millions de tonnes», explique Salif
Diallo, ministre burkinabè de l'agriculture.

Autre exemple cité par les pro-OGM, celui de la
45 production laitière. Alors que sous d'autres cieus, les
vaches issues de différents croisements produisent 40
à 50 litres de lait par jour, en Afrique on est à 1 litre.
«Est-ce que nous devons continuer à faire venir par
avion des races du Brésil comme cela a été le cas il y
50 a quelques années au Burkina?», s'interroge le
professeur Hamidou Boly, directeur de l'Institut
burkinabè de recherche agricole et enseignant de
génétique animale dans différentes universités
européennes. «Observer un moratoire ne veut pas dire
55 qu'il faut se croiser les bras et attendre qu'un jour les
européens nous disent que les OGM sont sans danger
avant de commencer les expérimentations», réagit le
professeur Boly aux critiques des organisations
burkinabè de la société civile.

Source 2

Source 2

Source 2

Source 2



Source 3



Source numéro 3

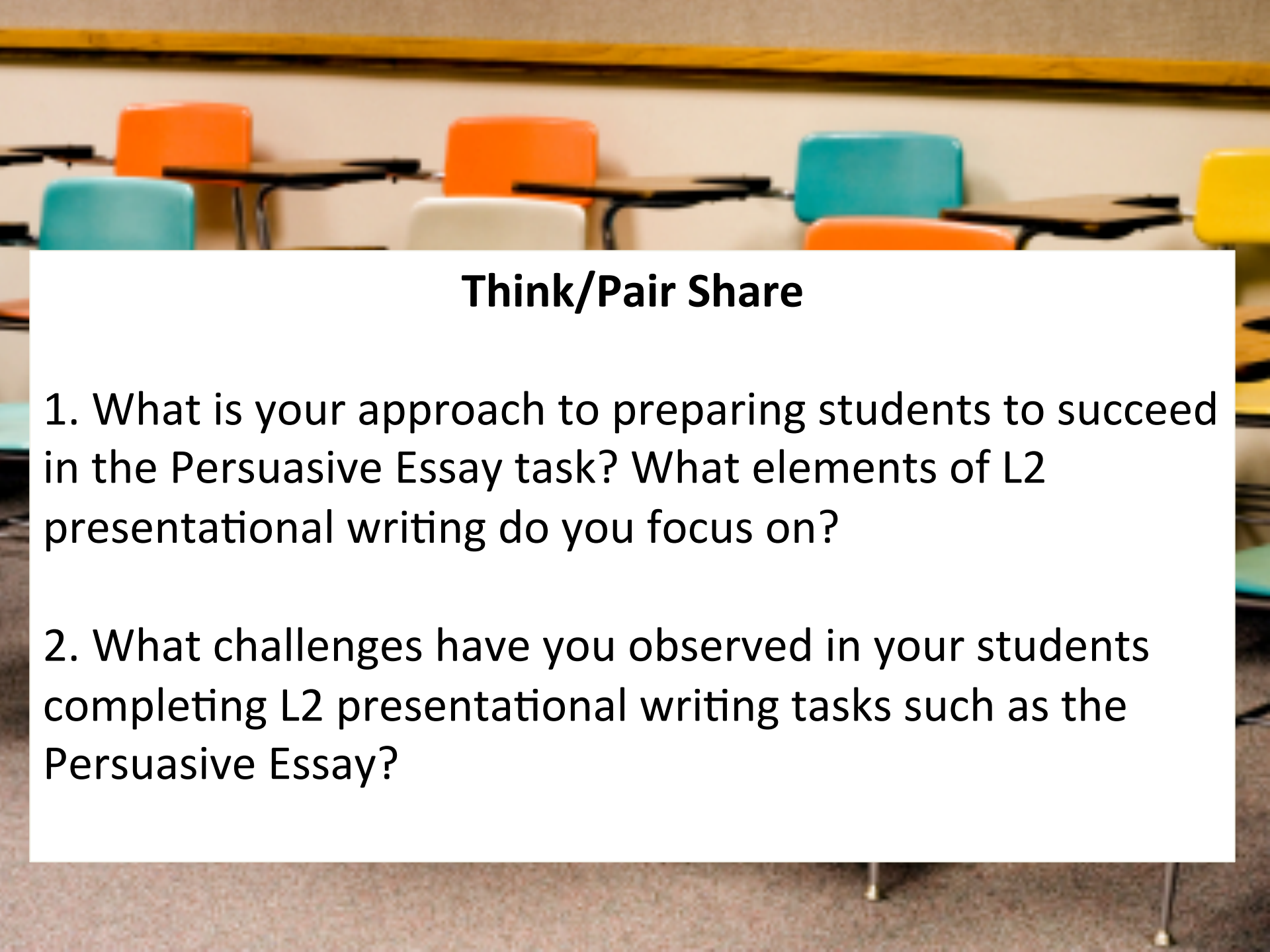
Vous aurez 30 secondes pour lire l'introduction.

Introduction

Dans cette sélection il s'agit d'une remise en cause des arguments pro-OGM. Le rapport original intitulé *Les OGM, ça pollue aussi!* a été publié le 6 octobre 2011 en France par Virginie Garin, journaliste à RTL. La sélection dure à peu près deux minutes.

© Radio RTL France / Virginie Garin, www.rtl.fr

- (MA) *C'est notre planète*, c'est donc avec vous, Virginie Garin, bonjour.
- (WA) Oui, bonjour Stéphane, bonjour à tous.
- (MA) Alors question, je le disais, les OGM sont-ils bons pour l'environnement comme le prétendent d'ailleurs les fabricants? Permettent-ils de moins utiliser de produits chimiques sur les cultures? Et bien, c'est non, un NON majuscule. C'est le résultat d'une étude qui est passée évidemment complètement inaperçue mais heureux que, euh, heureusement pour nous vous l'avez lue, Virginie. Une étude de chercheurs français, les OGM ça pollue aussi.
- (WA) Oui, cette étude est intéressante parce qu'elle remet en cause l'un des arguments des fabricants d'OGM, c'est-à-dire que leurs plantes seraient meilleures pour l'environnement. Elle a été faite par trois chercheurs de l'INRA, l'Institut de recherche agronomique, qu'on ne peut pas accuser d'être anti-OGM puisque l'INRA en fabrique. Alors, ils ont étudié l'impact sur les sols. Il faut savoir qu'aujourd'hui deux tiers des OGM sont des plantes, maïs, colza, soja dont on a modifié les gènes pour qu'elles résistent à un désherbant. Vous semez par exemple du soja OGM, vous arrosez de Roundup, le produit tue tout dans le champ sauf le soja qui résiste. Il n'y a que le soja qui pousse. C'est donc formidable, disent les fabricants, car ça permet d'utiliser beaucoup moins de produit chimique; une fois suffit. Eh bien, c'est faux. Ces chercheurs ont constaté que le désherbant s'accumule dans la terre beaucoup plus qu'avec une culture classique, qu'il pouvait y avoir à terme un impact sur nous, sur notre alimentation qui pourrait être contaminée et surtout qu'à force d'utiliser toujours ce même désherbant, les mauvaises herbes deviennent résistantes à leur tour, on n'arrive plus à s'en débarrasser, ce qui est déjà le cas aux États-Unis. Donc, non, l'argument écologique des fabricants ne tient pas. Alors, ils en ont un autre: leurs plantes vont résoudre le problème de la faim dans le monde grâce à des riz qui pousseront avec moins d'eau en Afrique, pleins de vitamines. Un jour, peut-être, mais pour l'instant ces OGM-là n'existent pas.
- (MA) Voilà c'est bien noté. Merci beaucoup, Virginie Garin. *C'est notre planète*, c'est à podcaster sur notre site rtl.fr.
- (N) Now listen again.
- Maintenant écoutez de nouveau.

