



4-25-2001

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**SECOND LANGUAGE ACQUISITION
AND ITS PRACTICAL APPLICATION:**

**EVALUATING FRENCH TEXTBOOKS
AT THE SECONDARY SCHOOL LEVEL**

by
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A project submitted in fulfillment of Research Honors
for a Bachelor of Art Degree in French and Elementary Education
at Illinois Wesleyan University.

25 April 2001
Project Advisor: Professor Scott Sheridan

Introduction

A textbook is an essential starting point for education in a foreign language classroom. That is why it is so crucial that teachers take the time to consider a text extensively. There are multiple textbooks on the market for secondary French teachers from which to choose. What makes a textbook more appropriate for one teacher or one class of students than another? I believe that we must start by looking at some of the information that is available that explains how students learn a second language. Then, it is important to consider some of the ways that the teaching of foreign languages has changed over the years and how these relate to how students learn. I will next look at the Standards for Foreign Language Learning and how these can be brought into the classroom. After this, I will offer an evaluation tool that I propose will aid teachers in considering textbooks for classroom use. A student will not have successfully mastered a second language until he or she can use that language to communicate with other speakers of this language. It is important to use a textbook that will most effectively allow a student to become interested in and comfortable with their second language.

Second Language Acquisition

The major purpose for wanting to learn a second language is to be able to communicate with other people that speak the language. Communication is made up not only of a message conveyed, but also a message understood by an audience. We must look at how a learner acquires language skills so that they are a permanent part of the learner's abilities. When discussing a second language specifically, I will refer to this phenomenon of organizing education based on the ways students learn as Second

Language Acquisition (SLA). I believe that it is important to look at how a student acquires, not solely how a teacher teaches skills. It is evident that cognitive and linguistic functions are intertwined in the brain (Brown, 29). We cannot acquire universal rules of language and syntax without understanding how we will use them in language. This means that we must pay attention to what conditions are most favorable for students to acquire languages and how students tend to do this.

A teacher can make a classroom experience more favorable for students by taking into account what motivates or discourages a student, or affective variables, while acquiring a foreign language. Beginning with the point when a learner considers taking up a foreign language and throughout the process of learning the student will come in contact with attitudes and stereotypes towards the culture(s) that speak this foreign language. Some cultural stereotypes may overwhelm students if they feel that they will never blend in with this second culture or be able to speak as they do. On the other hand, positive attitudes and curiosity toward a second language and culture may increase a student's motivation. It is important, therefore, for a teacher to assess students' prior knowledge and attitudes before beginning instruction and at various intervals throughout acquisition.

Once a student has taken the initial step toward acquiring a second language, it is important for teachers to consider why a student continues to learn. If we look at the six needs that Ausubel (1968) identifies as those which drive humans, we may be able to see some possible motivations of students. He says that they are:

- (1) the need for *exploration*, for seeing "the other side of the mountain," for probing the unknown;
- (2) the need for *manipulation*, for operating –to use Skinner's term- on the environment and causing change;
- (3) the need for *activity*, for movement and exercise, both physical and mental;
- (4) the need for

stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings; (5) the need for *knowledge*, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge; (6) finally, the need for *ego enhancement*, for the self to be known and to be accepted and approved by others (Brown, 114).

I would like to focus on three of these needs that I believe are most relevant to SLA. This is not to say that it is not possible that the other three needs may be motivating factors for specific students, however I believe that looking at an individual's need for exploration, manipulation and knowledge will be most beneficial. It is possible that students who have begun to take a foreign language seek to do so because they are interested in knowing about a new culture and language, which is something unfamiliar to them. Perhaps they have encountered a certain stereotype that sparks their curiosity. It is also possible that they see learning a second language as a tool that allows them to reach a new audience. Ambitious students may see that they will be able to discuss their ideas with a new society of listeners if they can speak their language. Along with being able to reach more people, they will also be able to hear the ideas of these people and their society. They will be able to think about their own beliefs and be able to understand concepts in new ways. I believe that in order for a teacher to best motivate a student, the teacher must discover what naturally motivates that student and encourage a student to acquire a second language for his or her personal reasons because these are the most powerful.

