

McDonald's Survey

THEME: SOCIAL ACTIVITIES AND CULTURAL PRACTICES (RESTAURANTS)

LANGUAGE: SPANISH

STANDARD(S): COMMUNICATION CULTURES CONNECTIONS COMPARISONS

1.2

2.1

3.1

3.2

4.2

Time Frame:

One 50-minute class session

Materials Needed:

- McDonald's survey (provided in Spanish)
- Questions about survey (provided)
- Scenarios (one example provided)

Description of Task:

Pre-Reading

The teacher leads a brainstorming activity and asks some of the following questions:

- How many fast-food chains can you name?
- Which ones do you prefer and why?
- Which food and drink items do you order and why?
- What kinds of things are important to you when you go to a fast-food restaurant?
- How do fast-food restaurants determine customer satisfaction?
- What do you do if you are dissatisfied?
- Do you think that the restaurants care if you are satisfied?
- How do you know if they care?
- Why do you think that they value your opinion?

Level:

Intermediate-Low

Purpose:

To scan for meaning; to complete a survey using assigned information

Communicative

Function(s):

Referential: Scanning for meaning and information

Language Structure(s):

Past tense

Cultural Aspects:

Exploring issues related to consumer satisfaction in U.S. and target cultures (including emphasis on Spanish-speakers in U.S.)

Modalities:

Reading

NOTES

This pre-reading activity should be conducted in the target language. Teacher can accept ideas and responses in English or in the target language but should use this activity as an opportunity to introduce target language vocabulary.

Reading:

Distribute the survey (for Spanish-speaking customers), which was found at a local McDonald's (copy of the survey provided).

Students are divided into small groups (preferably having 3-4 students each) and assigned roles (recorder, discussion facilitator, timekeeper, and language monitor). The group task is twofold. First, the group members need to respond to the questions provided on the handout. Secondly, each group is assigned a different scenario (in English) describing a recent visit to McDonald's, and they are to fill out the survey to reflect the experience of the customer described in their assigned scenario. A scenario may look like the following:

María, in a hurry to make it to an early Monday morning meeting, stopped at McDonald's drive-thru to grab a bite. There were four cars ahead of her, so she needed to wait longer than she had hoped. She noticed how nicely landscaped the area around the restaurant was and how clean everything was. When she got to the ordering area, she asked for an Egg McMuffin with sausage and a cup of coffee, and the worker repeated the order correctly and said "That'll be \$4.15." She drove around to the pick-up window and prepared her money. The person in the car ahead of hers seemed to be having a problem, and María was getting impatient. So much for fast food! Finally, it was her turn, and she gave the worker a \$5.00 bill. The worker handed her the bag and her change and said "Have a nice day." María drove away and opened her bag, only to find out that she had been given an Egg McMuffin with bacon! It was cold and a little rubbery, no doubt due to her having to wait in line. Well, at least the coffee was hot. Not a great breakfast for \$4.15....maybe she should have grabbed a tortilla at home.

To extend this activity, groups of students can prepare scenarios (in English) and exchange them with other groups. This will not only save the teacher some time but will also serve as another comprehension check.

Debriefing:

The following questions should be discussed in English to draw students' attention to important cultural aspects related to the activity.

1. Do you think that surveys of this nature exist in the target culture? Why or why not? [Note: a similar survey and an ad from a McDonald's in Spain are provided.]
2. What do you think that a survey such as this indicates about the values of the culture from which it comes?
3. What does the survey suggest about the U.S. culture to people from other cultures?
4. One of the survey questions asks if the prices are competitive. Do you think that other restaurants use surveys to compete with McDonald's? What else do they do to remain competitive?
5. What does a restaurant or store usually do in the U.S. if the item you want is not available? Do you think that your experience would be similar in another culture? Why or why not? Do you think that the concept of a "Rain Check" exists in other cultures? What might this suggest about U.S. culture?

Assessment:

The teacher can assess students' comprehension on the basis of their responses to the questions and their completed surveys. Students' understanding of cultural issues can be assessed informally during the class discussion.

Extensions:***Suggestions for adapting the task for various levels:***

For beginning levels:

- As a large group the class can discuss the survey in English using the questions on the handout. Scenarios can be brief and simple, only involving a selected number of categories (e.g., Armando went to eat at McDonald's last Saturday for lunch. He got a cold hamburger and a bad tasting soda.)

NOTES

- Students can scan the survey sheet for items in various categories (e.g., food items, beverages, etc.).
- Students can answer questions about a more simplistic survey (sample from Spain provided).

For more advanced levels:

- All activities can be done in the target language. Students can create scenarios in the target language to exchange with other groups.
- The teacher can distribute a different completed survey to each small group of students. The challenge for the students is to create and perform a skit for the class that will reflect the responses on their particular survey. As the students watch each skit, they will individually complete a blank survey as if they were the characters in the skit, to demonstrate their understanding. Afterward, the class can debrief the activity by discussing questions such as the following: Comment on the strategies that the various groups use while performing which are successful/valuable; How successful were the groups in communicating issues of customer satisfaction or dissatisfaction? Why or why were they not successful?

Other extensions:

- The teacher reads scenarios about a person's visit to this restaurant (like the example above) to the students, in the target language. The students listen and then complete the survey as if they were the customer in the scenario.
- Have the students go to McDonald's over the weekend. On Monday morning in class, the students have to fill out a survey for their own experience at McDonald's. The teacher can send the forms (with a cover letter) to the McDonald's and wait for a response.
- Students could create their own surveys to evaluate their school's food service program or local restaurants.
- In conjunction with a unit on food, students can examine the nutritional aspects of McDonald's meals. [Chart summarizing the nutritional make-up of selected McDonald's products is provided in French.]

Cultural extensions

- Students can compare ads for fast food franchises found in the U.S. and target culture. Ads emphasizing the quality of McDonald's products in French and Spanish are provided. (The ad in Spanish is from Spain.)
- Students can send e-mail messages to students in a variety of Spanish-speaking countries to explore the questions posed in the debriefing section. They can hypothesize about target cultures, gather information about the target cultures via e-mail correspondence, then revisit their original hypotheses.

References and Resources:

This lesson makes use of the following authentic material:
to reprint this material online permission has been requested by McDonalds Inc.

Reflections:

Names of group members: _____

Respond to the following questions. Your assigned recorder should keep track of the group responses.

1. What kind of text is this? How do you know? (Describe the characteristics/clues that led you to your response.)
2. Where is it from? How do you know?
3. Who wrote this?
4. Who is the intended audience?
5. What does one receive for completing this? Circle the section on the handout that corresponds to this question.
6. What must one use to complete this? Put a box around the section on the handout that corresponds to this question.
7. How many categories is the respondent supposed to rate? Name three of them.
8. Would you fill this out if you were in this restaurant? Why or why not?

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Originally published in Tedick, D.J. (Ed.). (2002). Proficiency-oriented language instruction and assessment: A curriculum handbook for teachers. CARLA Working Paper Series. Minneapolis, MN: University of Minnesota, The Center for Advanced Research on Language Acquisition.