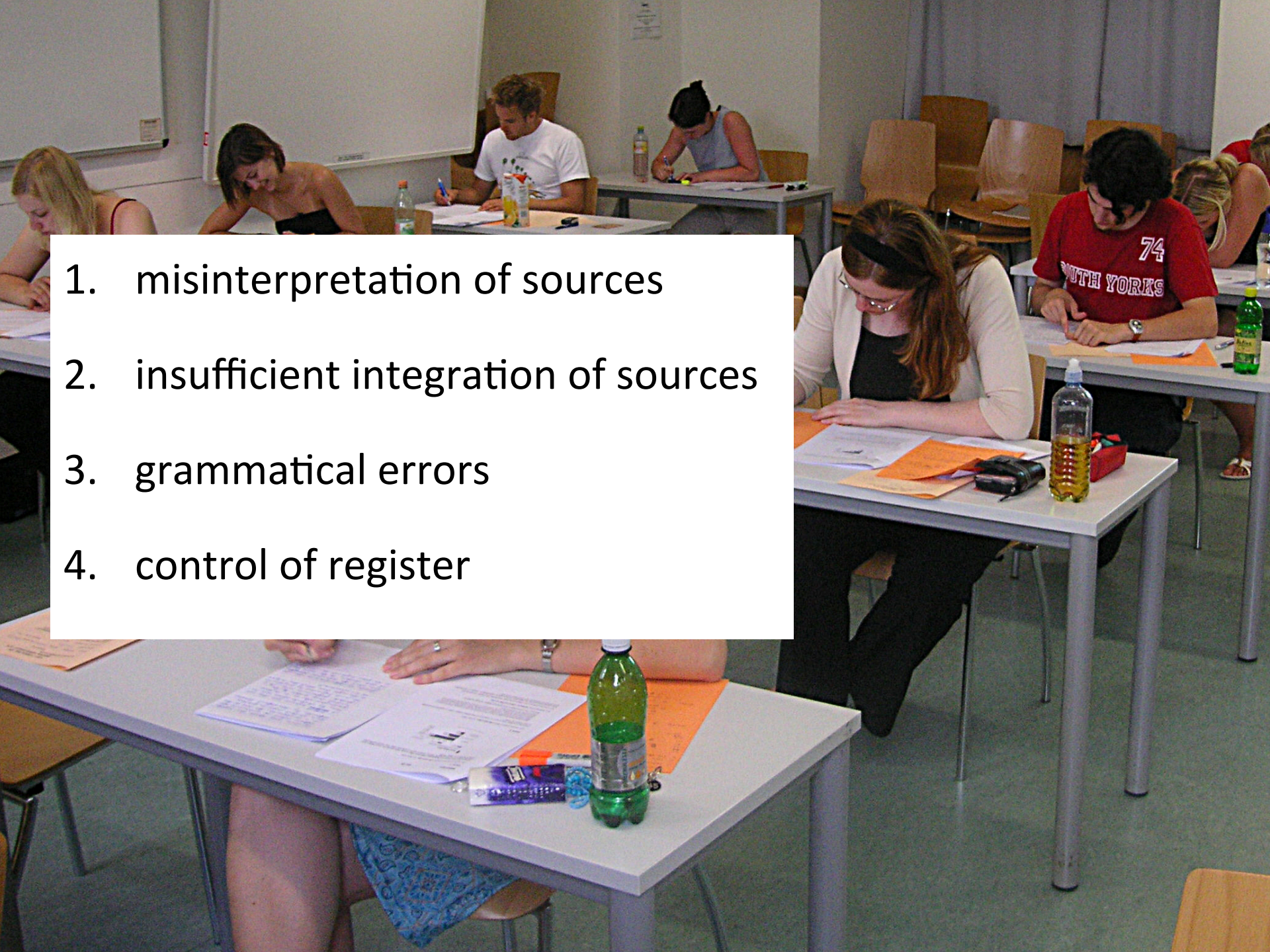
A blurred background of a classroom with rows of desks and colorful chairs (orange, teal, yellow) facing forward.

Think/Pair Share

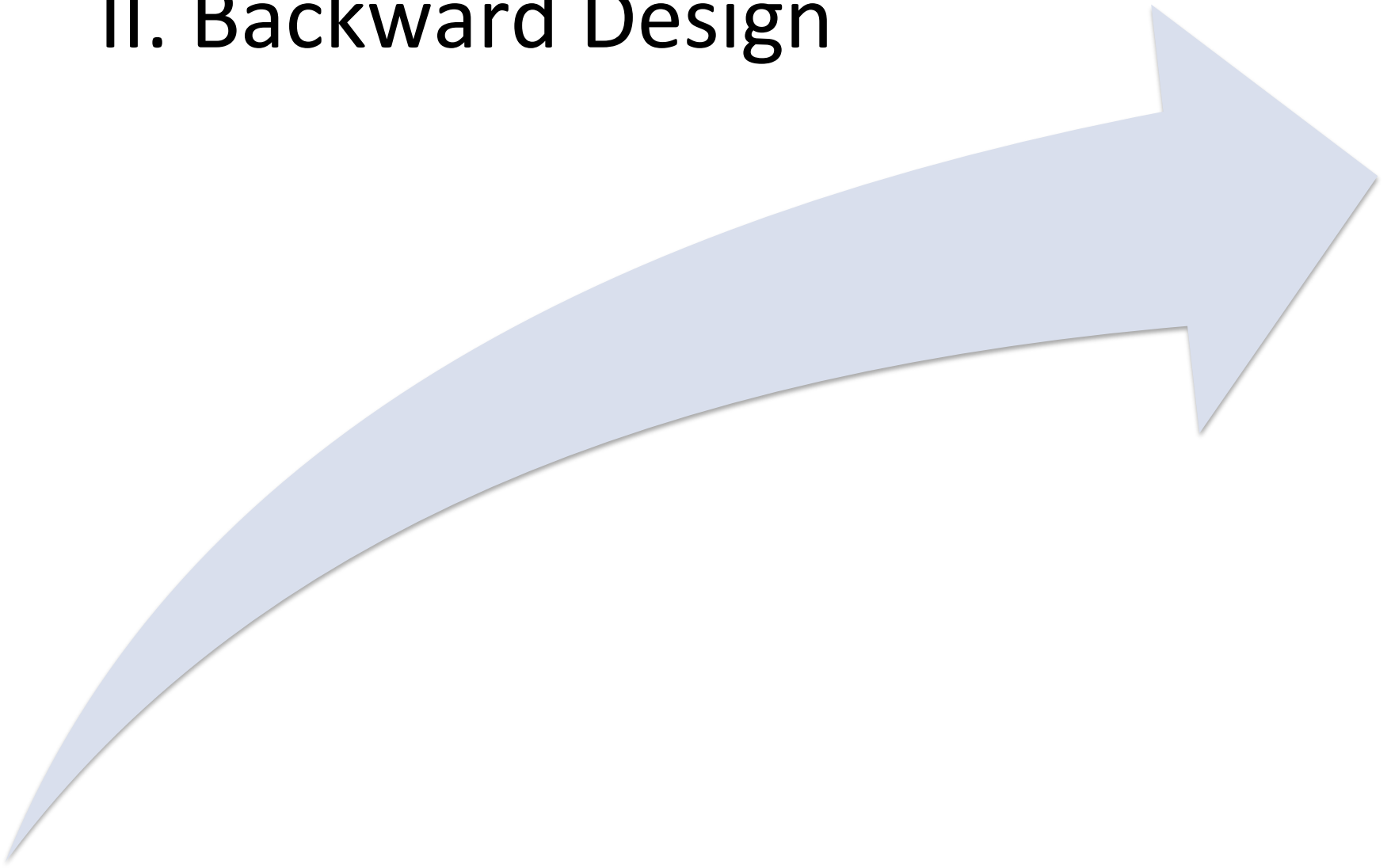
1. What is your approach to preparing students to succeed in the Persuasive Essay task? What elements of L2 presentational writing do you focus on?
2. What challenges have you observed in your students completing L2 presentational writing tasks such as the Persuasive Essay?