Once a teacher can identify why a student may be interested in learning a second language, it is then important to analyze how a student acquires. There are some key steps and phases that a student may pass through. I believe that we should look at these and how they relate to how a teacher teaches. Interlanguage is a word that is used to

describe the language that a learner uses which is not his or her mother tongue but is not the target language either. A student's interlanguage will transition on a continuum from that of a beginner to that of a proficient speaker over time. This is a language that would be unique to each individual student because no two students could possibly be at the exact same proficiency level at the exact same time. Brown identifies four stages of "Interlanguage Development":

The first is a stage of *random errors*, a stage...in which the learner is only vaguely aware that there is some systematic order to a class of items...The second, or *emergent*, stage of interlanguage finds the learner growing in consistency in linguistic production. The learner has begun to discern a system and to internalize certain rules...A third stage is a truly *systematic* stage in which the learner is now able to manifest more consistency in producing the second language...A final stage, which I will call the *stabilization* stage...the learner has relatively few errors and has mastered the system to the point that fluency and intended meaning are not problematic (Brown, 175-6).

A teacher would benefit from determining which stages his or her students are in because this will allow him or her to challenge them to move into the next stage. This also allows a teacher to be able to create assignments and lessons that are geared toward misconceptions and mistakes that are common to these students. Along with these stages, we must identify some of the ways that students become uncomfortable with their progress during these stages. Sometimes, when students are asked to produce language with which they are unfamiliar, they avoid using it at all. They will try to find a way around it. Students often get into the habit of using "prefabricated patterns" or phrases that they have memorized and can use often. Frequently, when students become frustrated they will begin to speak in the target language but switch to their mother language when they cannot produce the suitable phrase (Ellis, 60). I believe that a teacher must address these situations because in the long run they may lead to fossilization,

which is a term that refers to the phenomenon that occurs when a student has internalized “incorrect linguistic forms” (Brown, 186) and they become permanent. Thus, the teacher should address the habit that a student relies on to avoid mastering new skills instead of solely focusing on the mistake. At this point, I would like to define the difference between mistakes and errors. “A mistake refers to a performance error that is either a random guess or a ‘slip’, in that it is a failure to utilize a *known* system correctly” (Brown, 170). Errors on the other hand are, “idiosyncrasies in the interlanguage of the learner which are direct manifestations of a system within which the learner is operating at the time” (Brown, 170). This means that a mistake is made when the student knows the rule but forgets to use it. An error occurs when the learner has not yet mastered the rule. This distinction is why it is so important for a teacher to focus on the habits of the student.

There are two general ways that the learners process information. They may use inductive reasoning to take separate pieces of information to make a general conclusion, or rule. Otherwise, they may use deductive reasoning to take one general rule and apply it to many specific instances (Brown, 83). When learning a first language, children usually use inductive reasoning. It rarely occurs that parents explain to their child that we usually add “ed” to words that are in the past tense. It is very difficult to explain the past tense to such a young child. The knowledge that is gained through inductive reasoning is usually held more permanently in the brain as well because the learner has gone through the process of making a conclusion on his or her own. It is more of a challenge in the teaching of foreign languages to create lessons that allow for inductive reasoning than it is in some other disciplines. For this reason, teachers should encourage authentic

dialogues where students can experiment with the language and see for themselves when a breakdown in communication has occurred.

Second Language Methods/Approaches

Now that we have a basic understanding of how students acquire a second language, we must relate these understandings to the ways that teachers teach foreign language classes. There have been many approaches that have been created since the development of the Grammar Translation Method. The Natural Approach and Communicative Language Teaching seem to be two that are most popular with textbook publishers. It is integral that the reader understand the difference between a method and an approach. A method needs to include three parts: a philosophy of teaching (an approach), a curriculum that explains how the teacher will accomplish this and techniques or daily strategies for teaching (Brown, 57). Thus, an approach does not describe how a theory is to be carried out. For this reason, it is possible that two approaches may have similar aspects, as is the case with the Natural Approach and Communicative Language Teaching. I think that it is still important to look at both of them because of the implications of their differences.

