

Dear Professor Garcia,

My name is Madame Culnu. I am a French Literature teacher at a private catholic high school called St. Do in Nates, France. Our high school is French-English bilingual and has about 300 students in grades 10-12. The grand purpose of the high school is to prepare students to pass a final exam called *le bac* which opens the door for students wishing to enter one of the state universities. Given the high pressure environment, students at St. Do are extremely driven to excel and work tirelessly to stay at the top of their class.

I have spent the last 15 years successfully preparing students for the French Literature test. My average passing rate each year is 83%. I am considered by my peers as a Master Teacher (forgive my bragging), yet I'm writing to you and your class because I desperately need your help.

Recently, while searching the internet for tips on motivating students, I came upon your wiki, TCPCG2011, and saw your class is studying student motivation. I am hoping you might take some time to advise me on how to motivate an American student who is currently attending our school. A strange request I know, but one I'm certain you will take seriously.

My student, let's call him Ronnie, was selected among his peers to represent his state as an exchange student abroad—a dream come true according to Ronnie. He hoped this opportunity would help him towards his goal of becoming a high school French teacher in his hometown in Portland, ME. Much to Ronnie's (and my) chagrin, two years of high school French in the United States proved to be a very weak foundation. He is struggling to keep up with my lectures and lessons.

At first I could tell Ronnie was spending a lot of time struggling through his class work each night. I'm certain he stayed motivated by the idea of realizing his dream of teaching. When began preparing for *le bac* my focus in class shifted from a general lecture format to teaching-for-the-test (a test Ronnie will not take, by the way). I sensed Ronnie's enthusiasm wane when he stopped even attempting to contribute in class. According to his host family, he has stopped studying at home and now spends his evenings watching French TV and chatting online to his French pen-pal who lives in Paris.

Meanwhile, I must continue teaching my French students who are studying furiously for their examinations. One day last week, a colleague inquired about Ronnie. I realized at that moment, that I (one who is typically filled with praise about my pupils), did not have anything nice to say about Ronnie.

This is when I began my research. Ronnie's lack of attention in class is unfamiliar to me. None of my other students have ever behaved like him. I believe Ronnie has a serious problem that is getting worse each week. I no longer believe he wants to learn French.

What would you advise? Please be as detailed as possible; I am sincerely at a loss. I could use resources, suggestions, and even some inspiration! Thanks to you and your students in advance!

*Mme. Culnu*