Student performance challenges



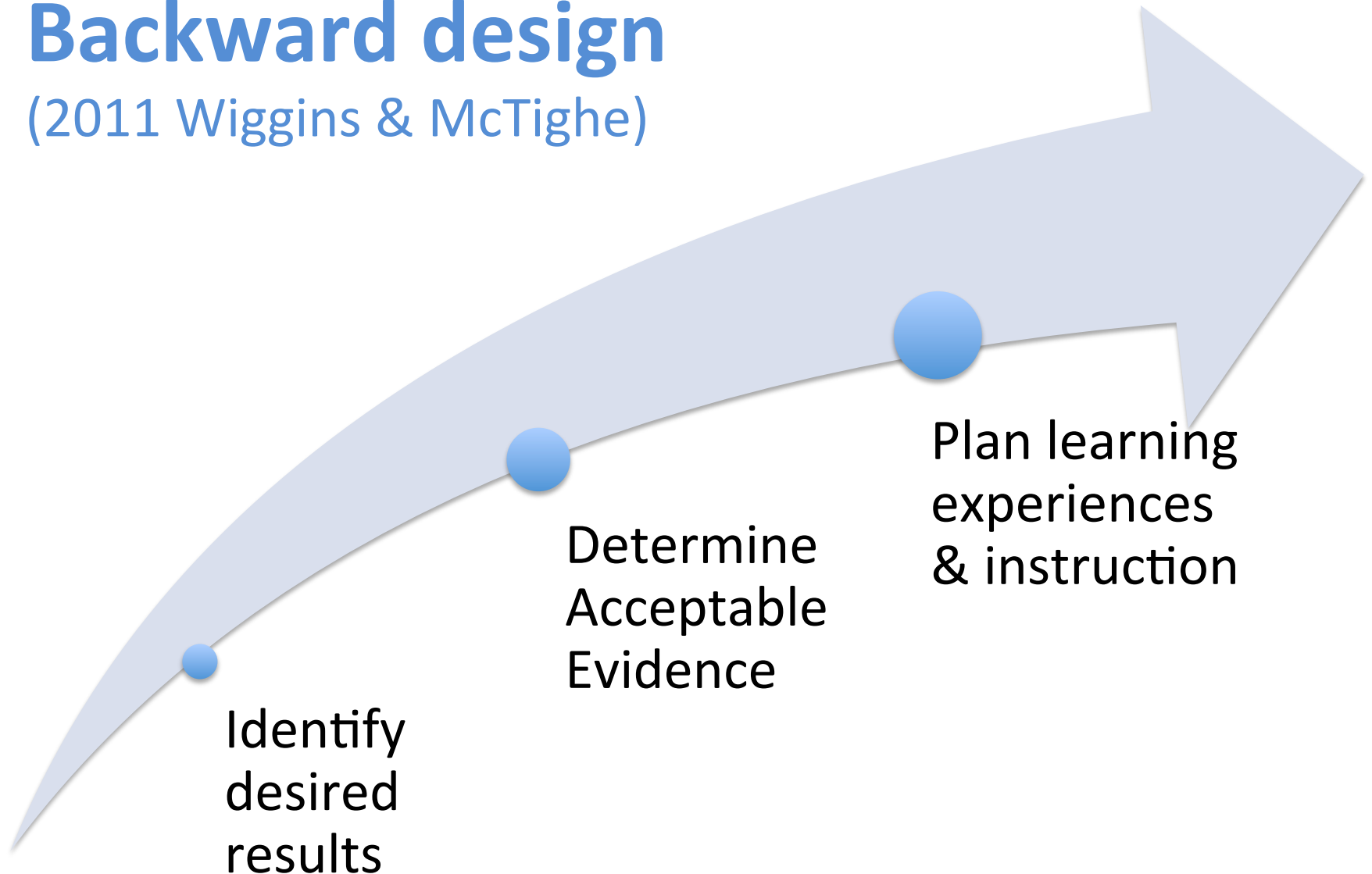
- 
- A photograph of a classroom where several students are seated at long white tables, working on papers. In the foreground, a student with long brown hair and glasses is focused on her work. To her right, a student in a red 'SOUTH YORKS 74' t-shirt is also working. In the background, other students are visible, some looking down at their papers and others looking towards the camera. The room has whiteboards on the wall and various items like water bottles and papers on the tables.
1. misinterpretation of sources
 2. insufficient integration of sources
 3. grammatical errors
 4. control of register

II. Backward Design



Backward design

(2011 Wiggins & McTighe)



Identify Desired Results

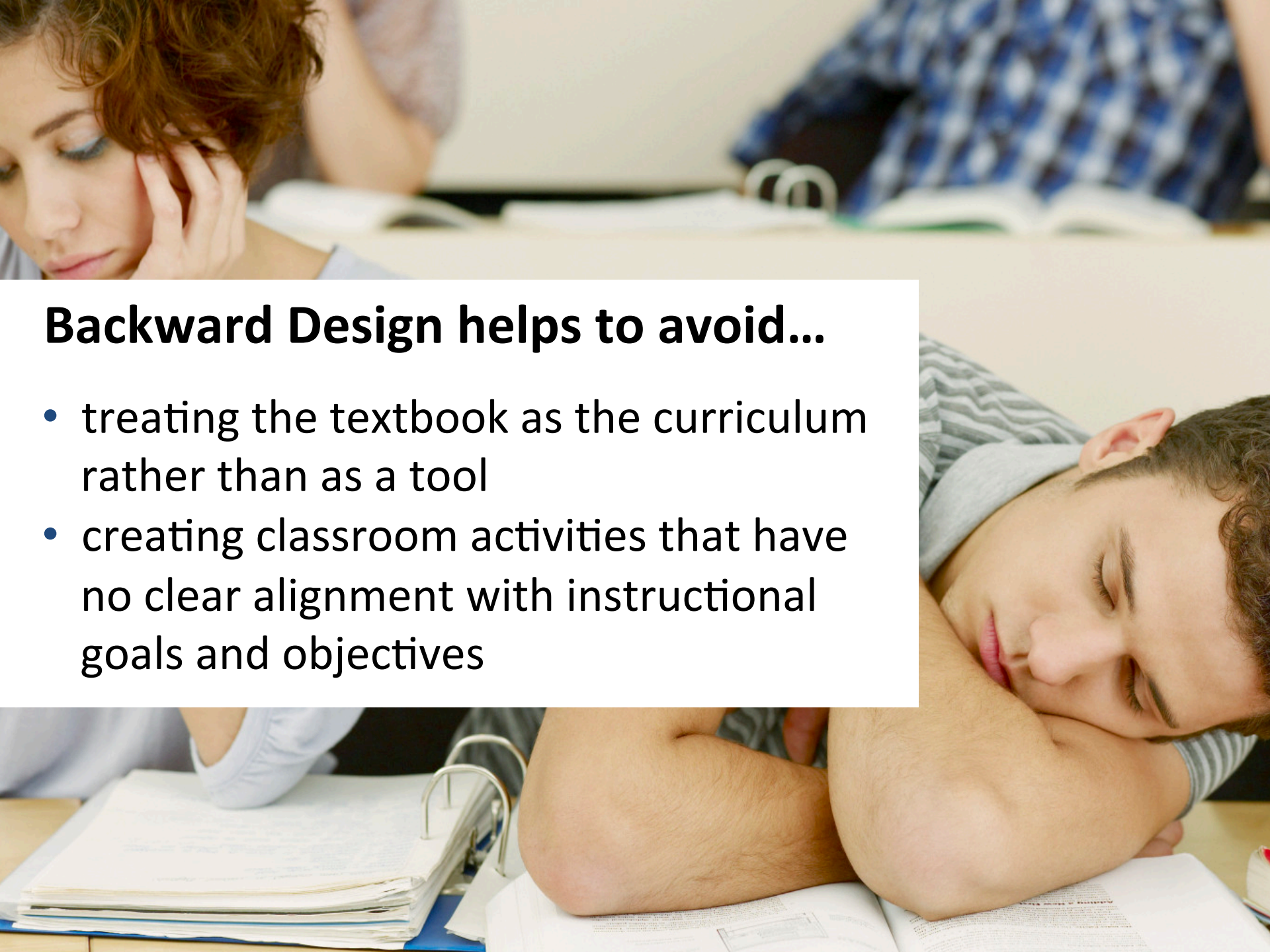
- What is worthy of understanding?
- What should students know and be able to do as a result of this course or lesson?
- What are the enduring understandings that students should develop?

Determine Acceptable Evidence

- What is evidence of understanding?
- How will students demonstrate what they know and can do?

