

A Note on Real-Life Technology and the L2 French Classroom: Cooking Shows in the L2 French Classroom

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Film and video are popular and effective technological tools for the 21st century French classroom. Students greatly enjoy films, video clips, excerpts, television programs, commercials, and other audiovisual media. Film and video made by native French speakers for native French speakers can serve as authentic input, and is often readily available and plentiful on the Internet. These pieces are excellent sources of cultural information in a format that is easily accessible to learners. Furthermore, watching film is a real-life activity both for learners (in their own language[s]) and native speakers and members of Francophone cultures.

As with any classroom tools, it is crucial to use film and video in a pedagogically principled manner: have a goal in mind; construct well-structured pre-, during, and post-watching activities. Goals help organize the film or video in the context of the day's/week's lesson and guide the development of the accompanying activities. Pre-watching activities should activate learners' schemata and prepare them for what they are about to see. Activities for during the screening of the film or video should guide learners toward the goal of watching the film (not unlike reading guide questions). Post-watching activities give learners something to do with what they've seen, such as presenting a skit or debate or writing a composition and are directly influenced by the goal set by the instructor.

TV programs

One type of video that can be effective in the L2 French classroom is television programs devoted to cooking and cuisine. Cooking shows are authentic input and relatable; learners are familiar with cooking shows in their native culture(s). Additionally, programs devoted to cuisine and food preparation are rich in culture (food and cooking being central to a society's culture), and lend themselves easily to cultural comparison. Generally many shows are available online and short enough to fit in a 50-minute class period with time for pre- and post-watching activities. As of 2014, the following are available online:

- Recettes en vidéo (Cuisine+):
<<http://www.cuisine-plus.tv/pid46/recettes-en-video.html>>
- Recettes avec Julie (NB: this is a sample of what is available on YouTube):
 - Tajine à la marocaine: <<https://www.youtube.com/watch?v=DdhXKNk8q7w>>
 - Cookies au beurre de cacahuètes:
<<https://www.youtube.com/watch?v=cmqnSNcpM38>>
 - Clafoutis d'abricots au pralin:
<https://www.youtube.com/watch?v=sHsal_38dWs>

Cooking shows are an excellent way to incorporate the Five Cs (culture, communication, connections, comparisons, and communities) into the French classroom. Watching a cooking

Cooking Shows in the L2 French Classroom Selected Proceedings of the 2014 AATF Convention

show together creates a context for communication and other classroom activities; it is, as with any video, a real-life activity that native French speakers engage in and that learners might do in their own culture. Culture is inherent in the gastronomy of French and Francophone regions and provides a springboard for investigating the effects of geography on local dishes and for learning about meals in restaurants and *en famille*. Learners can make connections with the target culture as well as a variety of other disciplines, such as the culinary arts, agriculture, journalism, television studies, and nutrition studies. By watching cooking shows, learners will make comparisons between their own culture and the French or Francophone culture featured, between different French or Francophone regions and countries, between chefs or restaurants, and between individual tastes. Finally, learners can join communities interested in French and Francophone cuisine at home and abroad, and may experience easier integration when studying abroad in the French-speaking world.

Cooking Shows in the Classroom

There are, of course, a few caveats to keep in mind when presenting cooking shows to learners. Generally there are no subtitles and the presenters, chefs, and guests speak very quickly. Cooking shows by nature feature a considerable amount of new, very specific vocabulary. In order to screen cooking shows in class, the instructor needs a computer, the Internet, and a projector. Some software programs available will allow for “capturing” and saving video clips from the Internet; of course, that requires the software and knowledge of its use.

On the other hand, students in the United States are often quite familiar with the format of cooking shows. Because cooking shows are meant to be instructional for all viewers, they are very visual and repetitive, with recipes summarized at the end of the program. At any level, from beginner to advanced, elementary school to post-secondary, with properly structured pre-watching activities to facilitate understanding, students can get something from cooking shows: beginners can name the foods they see, for example.

Pre-watching activities can include warm-up questions, vocabulary presentations, clips of cooking shows from the learners’ culture (if they are not familiar with cooking shows), commercials for the episode or the series, discussions of what they already know about food culture in the L2 countries and regions, and discussions of their own practices in food preparations and meals. Sample warm-up questions are provided below:

- Regardez-vous les émissions de cuisine? Lesquelles?
- Quel en est le format?
 - Combien de personnes?
 - Quelles sont les activités?
 - Combien de plats se présentent, typiquement?
 - Comment est-ce que l’on les présente?

Vocabulary lists will vary depending on the content of the episode selected and the level of the learners in the class. New foods, kitchen tools, appliances, and techniques are all appropriate inclusions in the vocabulary list. For example:

un four: oven	éplucher: to peel
une mandoline: slicer/mandolin	enfourner: to put in an oven
l'huile de grain de raisin: grapeseed oil	figer: to thicken/to congeal
une cuillère à soupe: tablespoon	soulever: to lift
le cabillaud: cod	couper en dés: to dice
le céleri rave: celery root	hacher: to chop
les grattons de canard: bits of duck	mélanger: to mix
un fouet: whisk	cuire: to cook

During the screening of the episode, learners should have a list of questions to answer or consider. These questions can be specific or general in nature. For example, the instructor can provide a list of events that transpire in the video and ask learners to put them in order. This activity can serve as pre-watching as well; the instructor would go over the list before watching, ensuring that learners understand the phrases, and students would know what to expect in the video. Learners can also be asked to note who says which lines, note what they understand from the video, note who does what during the episode, note details about the dish(es) and ingredients and preparation. More advanced learners can be expected to understand more of the dialogue and make more sophisticated observations or cultural comparisons, while beginners might just note which words they hear that they understand or write down the foods they recognize. For beginning learners, in order to verify comprehension, questions and answers can be in English.

Post-watching activities should check learners' comprehension of the video and include the instructor answering learners' questions, along with reviewing answers to any questions or activities completed during the screening. Instructors should also ask students open-ended questions such as *Qu'est-ce que vous avez noté dans la vidéo?* or *Voulez-vous prendre le plat préparé? Pourquoi ou pourquoi pas?* To follow up, learners can prepare group skits of their own cooking shows, write compositions, search for French or Francophone recipes they'd enjoy and present them to the class, or debate some aspect of French/Francophone vs. the home culture cuisine or cooking habits.

Use as Context for Grammar Practice

Cooking shows can also serve as the context for grammar practice. Learners can write a series of commands in the *impératif*, use adjectives to describe the ingredients (or kitchen or dish), talk about what happened (narration in the past), what would or will happen next (*conditionnel* or *futur*), imagine preparations before the show (*plus-que-parfait*), what they would have done

differently or under other circumstances (*si* clauses), or use verbs or adverbs to simply describe the action.

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