The Grammar Translation Method was first known as the Classical Method and was used to teach Latin in the nineteenth century. Some of the characteristics of this method include lessons taught in the mother language, vocabulary lists memorized by students and extensive and complicated explanations of grammar. The basic idea behind this method was simple. Students were given the rules of the language and expected to be able to speak because they had been given the tools to do so. This method assumes that the best way for students to acquire a second language is through deductive

reasoning. It also assumes that students are able to make transitions through the stages of interlanguage without teacher assistance. I say this because these transitions are made when students are able to make new strides in their abilities to communicate in the target language. For example, in order to pass from the emergent stage into the systematic stage a student must go from understanding that there is a system of rules to being able to use these rules to produce language (Brown, 1975). This cannot be done solely with repetitive exercises. The students must also be allowed to use the language for their own authentic purposes. Fortunately, there are multiple methods and approaches that are drastically different from the Grammar Translation Method.

The Natural Approach is one theory that varies greatly from the Grammar Translation Method. This approach, created by Tracy Terrell (1977), puts much less emphasis on grammar and vocabulary (Brown, 1984). The Natural Approach suggests providing students with real sources of the language (i.e. taped dialogues, radio programs) and not requiring the students to attempt to speak the language until they feel comfortable doing so. Once students begin to speak, the teacher should refrain from making corrections. The students should be involved in group dialogues and conversations at this time. There are some benefits to a program that encompasses this theory, however there are some problems as well.

Unlike the Grammar Translation Method, which assumes that students would use deductive reasoning to master new skills, the Natural Approach assumes that students will devise their own rules of language through induction. This will make the rules of language that they learn more permanent in their brains. Students will also benefit from dialogues and conversations because they can use the language for their own personal

needs. This will make the students more involved in their own education. This dialogue and conversation will also allow students to transition between some stages of interlanguage more easily and perhaps even discourage fossilization. The strengths of the Natural Approach lie in its name. This approach assumes that students will acquire language if they are naturally exposed to it.

There are aspects of this approach that may work for some students, but probably will not work for all. Although it may be a good idea for students to be exposed to authentic examples of the target language so that they become familiar with how it sounds and looks, it is unlikely that many students will begin to speak the language in their own time (Brown, 1965). There will probably be a point when students will need to be challenged by the teacher to attempt to begin speaking. It also may become difficult for students to produce correct or comprehensible language if their mistakes are rarely corrected. It is important for students to feel comfortable enough to make mistakes, yet if they are not corrected the mistakes may become errors, which may lead to fossilization. As discussed earlier, a teacher should be aware of the students' habits. As in the case of most methods and approaches, teachers should understand the theory behind them and adapt them to the needs of specific students.

Communicative Language Teaching (CLT) improves upon some of the drawbacks of the Natural Approach. The goals of this approach focus on teaching students to communicate in the target language. Brown (1983) identifies four characteristics of CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. *Form* is not the primary framework for organizing and sequencing lessons. *Function* is the framework through which forms are taught.

3. Accuracy is secondary to conveying a message. Fluency may take on more importance than accuracy. The ultimate criterion for communicative success is the actual transmission and receiving of intended meaning.
4. In the communicative classroom, students ultimately have to *use* the language, productively and receptively, in *unrehearsed* contexts. (Brown, 213)

This approach does not focus on grammar and vocabulary, but on using the language and understanding it through the support and guidance of the teacher. Because less emphasis is placed on syntax and linguistics, students' attitudes toward the language should be more positive. The importance that is put on conveying a message may appeal to those students who are motivated to learn a language because of their need for manipulation or for knowledge. This approach values inductive reasoning over deductive, yet CLT does not indicate that deductive reasoning has no place in this classroom. The transitions between interlanguage stages should be made easier by the emphasis of this approach on function and unrehearsed contexts. Students will be able to experiment with the language in unrehearsed contexts, which will allow them to learn to produce language. Students will find that because they are learning language skills in order to use them, the skills will make more sense and be easier to acquire. Teachers must be willing to be creative and perhaps to stray from the text in order to adapt CLT to their classroom.