Plan Learning Experiences & Instruction

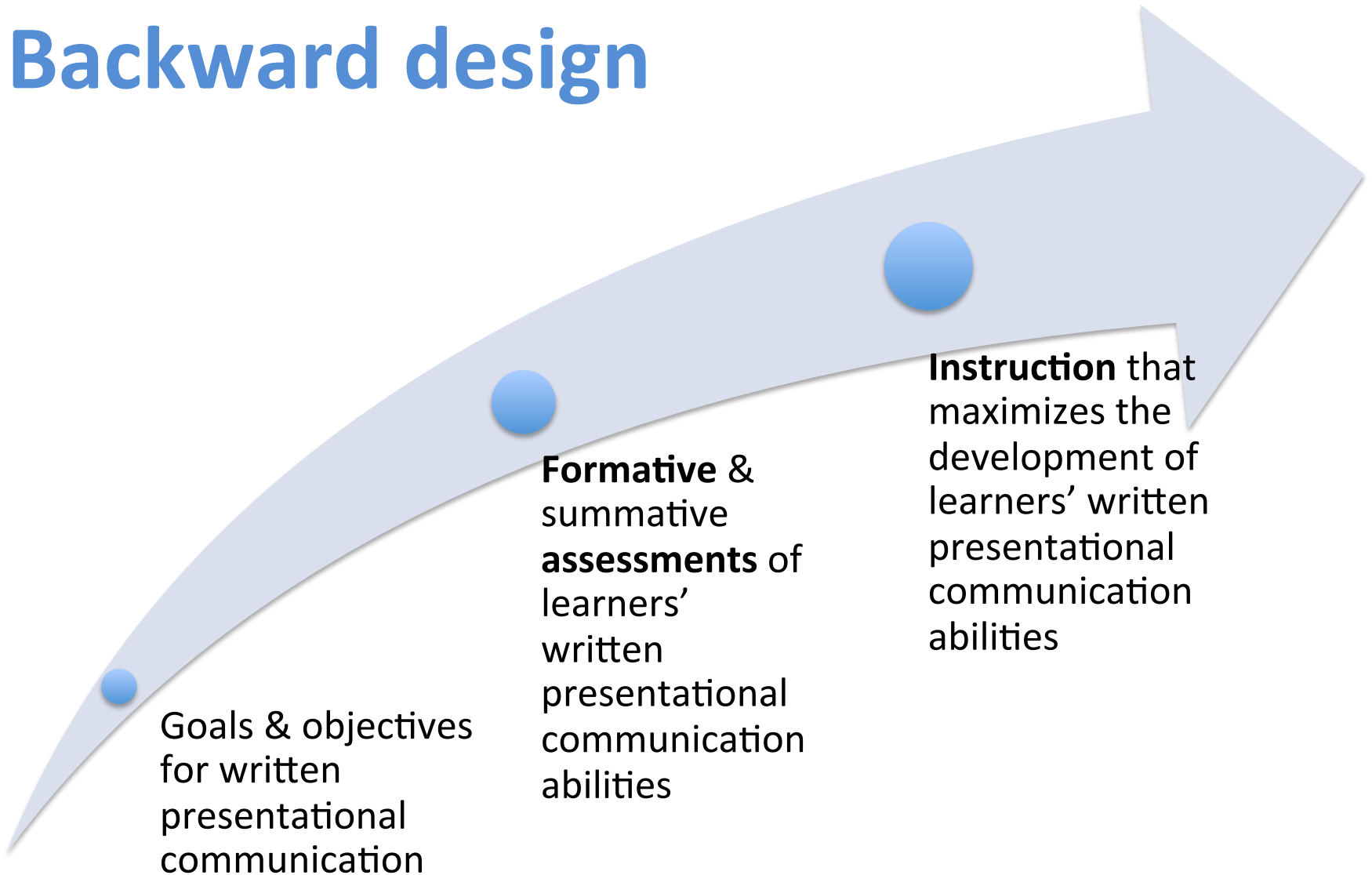
- What learning experiences and teaching promote understanding, interest and excellence?
- How will I scaffold and extend instruction to promote understanding?



Backward Design helps to avoid...

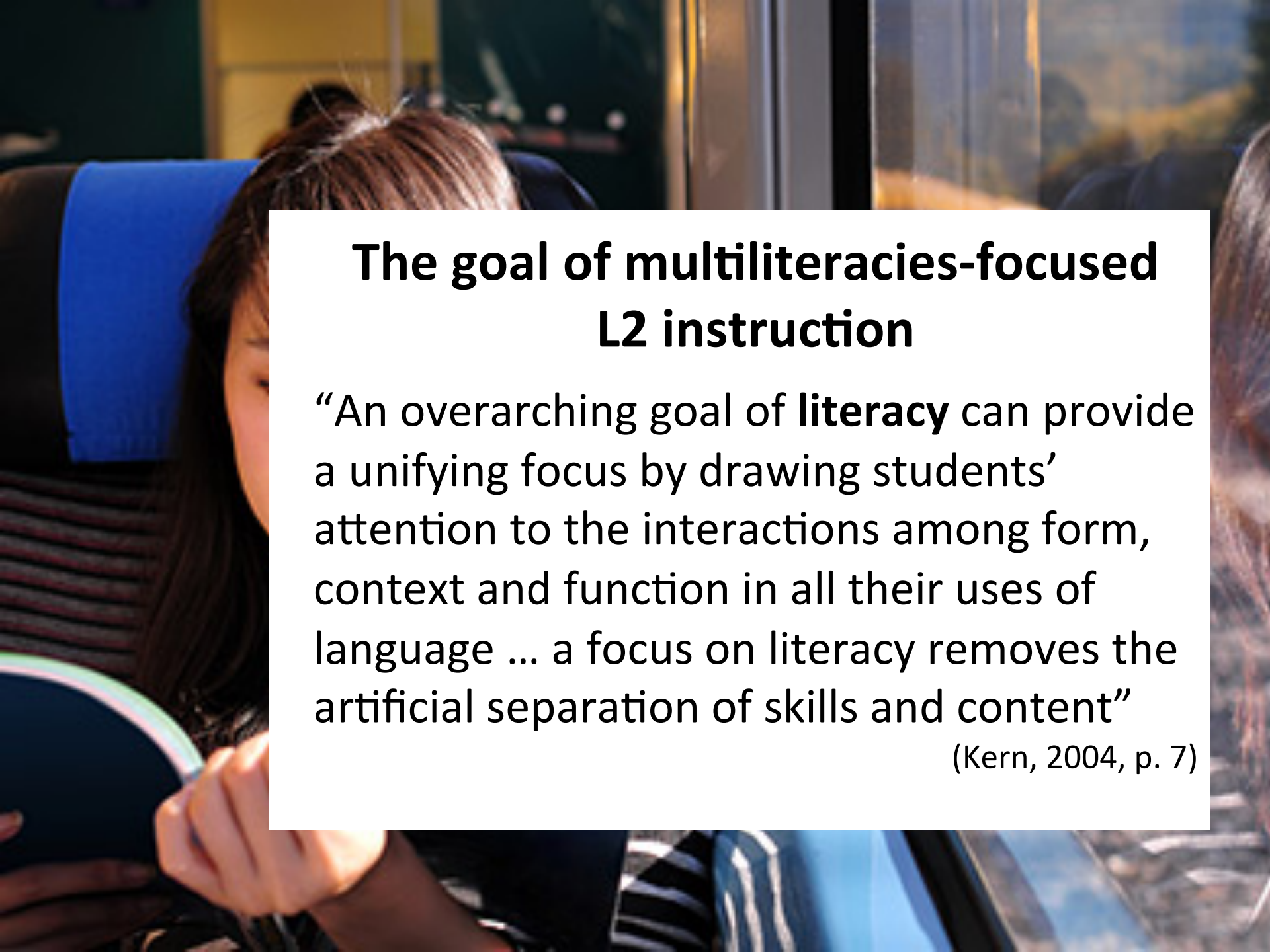
- treating the textbook as the curriculum rather than as a tool
- creating classroom activities that have no clear alignment with instructional goals and objectives

