Tourism in France
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Languages: French
Level: Intermediate-University
Proficiency Target: Intermediate-Mid
Performance Level: Intermediate-Mid (interpersonal speaking/interpersonal writing),
Intermediate-High (interpretive reading/interpretive listening)

Introduction/Summary Statements for this Curriculum

This lesson on tourism fits at the end of a third-semester University language/culture course and can be integrated in an existing language/culture curriculum with chapter themes such as (business) travel/vacation.

Why the theme of tourism? Tourism represents an important part of the French economy (7.3 % of its GDP in 2020) with 2 million people employed in this sector in 2020 (chiffres INSEE). 83 million people visited France from abroad in 2016 (chiffres Ministère des Affaires Etrangères) making France the most visited country in the world. The theme is motivating for students who are likely to travel for personal, academic and professional reasons. The curriculum aims at introducing content that is meaningful, relevant and motivating for students.

The lesson is framed around the three modes of communication: Interpretive, Interpersonal, Presentational as described in the *World-Readiness Standards for Learning Languages.* It addresses the 3 P's of the *Cultures* Standard*: Products* (tangible or intangible creations of a particular culture), *Practices* (patterns of social interactions, behaviors), *Perspectives* (philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural practices and products of a society). Consideration of the *Perspectives* aspect is emphasized in this lesson in line with the goal of developing students' cross-cultural awareness/understanding. This lesson and broader units are conducted entirely in French. Resources used are authentic and current materials (pictures, websites, videos).

This lesson: ***Tourism promotion campaign #JeRedécouvrelaFrance: 2021 travel trends in France, analyzing a commercial and discussing its effectiveness*** fits into a broader unit on tourism/travel industry (8   50-minute lessons) whereby students:

- will understand the importance of the tourism industry in the French economy and the country's tourism infrastructure:

- Lesson 1: **Types of accommodation**: hotels, gîtes ruraux, campings and their categories. Lesson to incorporate authentic pictures of different types of lodging, websites, INSEE statistical data, simulation of hotel booking for a business trip.
- Lesson 2: **Types of restaurants and their categories**. Lesson to incorporate authentic pictures of restaurants, websites, *Guide Michelin* information, simulation of a phone reservation for a business lunch.
- Lesson 3: **Most visited tourist sites in France**. Lesson to incorporate authentic pictures, websites. Statistical data regarding number of overnight stays, site entrance fees, amount spent, clientele. Simulation of an afternoon trip to local tourist site for business partners.
- Lesson 4: **French transportation system**: highways, train/high-speed train TGV network. Lesson to incorporate authentic pictures, SNCF rail network map, SNCF website. Simulation of a train reservation for a business trip.

- will understand the role of vacation time (*practices*) in French culture and the history behind it (*perspectives*) and how it impacts the tourism industry:
- Lesson 5: **Work and vacation time**. Lesson to incorporate data on paid vacation time, 35-hour workweek, texts on work/family-personal time balance. Simulation of a conversation with a co-worker recently arrived from the U.S.

- will analyze and discuss the effectiveness of a French website advertising campaign: *#JeRedécouvrelaFrance* to promote domestic tourism after the Covid-19 pandemic.
- Lesson 6: **Promoting tourism through a website campaign** (described in details in this document)

- will learn how to use an authentic travel site in order to plan sightseeing trips after a business trip in France, and create a Vlog (video blog):
- Lesson 7: **Organizing theme-based sightseeing trips**. Lesson to incorporate SNCF (Société Nationale des Chemins de Fer) website, trips planning forms. Simulation of e-mail communication with parent company in travel industry.
- Lesson 8: **Creating an advertising video blog**. Lesson to incorporate SNCF website. Creation of a video blog advertising theme-based travel (e.g. travel for history enthusiasts, travel for individuals interested in food/wine tasting)

Student Profile

The target course audience is college students who want to develop Intermediate-level proficiency in French and develop cross-cultural awareness and understanding while exploring cultural content. Expected level of proficiency (from ACTFL) is Intermediate-Mid (Interpersonal/Presentational) and Intermediate-High (Interpretive). Some students may be taking the course to satisfy a language requirement, others for personal enjoyment/interest or career goals. Students come from a range of backgrounds and areas of studies including global studies and business/marketing.

Sample Learning Plan:

Promoting Tourism through a Website Campaign

Enduring Understandings:
Tourism is an important sector of the French economy that the government helps promote. Tourism campaigns highlight what people consider essential elements of their history, heritage and culture.

Essential questions:
What constitutes an effective tourism campaign? Which current tourism trends exist in France? How does a French tourism promotion campaign reflect the cultural products and values of the French people?