National Standards

The American Council for the Teaching of Foreign Language (1993) created the National Standards for Foreign Language Learning that supply teachers with guidelines for providing a complete foreign language education. In the past, it was assumed that if a text addressed speaking, writing, listening, and reading that it was providing a complete foreign language education. However, these standards focus on students' understanding of the entire language as well as the influences that affect this language and the culture.

There are 5 C's that describe the goals of these standards: *Communication*, *Cultures*, *Connections*, *Comparisons* and *Communities* (Appendix, Fig. 4). The first of these goals, *Communication*, suggests exposing students to a variety of communication sources. It is valuable for students to become comfortable with speaking, writing, listening, and reading in the target language. This allows students to experiment and to progress through the stages of interlanguage.

The second goal of the Standards focuses on bringing *Culture* into the classroom. This goal not only suggests that students be introduced to products that vary from those of the mother culture, but also the traditions and customs of the target culture. It is important for students to become familiar with the culture that speaks the target language because the culture affects the language. Customs and traditions affect phrases that are used and the development of the language. When students can imagine the context that the language in which the language is spoken, the language will become more functional. Learning about the target culture may also satisfy those students who are motivated by a need for knowledge.

The third goal of the Standards, *Connections*, suggests that language education crosses over into multiple disciplines. This means that students become aware that language is not learned for the sake of language, but that it can bring new perspectives to other subjects. This may affect their attitude toward language learning. There are some disciplines that lend themselves to foreign languages more than others do. For example, literature and history may be easier to approach through a foreign language because people from this culture have written literature of their own and have a history of their own. It may be more challenging to incorporate math and science into lessons. It may

even seem to be time that would be better spent concentrating on the target language alone. I would argue that this is only true if teachers try to bring in another subject for the sake of making a connection. I would challenge teachers to look for natural connections that will not seem forced.

The fourth goal of the Standards, *Comparisons*, suggests that teachers compare not only the target language to that of the mother language, but also that they compare the cultures of the two. Comparing these two cultures should alleviate some of the distance between the learner and the language that is created by stereotypes. If a student does not see the target culture as distant for this reason, these comparisons may satisfy the student's desires for exploration and knowledge. Comparing these two languages will allow students to make transitions between the stages of interlanguage. This is because they will be able to understand the system of the target language in terms of a system that they are already familiar with, their mother tongue.

The fifth goal of the Standards, *Communities*, suggests that teachers encourage students to use the target language outside of classroom settings. Teachers may want to provide Pen Pals that speak the target language for students. They might also arrange for class trips to either related museums or attractions, or perhaps even to the country which speaks the target language. This goal also recommends that students be motivated to be life-long learners. They should see that the language is real and alive. Their desire for exploration, manipulation and knowledge will be satisfied by these connections to the community that speaks their language.

Evaluation Tool

There must be a way for a teacher to look at a textbook and be able to evaluate how well it will fit with how the teacher teaches and how students learn. In order to make the process simple, I have created a tool that allows teachers to do this (see example Appendix, Fig. 1). The evaluation sheet is divided into six sections. The first section, entitled “Title and Publisher,” allows the evaluator to distinguish one evaluation of a specific text from that of another text. The following sections provide questions to consider and space for an evaluator to record observations and comments regarding each text.

The following two sections in Fig. 1 serve as places for a teacher to organize observations that can be made by looking through any textbook. The second section, entitled “Layout and Organization” is where I would suggest a teacher to record how many chapters are included in the text and how they are divided. For example, some texts divide each chapter into lessons and have similar components in each lesson. This section is important because it allows teachers to judge the layout of the text and how it will fit with the pacing of the course, i.e. trimesters or quarters. For example, Deux Mondes has “Activités et Lectures” [Activities and Reading] sections that are separate from their “Grammaire et Exercices” [Grammar and Exercises] sections. Is it acceptable for these to be separate? On the other hand, vocabulary and explanations of grammar can be found throughout the chapters of Discovering French.