Backward design



III. Multiliteracies & L2 Writing

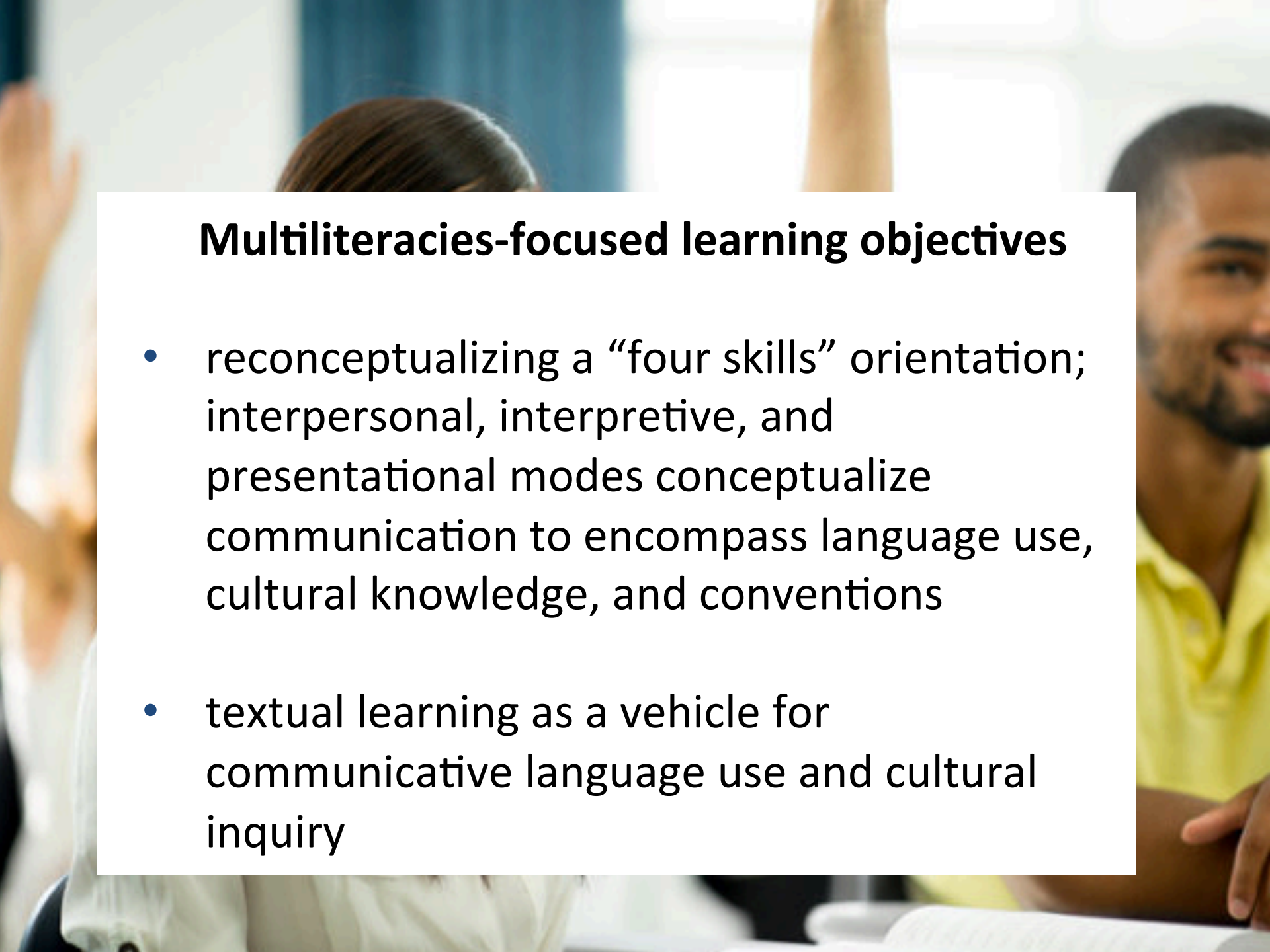




The goal of multiliteracies-focused L2 instruction

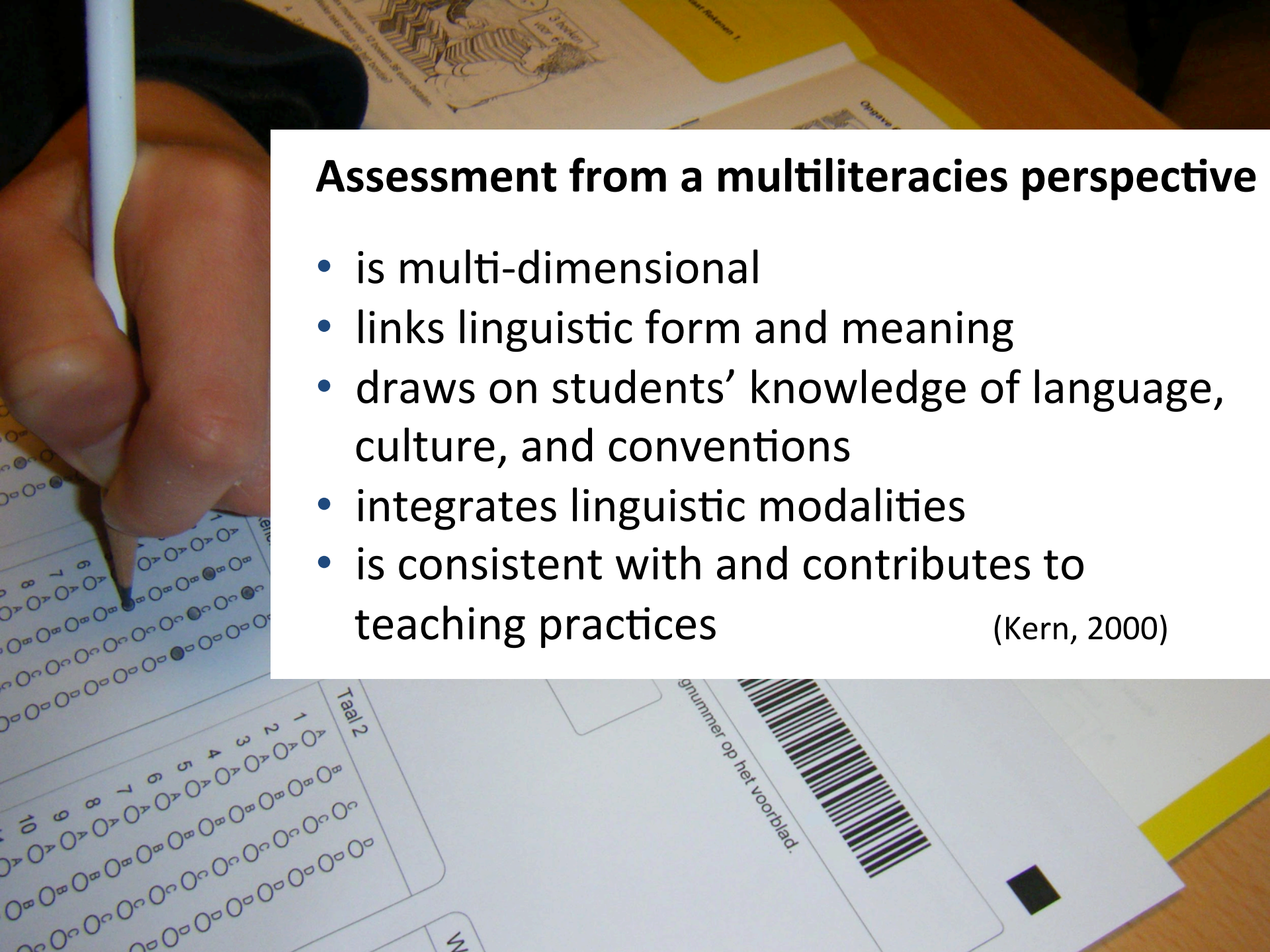
“An overarching goal of **literacy** can provide a unifying focus by drawing students’ attention to the interactions among form, context and function in all their uses of language ... a focus on literacy removes the artificial separation of skills and content”

(Kern, 2004, p. 7)

The background of the slide shows a blurred classroom scene. In the foreground, the back of a student's head with dark hair is visible. To the right, a young man with a beard, wearing a yellow shirt, is smiling and looking towards the camera. In the background, several other students have their hands raised, indicating an active learning environment.

Multiliteracies-focused learning objectives

- reconceptualizing a “four skills” orientation; interpersonal, interpretive, and presentational modes conceptualize communication to encompass language use, cultural knowledge, and conventions
- textual learning as a vehicle for communicative language use and cultural inquiry



Assessment from a multiliteracies perspective

- is multi-dimensional
- links linguistic form and meaning
- draws on students' knowledge of language, culture, and conventions
- integrates linguistic modalities
- is consistent with and contributes to teaching practices

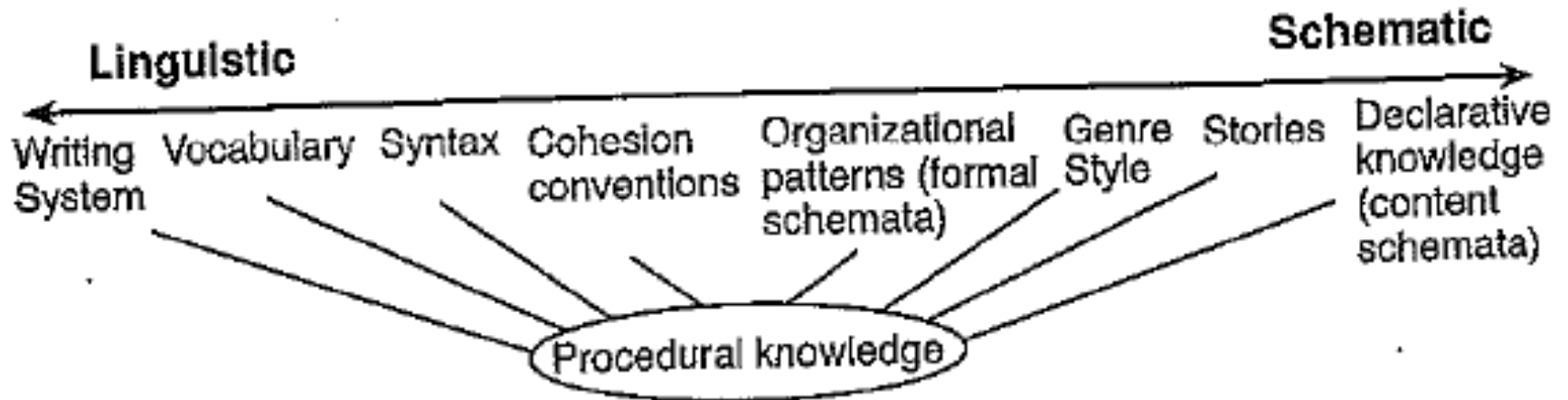
(Kern, 2000)