Stage One:

GOALS:
At the end of this unit in terms of the
World-Readiness Standards:

Communication:
Interpretive: Students will be able to:
-locate main information/supporting details, key words and cultural inferences/perspectives in authentic texts (written and video)
-analyze communication effectiveness in a commercial
Interpersonal: Students will be able to:
- participate in simulations including a business meeting simulation where they compare their analysis of a commercial and make recommendations
Presentational: Students will be able to:
-create a video recording for an audience of native French speakers (Tandem University class-to-class online partnership) discussing the effectiveness of a tourism promotion campaign
- create a blog where they outline their strategies to advertise tourism to the U.S. for a French audience

Cultures:
Products: Students will be able to:
-understand the important roles of French national entities: the SNCF (national railroad company) with its highspeed train (TGV) network for business and personal travel, the role of

a national government agency such as *ATOUT France: Agence de développement touristique de la France* (French National Agency for the Development of Tourism)
Practices: Students will be able to:
-understand the general organization of work/vacation in France (5 weeks of paid vacation/year, Summer (in particular August as peak tourism time)
Perspectives: Students will be able to:
-understand the cultural values underlying tourism practices: notions of free time, balance between work/personal/family/friends time, the importance of socio-cultural concepts such as 'le patrimoine' (heritage) as example of France's time orientation to the past, 'l'art de vivre' (art of living)

Comparisons:
Cultural:
Students will be able to:
-understand how tourism trends are evolving in France and compare with the U.S.
-understand which cultural products and practices are important in France
Language:
Students will be able to:
-identify expressions/persuasion strategies in advertising

Connections:
Students will be able to:
-engage in business-type simulation tasks
-analyze a promotional campaign commercial (marketing)

Students will know how to use in context
the following vocabulary and grammatical structures: advertising vocabulary
(*le spot publicitaire, le slogan, la population-cible, les techniques de persuasion, l'efficacité, (in)efficace),* vocabulary for expressing an opinion/supporting an opinion (*je suis d'avis que, à mon avis/selon moi, je pense que…. parce que…, un exemple de ce que je disais, pour illustrer mon point de vue),* expressions for comparing/contrasting (*plus/moins que, par rapport à, en comparaison avec),*
expressions to make recommendations (*je recommande que, je suggère que, je conseille de, il vaudrait mieux),* hypothetical clauses *(si+imparfait → conditionnel)*

Stage 2: What will be acceptable evidence of the students' knowledge and abilities?

Interpretive Tasks: After reading an authentic text from a tourism promotional campaign website on current domestic tourism trends in France students work in expert groups (jigsaw), they summarize main information and details, analyze intended audience and purpose and share information gathered in their group section with students having read a different section of the text.

In groups students analyze a commercial using a grid (*grille d'analyse*) organized around the *Description/Interpretation/Evaluation* framework.

Interpersonal Task: Students participate in a meeting simulation where they
1) compare their analysis of a commercial and 2) make recommendations to an advertising
director to improve its effectiveness.

Presentational Tasks: Students create a video for a target audience of native French speakers
(University students in France) in which they share their reactions to the effectiveness of a
tourism promotional campaign (commercial) and compare/contrast its cultural specificities with
cultural features of a U.S. commercial for a similar campaign highlighting underlying cultural
values/beliefs.
Students create a blog where they outline their strategies for an advertising
campaign to promote tourism in the U.S. for a French audience.

Stage 3: What activities will students participate in to prepare them to
demonstrate what they know and can do?

Lesson 6: *Campagne de promotion touristique #JeRedécouvrelaFrance: connaître les
tendances 2021 de voyages en France, analyser un spot publicitaire et discuter de son
efficacité* (Tourism promotional campaign #JeRedécouvrelaFrance: 2021 travel trends in France,
analyzing a commercial and discussing its effectiveness)

Learning Target #1:

*I can locate main information/supporting details, key words and cultural inferences/perspectives
in authentic texts and discuss with peers.*

Learning Scenarios:

*Students read a text from *#JeRedécouvrelaFrance* tourism promotional campaign website
developed by *ATOUT France* (*Agence de développement touristique de la France*: French
National Agency for the Development of Tourism)

'Les tendances 2021 de vos voyages en France' (2021 travel trends in France)
https://www.france.fr/fr/actualite/liste/tendances-voyage-2021

The text is divided into 4 sections (jigsaw):

'*On dort éco-responsable'* (Eco-friendly lodging), '*On fond pour le slow tourisme*'
(Drawn by slow-tourism), '*On choisit les mobilités douces'* (Choose non-motorized
transportation), '*On commence par voyager depuis son canapé*' (Start your trip from your
couch). Each section is assigned to a group of 3 students (student A, student B, student C) who
become experts on the section content and need to answer these questions: Who is this text
written for (audience)? What is the text purpose? Find 3 key words. What is the main idea? What
are the underlying details? Which cultural elements in the promotional text do you find
particularly innovative, would you like to learn more about? (**Interpretive mode task**)

*Students share their interpretations with peers who have read a different section (**Interpersonal mode task**)

Learning Target #2:

I can analyze communication effectiveness in a commercial, compare my analysis with peers and make recommendations.

