

Europeana Learning Scenario

Title Combination of Degrees of Comparison and Culture in French Classes: Inspiring and Tactile Tasks with Europeana

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Summary Sometimes students consider studying grammar boring. This is why I decided to implement a learning scenario with completely new and motivating tasks. I decided to combine old pictures about towns in the French Riviera (Côte d'Azur) with new ones with a similar content. The old pictures were from Europeana data bank, and some of the newer ones as well. While practising the degrees of comparison (positive- comparative- superlative) in French, the students got to know sceneries from French towns and analysed the change. They made posters with Canva advertising their favourite towns with superlative forms. In addition to written assignments, tactile tasks were provided. Creating clauses by putting certain elements (lids) in the right order helps the students to memorize the grammar rule, and thus be able to use the structure correctly in their own sentences.

Table of summary

Subject	<i>French, first-year-students, course RAB303 in the Finnish curriculum</i>
Topic	<i>The topics in this course are holidays in Southern France, grammarwise adjectives, the degrees of comparison (positive- comparative-superlative)</i>
Age of students	<i>16-17</i>
Preparation time	<i>30 minutes for copying the pictures, preparing the tactile elements (lids with words), objects from home or classroom</i>
Teaching time	<i>75 minutes</i>
Online teaching material	<i>Google Classroom / Google Drive , Digital book "Escalier", Europeana, Canva</i>
Offline teaching material	<i>paper, yoghurt lids, post-it notes, objects (toys, cups, books,etc)</i>
Europeana resources used	<p><i>picture1</i> https://www.europeana.eu/portal/en/record/9200166/BibliographicResource_3000117222185.html?q=nizza#dclid=1552416469769&p=1</p> <p><i>picture2</i> https://www.europeana.eu/portal/en/record/9200166/BibliographicResource_3000117222186.html?q=nizza#dclid=1552416469769&p=1</p> <p><i>picture3</i> https://www.europeana.eu/portal/en/record/9200166/BibliographicResource_3000117222121.html?q=nice#dclid=1554105642455&p=2</p> <p><i>picture4</i></p>



https://www.europeana.eu/portal/en/record/03915/public_mistral_memoire_fr_ACTIION_CHERCHER_FIELD_1_REF_VALUE_1_APLCR01414.html?q=cannes+port#dclid=1554105642455&p=1

picture5

https://www.europeana.eu/portal/en/record/03919/public_mistral_joconde_fr_ACTION_CHERCHER_FIELD_1_REF_VALUE_1_5002C003748.html?q=cannes+plage#dclid=1554105642455&p=1

picture6

https://www.europeana.eu/portal/en/record/90402/RP_F_F01182_AO.html?q=monaco+casi#dclid=1554111099745&p=3

picture7

https://www.europeana.eu/portal/en/record/2048408/item_LHQEE3CYZRHG3YLL0P34J6OGYGRPZ54O.html?q=Monaco#dclid=1552416469769&p=1

picture8

https://www.europeana.eu/portal/en/record/9200166/BibliographicResource_3000117221610.html?q=annecy#dclid=1552416469769&p=1

picture9

<https://media4.picsearch.com/is?pUzUFE4gwgkShAJzBgPCKtbSsuzAN-OY70lb3F9y5VA&height=256>

picture10

https://www.europeana.eu/portal/en/record/9200166/BibliographicResource_3000117221572.html?q=Aix-en-provence#dclid=1552416469769&p=3

picture11

<https://media2.picsearch.com/is?P1uWWQIH9EoQzcyO5PNfZ3nJnb4JLO5lf-AjyQ84c4U&height=228>

picture 12

https://www.europeana.eu/portal/en/record/9200166/BibliographicResource_300011722101.html?q=menton#dclid=1552490000192&p=1

picture 13

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picture 14

https://www.europeana.eu/portal/en/record/9200166/BibliographicResource_3000117221878.html?q=Chamonix#dclid=1552490000192&p=1

picture15

<https://media3.picsearch.com/is?0-jmUEgFAQnL4g8TmPcUkWMlqOdVqXPNU8hHmWQilXs&height=226>

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Integration into the curriculum

In the national curriculum for the French language there are nine optional courses, and course 3 is about important things in life. The setting is Southern France (la Côte d’Azur) : Cannes, Nice , Monaco , Grasse and Annecy. The theme is school life and being able to tell about one’s daily routines. The grammar points in this course are passé composé (past tense) and the degrees of comparison of adjectives. In this LS I combine the cultural aspect with the grammar one.