L2 writing in a multiliteracies framework

- both a social and an individual act of meaning design for specific purposes and audiences
- linked to reading
- requires mobilization of multiple types of knowledge
- a process of appropriating a range of L2 textual features



Appropriation of L2 textual features

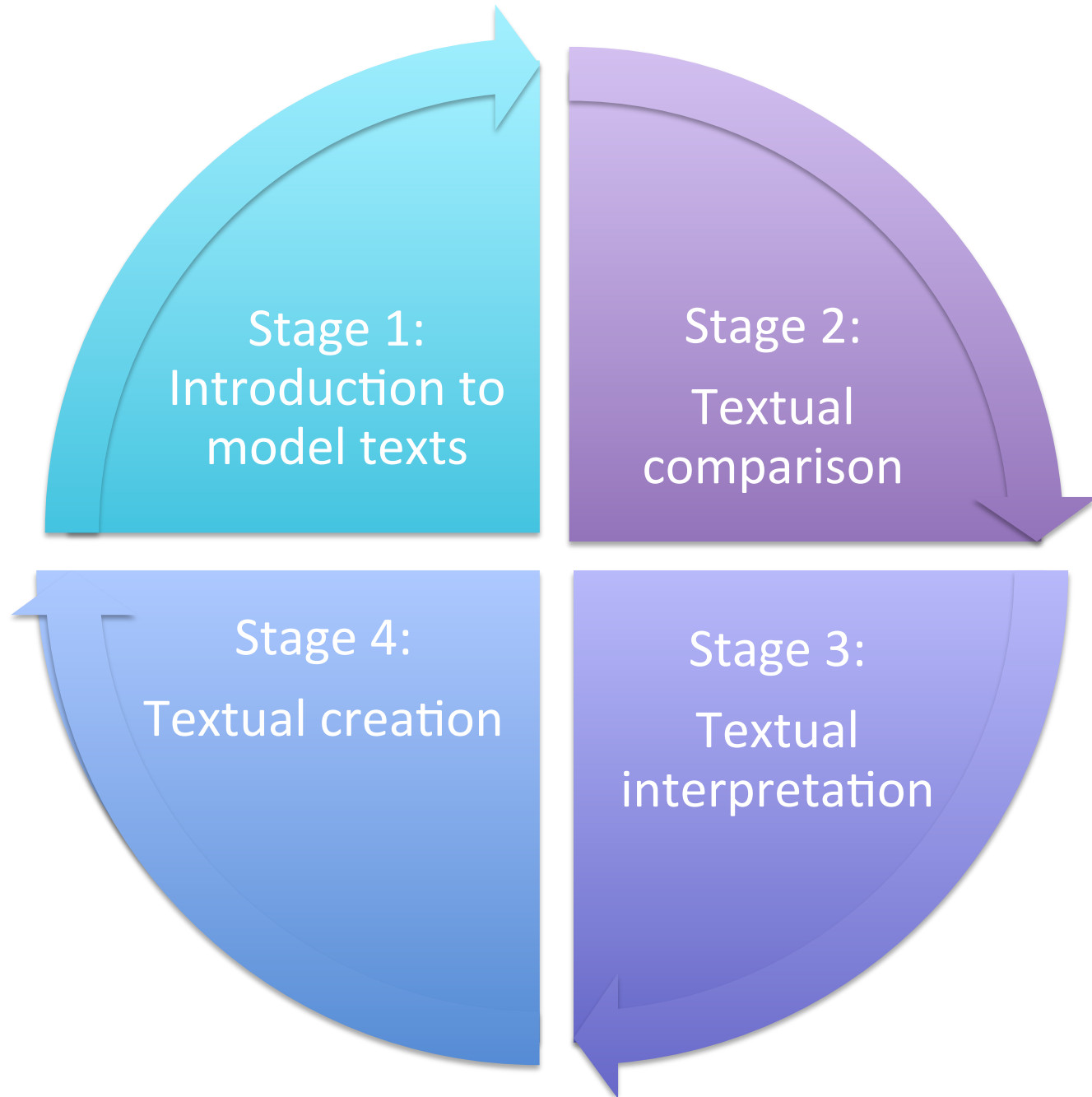


(Kern, 2000)

A focus on textual genre in L2 writing

- L2 learners bring different identities and habits of meaning making to our classrooms; not appropriate to assume all learners possess sufficient writing schemata
- US students' writing strength: recall and reproduction of textual content; weakness: persuasive and imaginative tasks (Kern, 2000)
- learning the moves and conventions of specific text types, making meaning in ways considered appropriate in particular contexts

A template for multiliteracies-focused L2 writing instruction



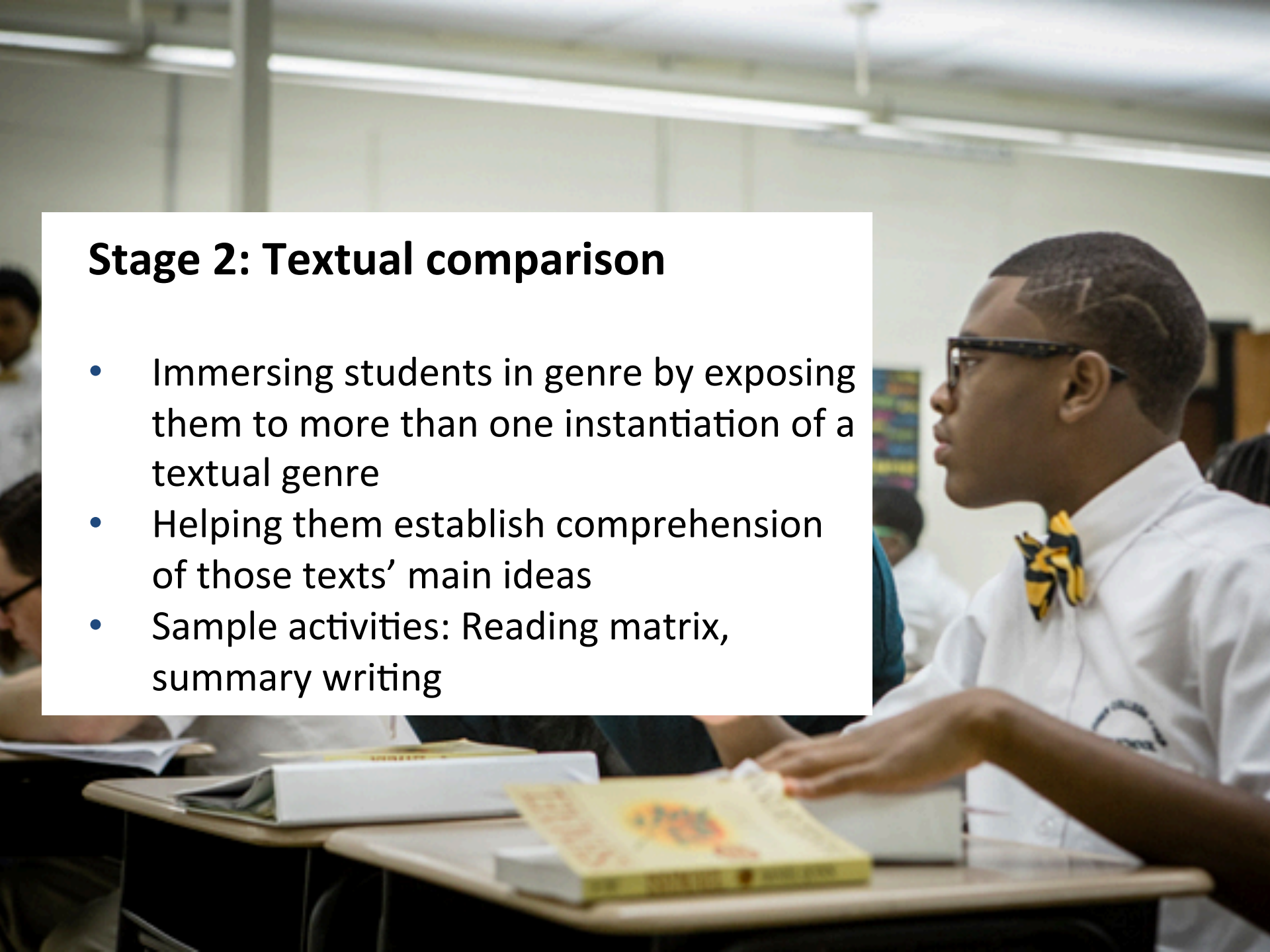
Stage 1: Introduction to model texts

- Sensitizing students to the context or content of texts representing a specific textual genre
- Sample activities: Think-Pair-Share; Instructional conversation; Predicting



