Praxis Paper

Through the “Création d’une pizza” project, French as a Second Language (FSL) students will review their prior knowledge of food vocabulary words, the verbs “mettre” and “faire,” and important adverbs to show order, such as “en premier,” “puis,” and “enfin” in an engaging and hands-on manner. Combining kinesthetic movements and visuals in the form of props, students will identify various pizza toppings while following a script-based recipe to construct a pizza, as if they were on a cooking show. Since students in a second language classroom are more likely to be successful during a presentation if they are assigned “familiar topics” so that they “can focus mainly on the presentation skills,” it is significant that the teacher demonstrates the components of a cooking show to students, both through an audiovisual example in the form of a video, and through the teacher’s own modelling of the presentation (Think Literacy 30). At the same time, it is essential that students are using vocabulary words that were learned and reviewed during previous classes, and that they have adequate time to practice prior to the presentation date.

In order to fully aid in student learning, it is relevant to note that according to research, the use of associating a physical action with a specific word has been a successful practice in terms of teaching students a second language as students are more likely to recall the meaning of the word through action, as it is connected to their muscle memory (Wild 16). To put this method into practice, in this project, students are required to express the verb “mettre,” meaning “to put,” through the act of physically placing their pizza topping onto their pizza template. Through repeating the script as they practice, students will remember the meaning of “mettre” as they continue to put each topping on the pizza. Additionally, since students are physically required to pick up each individual topping while reciting the topping’s name in French, students also use action as they identify each piece of food.

In the *Ontario’s New Teacher’s Handbook: Surviving and Thriving in the French as a Second Language Classroom*, the authors suggest incorporating “visuals, gestures, facial expressions, actions, props, and graphic organizers” in order to enhance student learning in an FSL class (32). Within this project, all of these elements are included in some aspect. In terms of visuals and props, students are first required to associate the visual of the pizza toppings with the French translation of each word, and once they have cut out each topping, the toppings become physical props. Gestures, facial expressions, and actions are also included through the dramatic presentation of a cooking show, where students must get into the role of a chef or TV host. At the same time, the script handout that students receive doubles as a graphic organizer as it allows them to sort and number each ingredient in order to complete the rest of the worksheet. By combining all of these elements, students have a chance to interact with both written and oral French in a more engaging, hands-on manner to promote their understanding of French vocabulary.

Overall, the “Création d’une pizza” project is an engaging activity that allows students to partake in French language learning. Through combining various methods that have been proven successful in the acquisition of a second language, this project promotes literacy in French as it allows students to expand their vocabulary in a hands-on manner.

Works Cited

Canadian Association of Second Language Teachers. *Ontario’s New Teacher’s Handbook:*

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