Lesson plan for Intercultural Awareness and Intercultural Competence in FSL

Les Accents: a lesson plan on recognizing linguistic diversity and fostering intercultural competence

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# Overview

**Theme/ Topic:** Through the exploration of French and English accents in Canada and around the world, students engage in insightful discussions, learn vocabulary and phrases to navigate misunderstandings in conversation, and create posters advocating for linguistic equality.

**Grade level and FSL program:** Grade 9 Core French

**CEFR level:** A1/A2

**Suggested duration:** two classes (one for engaging with the lesson resources and discussion, another for poster making and presentation)

**Language learning component:** Conversation vocabulary

**Professional development component:** Through this lesson, teachers will develop the tools to help students foster intercultural competence, recognize and respect linguistic diversity, particularly regarding accent variation

**Keywords:** Grade 9, Core French, A1/A2, French Accents, linguistic equality

**Mots clés:** neuvième année, français cadre, A1/A2, accents français, égalité linguistique

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# Intercultural competencies

I can identify and respect different accents of French (English is used as a more familiar example to help students better understand that all languages have variation and that the concept of linguistic equality does not simply apply to French)

* Québécois, Parisien, etc.
* Toronto English, Newfoundland English, etc.

# Expectations

## Overall expectations

* Students will be able to identify and respect various accents of French and English (English is used as a more familiar example to help students better understand that all languages have variation and that the concept of linguistic equality does not simply apply to French)
* Students will be able to identify various reasons for accent diversity (social, geographical, etc.)
* Students will be able to develop a respect for all ways of speaking
* Students will become aware of prejudice and biases towards certain ways of speaking and understand that no one way of speaking is better than another
* Students will create posters to raise awareness of glottophobia

## Intercultural expectations

* Students will explore various French and English accents of different countries and regions using the [KWL charts](#_heading=h.wxat1s7t9lvx) presented below.
* Students will reflect upon what they think the “standard” French accent is, and if they carry a similar bias to one form of English

## Linguistic expectations

* Students will learn phrases to help facilitate communication and navigate misunderstandings in conversation

# Interdisciplinary activity

French and Art:

* designing an infographic to stand up against glottophobia
* making sure the key message is displayed in a format that is impactful and easy to read

# Background Knowledge and Teacher Preparation

## Accent vs. Dialect vs. Language Vs. Variety:

* [Dear Duolingo: What’s the difference between a dialect and an accent?](https://blog.duolingo.com/dialect-vs-accent-definition/) by Cindy Blanco for Duolingo. © All rights reserved.
* [Language](https://dictionary.cambridge.org/dictionary/english/language) by Cambridge Dictionary. © All rights reserved.
* [Variety (linguistics)](https://en.wikipedia.org/wiki/Variety_%28linguistics%29) by Wikipedia contributors. [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/deed.en).

## Accent

Refers particularly to pronunciation

## Dialect

Refers to a whole group of language features, including pronunciation, but also differences in vocabulary, grammar, and how the language gets used (like the rules of what counts as polite). Dialects are typically associated with the geographic location in which these linguistic features are used. This term can have a negative connotation, as it can be seen as undermining the status of a language variety.

## Language

A system of communication consisting of sounds, words and grammar. This term is often associated with the prescribed standard forms of languages, often being differentiated from informal, non-standard forms of a language.

## Variety

The use of the word "variety" to refer to the different forms avoids the use of the term language, which many people associate only with the standard language, and the term dialect, which is often associated with non-standard varieties thought of as less prestigious or "correct" than the standard.

## Glottophobia/Linguistic Discrimination/Languicism/Languagism

Teachers are advised to watch the videos linked in the resource section found above to be familiar with the examples that will be used during the lesson. This will further give teachers the opportunity to pick videos other example videos should they wish, or to make their own example videos.

[What is glottophobia and should it be illegal?](https://www.theweek.co.uk/97272/what-is-glottophobia-and-should-it-be-illegal-in-france) by The Week. © All rights reserved.

Discrimination on the basis of the language variety that one speaks (i.e. their language, their dialect, their accent, etc.).

# Resources for the Lesson

## Engagement

[**KWL Chart** for the accents from each video (see below)](#_heading=h.wxat1s7t9lvx)

[**Vocabulary list for navigating misunderstandings** (see below)](#_heading=h.74yvooswo1y9)

**Videos** to use for the [KWL Chart](#_heading=h.wxat1s7t9lvx):

**\*Note: you may need to see the videos more than once to fill out the KWL chart\***

1. Newfoundland Accent (skim through the three different examples)
	* [Excerpt to Highligh Wexford/Newfoundland Accent](https://www.youtube.com/watch?v=qT13Z_gLze0) by Michael Fortune (Folklore.ie). © All rights reserved.
2. French language in different accents
	* [Les différents accents français dans le monde](https://www.youtube.com/watch?v=wv36Jer7NgM) by MosaLingua. © All rights reserved.

## Reflection

**Discuss** [**KWL chart results**](#_heading=h.wxat1s7t9lvx)

* Do you think this accent sounds like you and your friends?
* Do you think you would be able to understand this accent more than another?
* What does this accent make you think of?
* What surprised you?

