

LIVONIA PUBLIC SCHOOLS

*Academic Services Department
World Languages*

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FROM: Matthew Miga
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SUBJECT: Textbook Recommendation for French I

Committee Members

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Recommended Textbook

T'es branché, 2019, EMC.

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Supplemental Materials

Passport -- 8 year license (included in quote)

Estimated distribution of textbooks (Estimated total of 290)

Churchill: 25
Franklin: 25
Stevenson: 35
Emerson: 50
Frost: 65
Holmes: 85

Summary of Course

French 1 introduces students to the French language and culture through the study and use of the three modes of communication (interpersonal, presentational, and interpretive). Students aim to develop proficiency in the five focus areas of second-language acquisition (communication, cultures, connections, comparisons, and communities). Students will develop an intercultural awareness of the world around them and an understanding that proficiency in a world language is a powerful tool to help them succeed in our interconnected world.

Overview

The current textbook represents an outdated mindset of how languages should be taught. Pedagogy has evolved to a more communicative approach which is well-represented by the T'es Branché textbook. This textbook was clearly designed with the Common Core State Standards in mind. It was developed with input from French teachers based on current pedagogical research that will allow students opportunities for interpersonal, presentational, and interpretive communication.

The presentation in the T'es Branché book revolves around a central thematic question. With a conversational approach to presenting vocabulary and interactive activities that support each mode of communication (interpersonal, presentational, and interpretive), T'es Branché reinforces the current pedagogical research to create competent speakers of the language who seek to continue on in the content area.

This textbook offers the Passport program which allows students to communicate immediately in the target language. It immerses students in culture and content and engages them in the language learning process. With Passport, students are able to access abundant practice materials, participate in realistic real world situations to demonstrate their comprehension, explore authentic culture through articles, videos, and songs which are updated by the textbook company weekly, and demonstrate oral proficiency growth and performance through videos between teacher and students.

Evaluation Process

All World Language teachers met together to review research and best practices. It was agreed upon that it would be best for our students if each language adopted an entire series. This ensures that concepts will flow coherently and there will be fewer gaps in content coverage. After reading contemporary best-practice research and second-language acquisition research, the team developed its needs assessment summary. The team designed a cohesive graphic to help guide further exploration of the texts. Next, the team developed a rubric to guide evaluation of texts. Finally, languages broke off to explore the available texts and evaluate them using the developed rubric.

The French team was composed of teachers from both the high school and middle school level, representing levels 1-5.

Needs Assessment Summary

Based on the best-practice and second-language acquisition research, the team developed the following graphic to guide our needs assessment:

BALANCED			
	Planning with Themes	Instruction via Contextualized Communication	Assessment Continuum
I N P U T	Authentic texts and materials Culturally appropriate Spiraled Age-appropriate Engaging Cross-curricular connections	Focus on Form (Grammar) Balance (implicit vs explicit instruction, of modalities) Tasks and activities Learning continuum advancement appropriate accuracy	Rubric-based approach Focused on proficiency levels Tasks Can-do vs Knowing Feedback
OUTPUT			

Evaluation Criteria

We evaluated the textbooks on six main categories: Technology, Thematic Approach, Supplemental Ancillaries, Appeal to Students, Cultural Integration, and the American Council on the Teaching of Foreign Languages’ 5Cs (Culture, Communication, Connections, Comparisons, and Community). Within each of these categories, were several indicators related to that domain. This rubric was developed using our needs assessment and principles of Five Dimensions of Teaching and Learning. The full evaluation rubric is attached.