The third section, entitled “Content” provides three subsections: “Grammar,” “Vocabulary” and “Themes and Cultures.” This section is provided so that teachers can look at how grammar is taught, how vocabulary is presented, and the themes and culture

that are addressed. I find that it is easiest to analyze how a specific book teaches grammar by looking at one skill, breaking it down into steps and comparing it to other skills. For example, when C'est à Toi! introduces plural adjectives it states the rule, "If an adjective describes a plural noun, the adjective must be plural also. To form the plural of most adjectives, add an s to singular adjectives" (C'est à Toi!, 161). It then shows the reader multiple examples. After this there are exercises that require the student to practice the skill that was just introduced. Most books follow this general pattern, however one book may vary slightly and these differences may appeal to one teacher more than another. Vocabulary is the next part of "Content" that will give the evaluator insight into how useful the text will be. Some texts introduce vocabulary with pictures. Some introduce vocabulary in dialogues. The vocabulary may then be used throughout the lesson or chapter for reinforcement. This space allows an evaluator to make observations concerning vocabulary that may help make conclusions later. It is also very important to look at how themes are introduced and how culture is addressed. Do the vocabulary and/or cultural information go along with the theme? As we will discuss later, there are multiple ways that publishers can address bringing culture into a text. Is culture separate from the lesson or meshed with the rest of the lesson? The themes and cultural information that are presented may influence the attitudes of students. Thinking about how grammar, vocabulary, themes and culture are organized will allow an evaluator to consider what approach the influence of an approach and how the standards are being addressed.

The fourth section of this tool, entitled "Method or Approach," asks the teacher to think about whether the aspects of one method or approach that the text incorporates are

in line with the teacher's beliefs and philosophy. There are three clues that I believe will help an evaluator consider the influence of the method or approach. First, I think that the amount of the target language that is present in the text will allow the teacher to distinguish between some of the earlier methods such as Grammar Translation Method and some of the later, such as CLT. Some textbooks may begin using the target language, some may have sections exclusively written in the target language, and some may only have practice exercises written in the target language. For example, there is not a single English word on the first page of Deux Mondes. By contrast, directions in Bienvenue are written in English for exercises, but "Lecture et Culture" found at the end of each chapter are written in French (Bienvenue, 38-9). This section is composed of a short excerpt and questions that follow. Deux Mondes blends the CLT and Natural Approach (this is stated at the beginning of the text), which we know to be true because the Natural Approach encourages teachers to provide students with an authentic source of the target language in the beginning of language education. It has earlier been stated that students will benefit from becoming familiar with the look and sound of the target language. It is up to the teacher to decide how much exposure to the target language will affect the attitude of the student.

I believe that the evaluator should now look at the activities and/or exercises that appear throughout the text (I have not found a text that does not include exercises). I would like to suggest that there are two categories of activities. At least, there are two that we will be discussing here. The first category is what I would like to call predicted response activities. These include exercises where the text requires a very specific, predetermined answer (Appendix, Fig. 2). The second category I would like to submit

includes those activities that ask for open-ended responses. Answers to these activities will be unique to each student (Appendix, Fig. 2). I believe that open-ended response activities appear more often in texts that subscribe to the Natural Approach or CLT. By looking at how each of these kinds of activities occur in a text will help an evaluator consider two things. First of all, open-ended response exercises allow students to use the language, in other words, these exercises allow language to be functional. Students are using the language to express themselves. They must apply the language they have learned in order to communicate. Secondly, open-ended response exercises allow students to use the language in unrehearsed contexts. In these situations, they are also using new phrases instead of memorized ones. They are required to think about a scenario that has not been previously discussed. This allows students to experiment with the language and to become more comfortable with it. Predicted response activities do not require students to think in new ways. They ask students to regurgitate information or phrases that they have memorized. Repetitive exercises like these are more commonly found throughout texts that follow the Grammar Translation Method. A teacher must decide whether the text has an appropriate balance of predicted response and open-ended response exercises. This is a decision that will depend on the teacher's style and the needs of his or her students.

