

Lesson Plan Objectives and Reflections

French 202 (Advanced French)

Jour: mardi 25 sept

Objectives:

1. Students will be able to formulate main ideas from the article on language and exclusion in relation to one another's ideas and
2. Connect these ideas with the analysis of a scene from the film *Entre les murs*

Activité/But	Temps	Exécution et détails	Comments/elaboration
RECHAUFFEMENT : Vocabulaire	5'	<i>Mots du film</i>	I created a word cloud using the words students submitted on Canvas over the weekend (see attached) after watching <i>Entre les murs</i> . I posted it to our “repertoire de vocabulaire” on Canvas Discussions. We went over a couple of words that students didn't know, but I reminded them they can always refer to it continuously for studying vocabulary.
ACTIVITE : Discussion « Langage + exclusion »	10-15'	Lisez les réponses de ses camarades, résumez, répondez (êtes-vous d'accord ?) Partagez.	The night before, students submitted 8-10 lines responding to a text that discussed the French language and how people respond to its diversity and continuous changes. I printed these responses and gave one to each student. After reading and responding quietly, they discussed in groups of 3-4 the responses they read and shared their own positions in relation to their peers. To bring things back, I wrote on the board two quotes that summarized two main ideas from the article: “L'imposition de la langue légitime est une expression du pouvoir symbolique” (Pierre Bourdieu) and “Ouvrir la bouche, c'est se mettre à nu” (Antoine Perrat). We discussed how these two quotes emerged from the texts. We also shared experiences when students felt vulnerable speaking the French language. They were very enthusiastic to share and related well to this experience.
ACTIVITE : Analyse du film <i>Entre les murs</i>	15-20'	Regardez ensemble la scène « Noms bابتous » du film - Notez tous les choses marquantes dans la scène	Students watched the scene once, and took notes along the way. I asked them to summarize the scene, and clarified any questions. We revisited the word “bابتou” which appeared in the vocabulary cloud.

		<ul style="list-style-type: none"> - Quel est la signification de cette scène ? - Pourrions-nous parler d'un politique de prénoms ? 	<p>I asked the questions (to the left) and we discussed the possibility of its social commentary, the importance of inclusion, and the difference of cultures/experiences between teacher and student in the film. To conclude the class, I asked if students had other related comments and they added that this question of language is applicable also in English, with accents. One student mentioned codeswitching, and another followed up to say that it was related to social capital. This ultimately related back to our discussion a few weeks ago on register and how changing registers is also an effect of social capital...and with this application, we were back to Bourdieu!</p>
<p>RAPPEL D'INFO/DEVOIRS</p>		<ul style="list-style-type: none"> - Amenez les ordi portables pour demain - Atelier de corrections demain - Lisez le texte pour jeudi 	

Reflection:

This was an exemplary class period in which students were actively participating and discussions related back to overall class themes. There were a couple of moments where I wished I responded differently: One student remarked something interesting from the scene of the film, where a student, Esmeralda, says that she does not feel proud of being French. My student then said she doesn't know what that means, but she thought it was interesting. I didn't dwell on this comment, nor did I open the question up to the rest of the class. While the overall message and theme was still addressed in our class discussion, asking the others, "Why isn't Esmeralda proud of being French?" and following up with "What does she think is 'French'?" could have also been enriching reflections. Additionally, I think another viewing of a scene after a brief discussion of clarifications could have been useful, so that students could experience what the work of an analysis entails. If there were more time, I would also have students work together to formulate an argument to the question, "what is the significance of this scene and how does it relate to language and exclusion?" as a mini assessment for the class period. It was overall still an enjoyable class with great discussion that accomplished the goals for the day.

Like many, I thrive most as an instructor when I can sense that students are genuinely interested in the material and activities I have prepared. My goal is to be more spontaneous with my lessons based on student performances in class. Putting quotes on the board, for example, came to me only as I was observing student conversations. Doing this helped students to consider the political power involved in language in addition to their discussion of vulnerability in speaking a language. Because I have a group who generally comes prepared and contributes beyond my expectations, I am challenged to keep activities diverse and engaging and plan to implement more spontaneous activities and assessments like the quotes.