Topics Evaluated

Conjugation and presentation of the verb *avoir*

Textbooks Evaluated

- *AlterEgo +*, Hachette
- *Bien Dit*, Holt McDougal
- *Bon Voyage*, McGraw Hill
- *Contacts*, Heinle
- *D’Accord*, Vista Higher Learning
- *En avant*, McGraw Hill
- *Mais oui*, Heinle/Cengage
- *Saison*, Didier
- *T’es Branché*, EMC

Evaluation Rubric Outcome

Using our evaluation criteria, we rated our top four series. T'es Branché encompasses all 23 criteria. Of the remaining three texts, D'accord rated second, with 14 criteria met. The overwhelming recommendation of the French teachers is that T'es Branché has the tools to support the most current pedagogical methodology for language learning.

A sample of the evaluation rubric is included.

Student Rating

Two hundred sixty-eight (268) French students throughout the district participated in the evaluation process. These students read and discussed a section on how to conjugate and use the verb avoir.

The majority of students chose the text D'Accord, which does not support the shifts in language acquisition practices as well as T'es Branché. Student choice was also skewed as the publisher of D'Accord provided LPS with a sample text that had one year of content spread over two years. The committee believes that students chose D'Accord due to the simplicity and perceived lack of rigor. Afterwards, teachers found through verbal dialogue, that the students were attracted to the simplicity of the D'Accord text. The committee feels this impacted the validity of student preference in D'Accord. At the same time, there were students who did prefer the textbook T'es Branché, recognizing the need for a more rigorous and communicative approach.

Student Comment Samples

- "It [T'es Branché] looks like it takes more time to explain things and doesn't just expect you to jump in and understand everything."
- "The square book [T'es Branché] had an easy and simple format that students can easily understand. If a student used this book, they would feel less confused due to the layout of the text, and would feel more comfortable with the learning environment. "
- "The square book [T'es Branché] was more organized and was easier to understand if someone was to be absent."
- "I feel the Square book [T'es Branche] was much easier to keep up with and laid out in the way I would want a language to be, I want to learn, not get confused because they fill the page with all this information. So that is why I choose the Square book [T'es Branché]."
- French 5-I like the square book [T'es Branché] better. In my opinion, the format makes it easier to understand the context, it's easy to follow along unlike the triangle book. I also like that there is a greater concentration on the listening and speaking part for French 1.
- For the square book [T'es Branché]I believe that speaking French at an earlier level more often would provide a greater benefit than filling out workbook activities. French 4 student.
- As a French 2 student, I liked the square book [T'es Branché] the best because I thought that the way the book explained avoir was better than the triangle one which is decently the most important part. Even though the activities were slightly more work than the triangle one, the square book [T'es Branché] would just make the student work a little bit harder than the triangle one [D'Accord].
- The Triangle [D'Accord] seems to be a more simplified explanation of Avoir, while the Square one [T'es Branché] was more integrated, more in-depth compared to the Triangle one.

- I am a French 2 student who has already learned this information and I think the square book [T'es Branché] would be easiest to understand. The concept is explained well and thoroughly and the examples are simple.
- With the square book [T'es Branché], you could understand exactly what you were doing because there were lots of picture examples showing either what you needed to do or how it was done. It would also be very helpful for self-teaching because you don't need a teacher to explain everything when it's all in the book.
- I chose Square [T'es Branché] because it much more simple and easy to learn from if you were absent. It gives you all sorts of practice from listening to speaking.
- I feel like there was communication and listening to do and it is easier for me to understand.

Professional Development Needs

- Training of all online components
- Overview of print resources
- Time for collaboration and planning
- Time for establishing new common final exams

Technology Consideration

- Chromebook carts for each teacher to take full advantage of all Passport has to offer students. Passport is the online supplemental component which is updated weekly to feature timely relevant topics.
 - Passport offers many engaging authentic activities in the target language for students to participate in, with the ability to scaffold and differentiate based on individual students' needs if they have access to a Chromebook on a daily basis. Without Chromebooks, teachers have the ability to project Passport, but students would be learning at a group pace, not at their own, thus not allowing for differentiation.

Additional Considerations

- Need for increased access to technology, especially Chromebooks.
- This is for an eight year license to the online component and e-book; in seven years, the district will need to evaluate the availability of online resources.

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