Whether the text seems to emphasize deductive or inductive reasoning will also guide the evaluator in considering the influence of the method or approach. Deductive reasoning is most commonly used in textbooks. A good example of inductive reasoning appears in Deux Mondes (Appendix, Fig. 3) where the phrase "Est-ce que..." [What is...] is used in an activity and explained later in the chapter. I am not completely

convinced that this was intended because inductive reasoning does not occur throughout the text. I think that this is one aspect of newer approaches that has not been completely incorporated into recent textbooks. However, it is justified by SLA explanations. I believe that teachers are usually left to provide opportunities to exercise inductive reasoning. I would like to see this change, however, because inductive reasoning can allow students to hold language skills much more permanently. This seems to be one of the pieces of an approach that prevents it from being a method. It is difficult to tell a teacher how to make a child formulate the rules of a second language on his or her own.

The fifth section, entitled, “National Standards,” allows an evaluator space to consider how the text addresses the Standards for Foreign Language Learning. When considering the first of these goals, *Communication*, an evaluator should look for a variety of opportunities for students to express themselves through different means of communication (Appendix, Fig. 5). There are multiple ways for a teacher to bring sources into the classroom. It may in fact be beneficial for students to be exposed to more authentic sources. However, when looking at a text, it is valuable for a teacher to consider how the text contributes to this goal.

In order to contemplate how the second goal of the standards, *Cultures*, is addressed, it may be helpful to look back at the notes that were recorded in the “Vocabulary” and “Themes and Culture” subsection of the evaluation tool. I recommend focusing on the aspects of daily life that are discussed. A teacher may also want to consider which cities are highlighted as well as which countries that speak the target language are introduced. As mentioned before, some texts incorporate culture into the chapter and some organize culture into a separate section. There are a couple of samples

of how two texts that I looked at address this (Appendix, Fig. 5). Culture is a part of language education. The textbook is a good beginning source for students.

As was discussed earlier, the most valuable *Connections* that teachers can make are those that occur naturally. It may be easiest to find these by listening to students and their interests; especially those students who do not exhibit ideal enthusiasm in class. I found that Bienvenue provided sections that made connections to other disciplines very effectively (Appendix, Fig. 6). Evaluators should pay attention to themes throughout the text that may provide opportunities for teachers to create connections to other disciplines.

Making *Comparisons* between languages and cultures is the goal of the fourth standard.. There is an example of an activity that asks the student to compare two cultures that I came across in Bienvenue (Appendix, Fig. 7). The book does not only introduce the reader to the culture, but also asks him or her to think about the differences between it and that of the student's mother culture. It may be helpful for an evaluator to look at the observations that were made earlier in the "Grammar" and "Themes and Culture" subsections of the evaluation tool. An evaluator should consider what comparisons are made and whether or not these comparisons will be beneficial to the student.

It may be difficult to incorporate the fifth goal of the standards, *Communities*, into a text. There is an example from C'est à Toi! that requires students to get information from the internet about the target culture (Appendix, Fig. 8). Evaluators should look at the "Themes and Culture" subsection of the evaluation tool and think about whether the themes and cultural aspects that are discussed could be expanded into lessons that extend into the community.

The last section of this evaluation tool, entitled “Miscellaneous,” is provided so that teachers have a place to record observations and comments that they feel will be valuable in their decision process. This tool is meant to provide teachers and evaluators with a way to organize their impressions of a text so that they can be compared to other texts. A teacher must decide on a text based on his or her teaching style based on which text will meet the needs and learning styles of the students.

Conclusion

Acquiring a foreign language can be a very powerful tool for students. A teacher has the opportunity to provide a student with access to this skill. In order to do this most effectively, a teacher must understand the process that students pass through when acquiring a second language. They must also be familiar with the newest theories for teaching a foreign language. I believe that a textbook can play a essential role in the education process. For this reason, I believe that there should be a way to evaluate a text and its compatibility with a teacher’s beliefs and with students’ needs. The evaluation tool that I have suggested here attempts to accomplish this goal. No one textbook can encompass everything that a teacher wishes could be taught simply through a text. However, the textbook that is introduced to the classroom will influence the attitudes of the students. It is extremely important that a teacher choose a text wisely.