Learning Scenarios:

*Students watch a commercial from *#JeRedécouvrelaFrance* campaign website:
'A la (re)découverte de ce qui compte vraiment, partout en France': ((Re)discovering what really matters everywhere in France)
https://www.youtube.com/watch?v=HwcsGBHPzA4&t=62s

In groups of 3 students use a *grille d'analyse* (analysis grid) organized around the Description/Interpretation/Evaluation model (see appendix 1) to analyze the commercial (**Interpretive mode task**)

*After Describing/Interpreting/Evaluating the commercial students participate in a meeting simulation where they compare their analysis of the commercial and make recommendations to the advertising director of ATOUT France (Agence de développement touristique de la France) to improve its effectiveness.
(**Interpersonal mode task**)

Learning Target #3:

I can create a video recording for an audience of native French speakers and create a blog

Learning Scenarios:

*Students are participating in a Tandem class-to-class online partnership with a partner University in France and are tasked with preparing an 8-minute video presentation in French (using VoiceThread or Flipgrid or another tech tool) where they react to the *#JeRedécouvrelaFrance* tourism promotion campaign (text and commercial) and its effectiveness (**Presentational mode task**)

They need to:
-   explain whether they find the promotion campaign effective or not and why
-   explain 3 main cultural similarities or differences they have noticed
     between French and American commercials
-   answer the following questions:
    1) '*Et pour vous qu'est-ce qui compte vraiment?*'
    (This is the question asked at the end of the commercial which they can answer as American students: What really counts for you when you engage in tourism activities?)
     2) '*Si un spot publicitaire similaire était créé pour les Etats-Unis quels lieux,*

personnes, activités, valeurs seraient représentés?' (If a similar commercial
was created for the United States which locations, people, activities,
values would be represented?) (Targeted structure:
si+imparfait/conditionnel)

*Students create a blog where they outline their strategies to advertise tourism to the U.S. for a
French audience (**Presentational mode task**)

Resources suggested in the plan:

YouTube video:
#JeRedécouvrelaFrance: A la (re)découverte de ce qui compte vraiment en France,
by ATOUT France (Agence de développement touristique de la France)
https://www.youtube.com/watch?v=HwcsGBHPzA4&t=62s

Website:
Les tendances 2021 de vos voyages en France, by ATOUT France
(Agence de développement touristique de la France)
https://www.france.fr/fr/actualite/liste/tendances-voyage-2021

Appendix 1:
Analysis Grid for Commercial Analysis (*Description/Interpretation/Evaluation*)

Description

-Que promouvoit ce spot publicitaire?
(What does this commercial promote?)
-Quels personnages, activités, couleurs,
paysages voit-on dans le spot?
(Which characters, activities, colors, scenery does one see in the commercial?)
-Où se passent les scènes?
(Where do the scenes take place?)
-Quand se passent les scènes?
(When do the scenes take place?)
-Y a-t'il de la musique? Quel type?
(Is there music? Which type?)

Interprétation

-Quelle est l'audience-cible de ce spot publicitaire?
(Who is the target audience of this commercial?)
-Quel message est véhiculé?
(Which message is conveyed?)
-Quel est son but?
(What is the message goal?)
-Pourquoi a-t-on choisi ces personnages? ces lieux? activités?
(Why were these characters chosen? these locations? activities?)
-Pourquoi a-t-on choisi cette musique?
(Why was this music chosen?)
-Quelles émotions, quelles sensations peut-on avoir en regardant ce spot publicitaire?
(Which emotions, feelings can one experience when watching this commercial?)
-Quels sont les arguments utilisés (clairement dits?, implicites?)
(Which arguments are used (clearly stated?, implicit?)
-Qu'est-ce que ce spot publicitaire révèle sur ce qui est valorisé en France?
(What does this commercial reveal about what is valued in France?)

Evaluation:

-Pourquoi a-t-on choisi cette approche pour ce spot publicitaire?
(Why was this approach chosen for this commercial?)
-Ce spot publicitaire vous semble t-il convaincant? Pourquoi?
(Does this commercial seem effective to you? Why?)
-Qu'est-ce que vous aimez dans ce spot (esthétisme, slogan, musique)?
(What do you like in this commercial (esthetics, slogan, music)?)
-Qu'est-ce que vous n'aimez pas dans ce spot?

(What do you dislike in this commercial?)
-*Quelle note, de 0 à 10 donneriez-vous à ce spot en ce qui concerne son efficacité?*
(Which grade, from 0 to 10, would you give this commercial in terms of its effectiveness?)
-*Qu'est-ce qui pourrait rendre le spot plus efficace?*
(What could make this commercial more effective?)