**Teaching Statement**

….. These principles also inform my teaching objectives: to develop advanced speaking, reading, and writing skills in students and help them achieve a high level of proficiency in French; to train skilled and inquiring intercultural learners and critical thinkers; to help students identify how learning French **and studying literary works** may serve their sense of purpose, their values, and their commitment to lifelong learning, extending even beyond their career objectives.

**My multilayered approach to Micone’s text centers ona variety of assignments, many of which include several options, thus offering students choices in how they will be assessed.**

….

**For me, inclusion also means involving students in tangible ways immediately at the beginning of the semester. Building upon the practices that have long been in place at the University of Quebec in Montreal (UQAM), I empower my students to actively participate in improving and enhancing the syllabus, During my doctoral studies at UQAM, I had the opportunity to design a lecture-based course that served as an introduction to world literature. Many students taking the course were first-generation students or students who had previously dropped out of college. At UQAM, the syllabus is subject to the vote of students enrolled in the class: the number and type(s) of evaluations, deadlines, and percentage weight of each assignment are all subject to discussion and must be approved by a majority of students during the two first weeks of the semester. By surveying my students at UQAM during second rather than the first week of class, I was able to gain insights from them about how to make evening classes (6 p.m.–9 p.m.) more appealing, especially for those workingfull-time outside their academic commitments. Their comments prompted me to make adapatations to my syllabus choices, including reducing the weight I had previously given to the two main written assignments in the final grade, giving more weight to the participation mark, a suggestion that students very much welcomed. Following a junior student’s advice, in my large lecture-based course, I measured participation by including more low-stakes pair assignments to measure students’ comprehension of the readings instead of asking students to immediately face large-group discussions. This strategy gave students from underrepresented groups the confidence to speak up more frequently in subsequent large-group discussions. Students also had the opportunity to have their work reviewed by their peers in an informal way in class by, for example, submitting the detailed outline of papers they would later hand in. In fact, given an opportunity, I would include even more peer-review assignments, having come to realize that such assignments enhance the confidence of students from marginalized groups. They also contribute to building a genuine sense of trust between students and instructors, as such assignments directly testify to the instructor’s willingness to foster student success.**

**More broadly, my teaching experience with students from underrepresented backgrounds at UQÀM has convinced me of the value of activities that give students opportunities to relate their own literary or cultural references to core concepts of their courses. Students are thus empowered to be producers of knowledge, devising their individual authentic and relevant examples. This, in turn, enables me to better understand their interests and shape my teaching to be as relevant as possible to each student’s aspirations. Engaging with students on their own terms and giving them agency in their own learning are at the core of my teaching approach.**

…

**In the intermediate, FRENCH 290, class, which I am teaching for the fifth time this fall at the University of Michigan, I involve students in a unique activity that helps me gain a real sense of their individual goals concerning French by exploring the various accents found in the French-speaking world.** After introducing the subject by asking students what they know about various accents of French speakers around the world, I give an overview of the accent “zones” in metropolitan France and a general picture of the creolized influences on overseas French. I then provide students with a digital “carte des accents” (<https://www.cite-sciences.fr/au-programme/expos-temporaires/la-voix/exposition-la-voix-jeux.php#view>) and play a game with them in which they try to identify where recorded French speakers are from on a world map by their accent. While this is a challenging activity for intermediate level students, it is generally very-well received and helps them to reflect critically, in subsequent small group discussion activities, on the factors which may influence the evolution of languages and accents. **The activity also allows students to reflect upon language-based discrimination, a factor often overlooked in North America and Europe’s contemporary diversity, equality, and inclusion policies. Being Québécoise, I am particularly mindful of this form of discrimination that, up until my parents’ generation, limited French Canadians’ socioeconomic opportunities and access to higher education. I also encountered this type of discrimination when I taught in Europe as a non-European native speaker of French. I believe that students of French should be aware of these discriminatory dynamics at play within the francophone world.**

**….**

**Conclusion:**

**What I strive to create are adaptable and supportive courses that are sensitive to students’ experiences and committed to skills development and that allowstudents to thrive in intergroup contexts.**