Appendix

Fig. 1

This is an example of the evaluation tool that I have suggested to aid teachers in evaluating textbooks.

1). Publisher, Title, etc. _____

2). Layout and Organization- How many chapters? How are they divided? Will this text fit with the pacing of the course? Is there too much or too little information covered? How would an average lesson proceed? Does this make sense or fit with your style of teaching? Comments: _____

3). Content

-Grammar- How is grammar taught? What kind of exercises are present? Is there too much or too little grammar in each chapter? Comments: _____

-Vocabulary- How is vocabulary presented, i.e. pictures, lists, dialogues? Is the vocabulary used throughout the lesson? Comments: _____

-Themes and Culture- Are the themes logical? Do vocabulary and cultural information go along with the theme? How would you bring the themes into the classroom? What aspects of culture are addressed? Comments: _____

4). Method or Approach- How much of the target language is present in the text? When is the target language used? Is there a balance of predicted and open-ended response exercises? Does the text employ inductive or deductive reasoning? Comments: _____

5). National Standards- Does the text have a variety of communication activities? How are aspects of culture incorporated? Could connections be made to other disciplines from the themes present? Could the themes be expanded into units that extend into the community? Comments: _____

6). Miscellaneous

-Cultural Representation, Variety Instruction, Page Design

Fig. 2

In this figure, Ex. D is an example of a predicted response exercise. Ex. C is an example of an open-ended response exercise. These can be found in Bienvenue on page 134.

C Tes copains et toi. Donnez des réponses personnelles.
(Give your own answers.)

1. Tes copains et toi, vous allez à l'école?
2. Vous allez à quelle école?
3. Vous allez à l'école à quelle heure?
4. Vous allez à l'école comment? À pied, en bus, en voiture ou en métro?
5. Après les cours vous allez au café?

D On va dîner au restaurant. Complétez la conversation. (Complete the conversation.)

ANNE: Ce soir je ___ dîner au restaurant «La Bonne Fourchette». J'y ___ toute seule.

PATRICK: Tu ___ à «La Bonne Fourchette»? C'est une excellente idée. On y ___ ensemble?

ANNE: Pourquoi pas? Mais on y ___ à pied ou en bus?

PATRICK: En bus? Tu rigoles! On y ___ en voiture! J'ai une nouvelle voiture.

ANNE: Elle est super, ta nouvelle voiture. Mais tu ne ___ pas trouver de place libre dans le parking.



Fig. 3

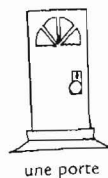
In this figure, the first exercise requires students to use the phrase “Est-ce que” and then later, the second exercise explains the rule for using this phrase. These exercises can be found in Deux Mondes on pages 23 and 36.

- Another common question form is the expression **est-ce que** (**est-ce qu’** before a vowel or mute **h**) plus a statement.

— Est-ce que tu es dans la classe de Mme Martin?	<i>Are you in Madame Martin’s class?</i>
— Oui, je suis dans sa classe.	<i>Yes, I’m in her class.</i>
— Est-ce qu’il y a des Français dans la classe?	<i>Are there any French people in the class?</i>
— Non, il n’y a pas de Français dans la classe.	<i>No, there aren’t any French people in the class.</i>

Activité 2 Qu’est-ce que c’est?

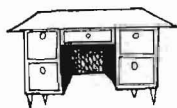
É1: Est-ce que c’est une lampe?
É2: Oui, c’est une lampe.
É1: Est-ce que c’est une fenêtre?
É2: Non, c’est une porte.



1. Est-ce que c’est un crayon?



2. Est-ce que c’est une chaise?



3. Est-ce que c’est une brosse?



4. Est-ce que c’est un cahier?

Fig. 4

This figure shows The Five C's of Foreign Language Education. These can be found in the "Standards for Foreign Language Learning".

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through *comparisons* and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways.