Stage 2: Textual comparison

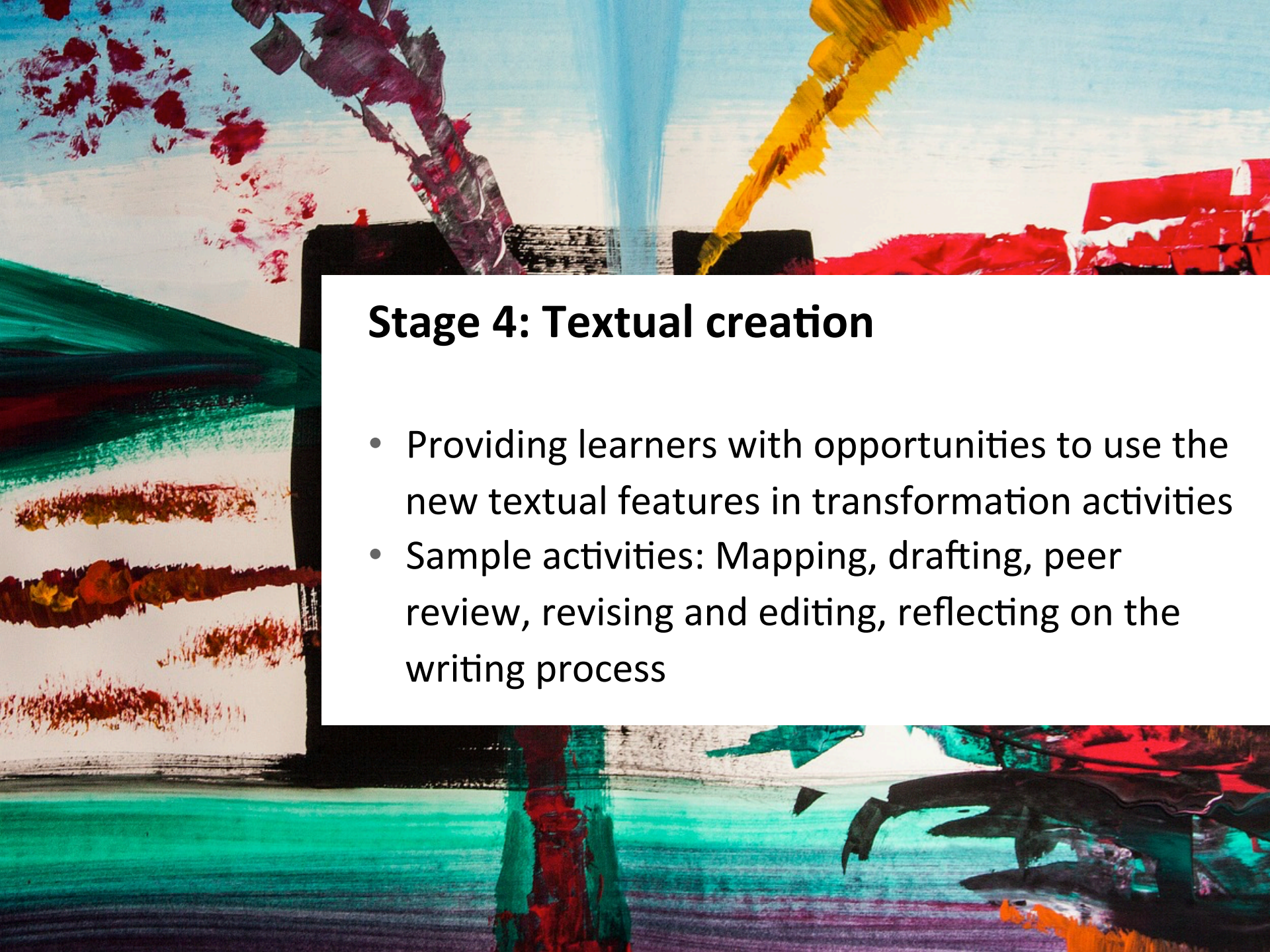
- Immersing students in genre by exposing them to more than one instantiation of a textual genre
- Helping them establish comprehension of those texts' main ideas
- Sample activities: Reading matrix, summary writing



Stage 3: Textual interpretation

- Facilitating learner awareness of specific linguistic and schematic textual features used to make meaning in the model texts and of form-meaning connections
- Sample activities: Reading matrix, focusing on relationships, practicing writing techniques





Stage 4: Textual creation

- Providing learners with opportunities to use the new textual features in transformation activities
- Sample activities: Mapping, drafting, peer review, revising and editing, reflecting on the writing process

IV. Sample instructional sequence

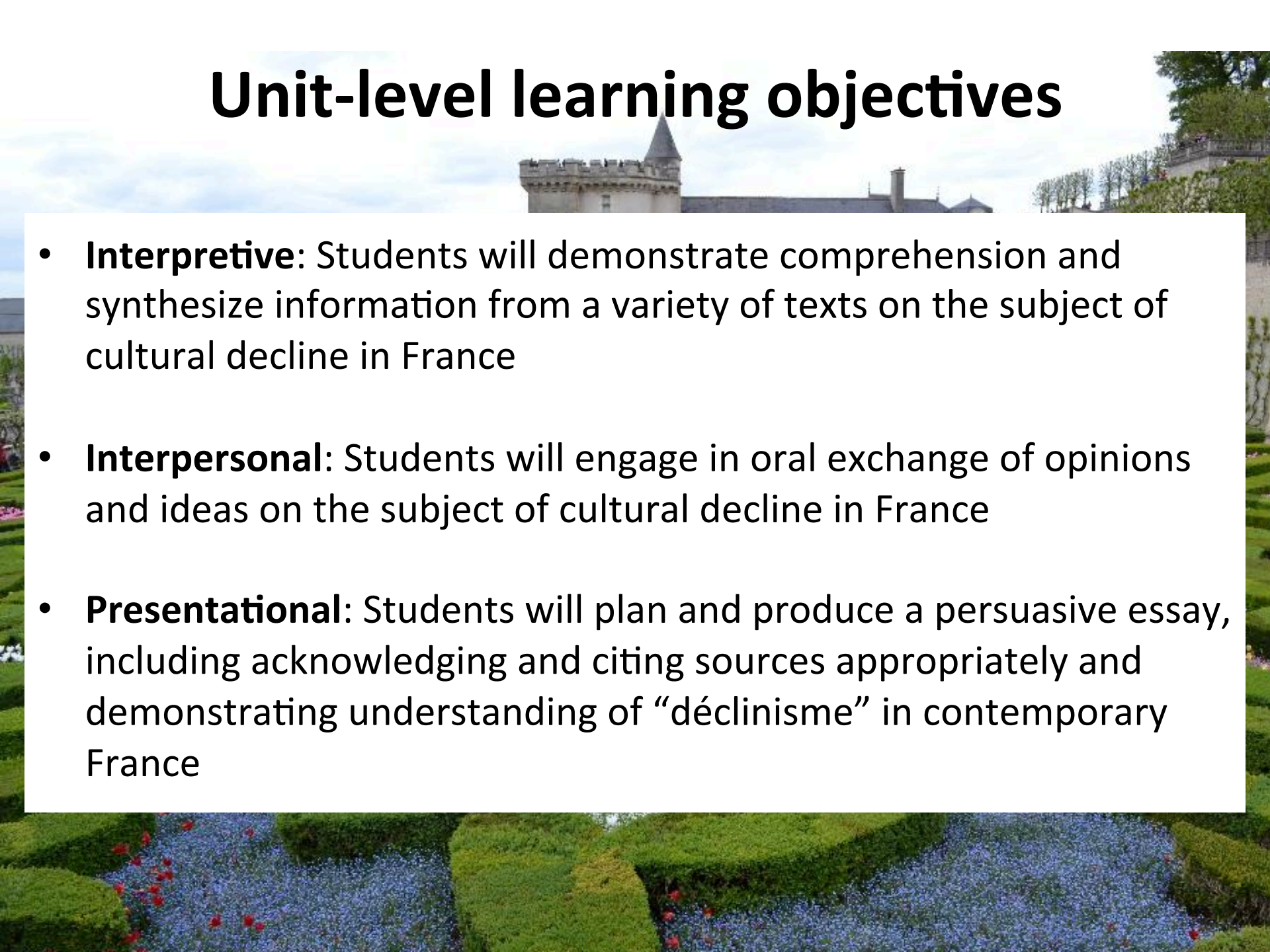


La culture française est-elle en déclin?