**Langues et discrimination : de quoi parle-t-on ?**

[[Vidéo] Langues et discriminations : de quoi parle-t-on ?](https://dulala.fr/video-langues-et-discriminations-de-quoi-parle-t-on/) by Dulula. © All rights reserved.

**Awareness posters for glottophobie**

Canva, other online resources to make posters OR paper and craft supplies

Example phrases to use on the posters:

* Le langage appartient à tous
* On parle tous une langue parfaite
* Il n’existe pas une langue laide
* Je parle parfaitement

**Vocabulary sheet for navigating misunderstandings**

[See the last page of this document.](#_heading=h.74yvooswo1y9)

##

## Activation

(15-20 mins)

Use these questions to start the discussion:

1. What languages do you know how to speak?
2. Which English do you speak?
3. What languages can you understand but not speak?

If there is time:

How do you think others perceive your language/way of speaking? (and culture?)

## Engagement

* Videos showcasing English and French accents
* [KWL chart](#_heading=h.wxat1s7t9lvx)
* Glottophobie video
* Creation of Posters (Add key statements)

## Reflection

As a class or in small groups with class discussion.

1. Are there any accents in the video that you had trouble understanding?
2. Do you think some accents are considered better/more proper than others?
3. Have you ever experienced/witnessed glottophobia? (on tv/in movies/heard jokes/been discriminated against, speaking French, English, other languages?)
4. Why is it important to not make judgements
	* Everything is relative (prestigious here but not there, etc.)
	* Immigration changing perceptions
	* Speech impediments/ticks, etc.

## Modifications/accommodations to meet diverse learning needs

* Captions for hard-of-hearing students (on all videos shown)
* Students can make their poster digitally or by hand

# KWL Chart - English accent

|  |  | English (Newfoundland) |
| --- | --- | --- |
| **S** - Qu’est-ce que je sais déjà ?* *Penses-tu que cet accent est semblable au tien ou celui de tes amis ?*
* *Penses-tu être capable de comprendre cet accent plus qu’un autre ?*
* *À quoi penses-tu en écoutant cet accent ?*
 | **K** - What I know* *Do you think this accent sounds like you and your friends?*
* *Do you think you would be able to understand this accent more than another?*
* *What does this accent make you think of?*
 |  |
| **V** - Qu’est-ce que je veux savoir de plus ?* *Quelles demandes as-tu après avoir vu la vidéo ?*
* *Est-ce qu’il existe d’autres accents dans ces régions ?*
 | **W** - What I want to know* *What questions do I still have after watching the video?*
* *Are there any other accents in these areas?*
 |  |
| **A** - Qu'est-ce que j'ai appris ?* *Qu’est-ce qui t’as surpris ?*
* *Cet accent, comment est-il différent du* tien ?
 | **L** - What did I learn*(please note what you learned from this video here)* * *What surprised you?*
* *How is the accent different from your own?*
 |  |

# KWL Chart - French accents

| **Accent** | **K** - What I know* *Do you think this accent sounds like you and your friends?*
* *Do you think you would be able to understand this accent more than another?*
* *What does this accent make you think of?*
 | **W** - What I want to know* *What questions do I still have after watching the video?*
* *Are there any other accents in these areas?*
 | **L** - What did I learn*(please note what you learned from this video here)* * *What surprised you?*
* *How is the accent different from your own?*
 |
| --- | --- | --- | --- |
| “Standard/Neutral” French  |  |  |  |
| French (Québec) |  |  |  |
| French (Belgique) |  |  |  |
| French (Suisse) |  |  |  |
| French (Sénégal) |  |  |  |
|  French (Marseille) |  |  |  |

#

# Vocabulary Sheet: Navigating Misunderstandings

| English | **Français** |
| --- | --- |
| Can you repeat? | **Pouvez-vous répéter?** |
| Can you speak slowly? | **Pouvez-vous parler doucement?** |
| Did you understand what I said? | **M'avez-vous compris?** |
| Don't worry! | **Ne t'en fais pas!** |
| Excuse me? (i.e. I beg your pardon?) | **Pardon?** |
| How do you say X in French? | **Comment dit-on X en français?** |
| I don't know! | **Je ne sais pas!** |
| I don't understand! | **Je ne comprends pas!** |
| I need to practice my French | **Je dois pratiquer mon français** |
| Is that right? | **C'est juste?** |
| Is that wrong? | **C'est faux?** |
| Mistake | **Erreur / faute** |
| No problem! | **Pas de soucis!** |
| Quickly | **vite / rapidement** |
| Slowly | **lentement** |
| Sorry (to apologize) | **Pardon/désolé(e)** |
| To speak | **parler** |
| What does that word mean in English? | **Que veut dire ce mot en anglais?** |
| What is this? | **Qu'est-ce que c'est?** |
| What should I say? | **Qu'est-ce que je devrais dire?** |
| What? | **Quoi?** |
| What's that called in French? | **Comment est-ce qu'on dit ça en français?** |
| Write it down please! | **Écrivez-le, s'il vous plaît!** |