Communication

Cultures

Connections

Comparisons

Communities

Fig. 5


In this figure, the first is an example of how Discovering French addresses culture. This can be found on page 235. The second is an example from Bienvenue that can be found on page 143.

NOTE
CULTURELLE

cinéma

Le samedi, les jeunes Français adorent aller au cinéma. C'est pour eux l'occasion de voir un bon film et aussi d'être avec leurs amis. En général, ils vont au cinéma pour voir des films récents. Leurs films préférés sont les films comiques. Ils aiment aussi les films d'aventures, les films de science-fiction et les films policiers.

Beaucoup de jeunes vont aussi au ciné-club de leur école ou de la ville où ils habitent. Ils peuvent voir les «grands classiques» du cinéma. Ces grands classiques sont des films anciens réalisés par des cinéastes français ou étrangers.



DÉCOUVERTE CULTURELLE

En France on dîne vers¹ sept heures et demie ou huit heures. Si on va dîner au restaurant, on arrive au restaurant entre huit heures et dix heures.

En France, le lait c'est pour les enfants, pas pour les adultes. On sert le café après le dessert, pas avec le repas. On sert du vin avec le repas—du vin rouge ou du vin blanc². On place le pain sur la nappe à côté de l'assiette, pas sur une assiette spéciale.

En général au déjeuner ou au dîner on ne mange pas de beurre³ avec le pain.



¹ vers around

² du vin rouge ou du vin blanc
red or white wine

³ beurre butter

Fig. 6

This figure is an example of how Bienvenue makes connections to other disciplines. This example can be found on page 228.

Lecture

Les anciennes mesures comme le pied et le pouce (douze pouces dans un pied) sont basées sur des parties du corps¹ humain. Mais les pouces et les pieds varient d'un pays à l'autre. Les pieds des Américains sont certainement plus grands que les pieds des Français! En France, avant la Révolution de 1789, c'est la même chose; les mesures varient d'une région à l'autre. Après 1789, les révolutionnaires décident de créer des mesures communes à toutes les régions de France.

Deux astronomes français, Méchain et Delambre, mesurent la longueur² de la partie de méridien qui va de la ville de Dunkerque en France à la ville de Barcelone en Espagne. Ils calculent la longueur totale de ce méridien. La 40.000.000^e (quarante millionième) partie de cette longueur est adoptée comme unité de mesure de longueur et reçoit le nom de «mètre». C'est de cette manière que le système métrique

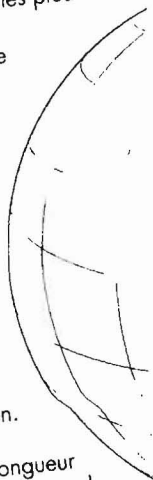


Fig. 7

This figure is an example of how Bienvenue asks students to compare their own culture to that of the target culture. This can be found on page 143.

D **Au restaurant en France.** Trouvez le renseignement suivant. (*Find the following information.*)

In this reading selection, you learned a cultural difference between the United States and France. What is that difference?

Fig. 8

In this figure, students are asked to explore the target language and culture outside of the classroom using the Internet. This example from C'est à Toi! can be found on page 54.

Communication électronique

Are you curious to find out how teenagers live and what they like to do in countries where French is spoken? Have you thought of how interesting it would be to have a French-speaking keypal? Can you think of ways in which this friendship could be mutually beneficial?

To see lists of possible keypals from a variety of francophone countries, go to this Internet site:

<http://www.franceworld.com/fw2/en/recherche.asp>

Now click on option 1 ("Look for a pen pal"). Then select any French-speaking country. You may want to modify your search by specifying an area of the country, the person's age and sex. Finally, select "See the fiches" to read the biographies. After browsing and then choosing your keypal, answer the following questions.

1. Were any students your age listed? Which of your leisure activities and sports do they share?
2. From what city or region is the person with whom you are going to correspond?
3. Does your future keypal want an American correspondent?
4. What did this person say about himself or herself in the "Notes"?

Using the French you have already learned, prepare a short message to your keypal in which you introduce yourself and tell what you like to do. See how quickly you receive an answer. Print out the reply you receive and share it with your class.

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