Aim of the lesson

This lesson aims at

- 1. understanding the different types of comparison in French (aussi beau/belle que = as beautiful as ; plus beau/ belle que = more beautiful than; moins beau/ belle que = less beautiful than ; le plus beau / la plus belle = the most beautiful)*
- 2. putting special emphasis on the endings ; -e for the feminine adjective and -s for the plural adjective*
- 3. making the difference between “la plus belle ville” (the most beautiful town) and “ la ville la plus ensoleillée” (the sunniest town) , where the superlative form of the adjective is based before or after the noun according to place without the superlative*

Trends

Digital- tactile learning

Project-based learning, collaborative learning

Mobile learning, cloud-based learning

21st century skills

21st century skills highlighted in this learning scenario are: complex problem solving, creativity and coordinating with others.

Activities

Name of activity	Procedure	Time
Earlier activity	Digital material for French (Escalier by Sanomapro) : inductive approach in learning grammar -> grammar sentences with degrees of comparison are read together and students form the rules	(20 mins)
Motivation digital-tactile learning	1)Students get 14 lids with words on them that they have to put into the right order - la, le, le, les,les, plus, plus, plus, belle, jeunes, intéressant, ville, profs, cours -> la plus belle ville, les profs les plus jeunes, le cours le plus intéressant	10 mins

	Students take turns explaining the rules of comparison 2) Students are given toys/ cups /books (that are easily accessible in the classroom) of different sizes that the students have to compare orally in French.	
Forming groups	Students form groups of three students. They may decide who they want to work with.	5 mins
EUROPEANA PHOTOS old and new	The groups choose one of the towns in Southern France with old photos and new photos about the same sight. They choose the town that attracts them the most. https://docs.google.com/document/d/1iyhRreLWzRfnlghH4JtwTimcmo4qVna5klGOTaYQedE/edit?usp=sharing	10 mins
Implementation	-> students brainstorm possible sentences with different kinds of comparatives (using aussi, plus and moins) -> the secretary of each group writes the comparative sentences in Google Drive, which is shared with the rest of the group -> when the comparative sentences are ready, they may go on with the superlative sentences -> they start working on the touristic posters with superlatives about their favourite towns -> They will familiarize themselves with others' work and evaluate each other	50 mins

Assessment

These assignments are not evaluated as such. They are different ways of practising an important grammar point of the course and a nice way of having a look at French towns. Some of the students may have visited some of the towns and can contribute by telling about their own experiences. In the final (digital) exam of the course there will be two exercises about adjectives.

***** AFTER IMPLEMENTATION *****

Student feedback

Before test week I asked the students to give some feedback about this lesson. The feedback was purely positive: the students had liked the combination of culture and grammar. Moreover, the tactile part seems to have fitted well before the Europeana part. Grammar is not just sentences that you fill in without a context. It is much nicer and inspiring to combine grammar with photos and create sentences

of your own. Creating touristic posters with superlative forms was considered both fun and useful. Most probably students will do fine in the adjective part of the exam.

Teacher's remarks

After getting to know the basics of the different forms I gave the lids with one word on each lid. The students were very eager to stand up and try to formulate the right combination of words. There was only one correct result at the end, so it took them a while (and the teacher had to remind them that the adjective in French is declinable and that there are two different superlatives). After that it was quite easy for the students to work on the Europeana pictures about different towns and write their own sentences and prepare the posters. The students analysed the pictures with great interest. I suppose this grammar point was learnt in an efficient way, because many different senses were being practised in this learning session.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European oteSchoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.