- AP French Language & culture course
- Unit on evolution of cultural practices & perspectives
- AP themes:
 - Personal & Public Identities (language & identity, nationalism & patriotism)
 - Beauty & Aesthetics (contributions to world artistic heritage, literature, music, performing arts, visual arts)

Unit-level learning objectives

The background of the slide features a photograph of a French chateau with a prominent conical-roofed tower, set against a cloudy sky. In the foreground, there is a formal garden with manicured green hedges and paths filled with small blue and red flowers.

- **Interpretive:** Students will demonstrate comprehension and synthesize information from a variety of texts on the subject of cultural decline in France
- **Interpersonal:** Students will engage in oral exchange of opinions and ideas on the subject of cultural decline in France
- **Presentational:** Students will plan and produce a persuasive essay, including acknowledging and citing sources appropriately and demonstrating understanding of “déclinisme” in contemporary France

- Magazine covers (*Valeurs Actuelles*, *The Economist*, *Time*)
- Charts and graphs (Ministre de la Culture, sondage IPSOS)
- Newspaper articles (*Le Monde*, *Courrier International*, *Newsweek*)
- Sociological article (*L'Observatoire Influenzia*)
- Podcast (France Info radio show)



Stage 1: Introduction to model texts

- Think-Pair-Share: As homework, students complete the “Think” stage by describing and comparing 4 magazine covers that address the decline of French culture in their reading journal; in class, they discuss their analysis in pairs then share with the rest of the class
- Predicting: In class, students view titles of 2 journalistic articles and brainstorm in writing what viewpoint and associated ideas might be in each text; they then discuss these ideas with the rest of the class



Stage 2: Textual comparison

- Reading matrix: In class, students are given 1 of 2 journalistic articles to read and complete a related text matrix to demonstrate comprehension of the text's arguments on cultural decline and related evidence
- Summary writing: In class, students pair with a classmate who read the other article and use their completed text matrices to compare the arguments and evidence presented; they then compare and contrast the texts' arguments in a two-paragraph summary

Stage 2: Textual comparison

- **Text matrix:** At home, students read the Mermet text and in their reading journal they complete the text matrix on argument and evidence; they then view two 1-page infographics and explain in one-paragraph summaries if the infographic supports or contradicts Mermet
- **Instructional conversation:** In class, the instructor leads an interactive discussion to verify comprehension of the Mermet text and infographics and puts this information in relation with those in the articles; students reflect on their reactions to these arguments, naming which texts and arguments they identify with and why

Stage 3: Textual interpretation

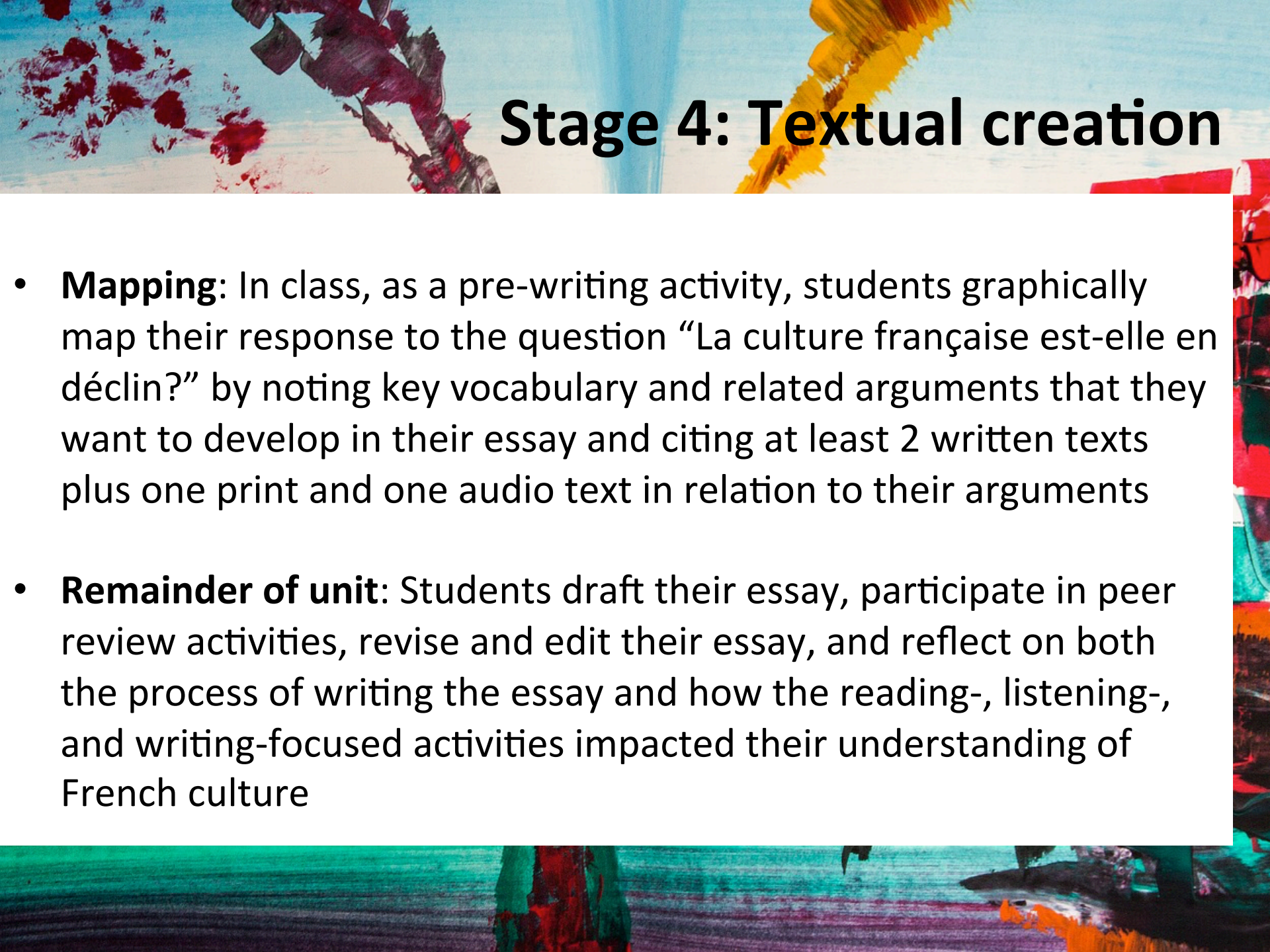
- **Focusing on relationships:** In class, students complete a focusing-on-relationships activity that lists specific perspectives and evidence from the articles and asks them to re-read each to identify related linguistic features in each text; in the second part of the activity, they describe and compare the organization of the texts and decide which they feel is more effective organizationally and why
- **Instructional conversation:** To expand on what was discovered in the focusing on relationships activity, the instructor uses an interactive Powerpoint presentation to discuss useful linguistic and schematic textual features for presenting one's perspective in a persuasive text and integrating secondary sources



Stage 3: Textual interpretation

Focusing on relationships: At home, students read the *Newsweek* article and listen to the related France Info podcast and map the podcast's perspectives, evidence, and linguistic features used to make those arguments in their reading journal; they reflect on differences in how meaning is made in written versus oral texts; in class, they engage in pair then whole-class discussion of their reading journal entry





Stage 4: Textual creation

- **Mapping:** In class, as a pre-writing activity, students graphically map their response to the question “La culture française est-elle en déclin?” by noting key vocabulary and related arguments that they want to develop in their essay and citing at least 2 written texts plus one print and one audio text in relation to their arguments
- **Remainder of unit:** Students draft their essay, participate in peer review activities, revise and edit their essay, and reflect on both the process of writing the essay and how the reading-, listening-, and writing-focused activities impacted their understanding of French culture

Let's recap

Multiliteracies pedagogy facilitates L2 presentational writing at **word**, **phrase**, and **discourse** levels

Use of **multiple texts** facilitates student awareness of the nuances of cultural practices and perspectives

Incorporating formative and summative **assessments** provides students and instructors with evidence of progress toward meeting L2 presentational writing learning outcomes

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