

Abby Broughton

### Teaching Philosophy

When I communicate in French, I feel immersed in a rush of affection. The language calls me to open myself to new realms of opportunity. It is thrilling. My studies of French language and literature have allowed me to grow as a compassionate citizen of the world, and my love of adventure inspires me to encourage these sentiments in my students. Learning the French language carries me away from the familiar and motivates me to reach beyond preconceptions.

I believe that every language classroom can be a portal to discovery, and it is my goal as an educator to open my students' minds and hearts to new ideas and cultures. My background in international relations, and subsequent interest in political climates across the globe, extends into my classes through the integration of current events and key Francophone political and cultural actors, who serve as models for vocabulary and grammar review. Sharing a love of discovery is what inspires me to teach. Second languages (and beyond) allow us to express ourselves in new ways and reach outside of our comfort zone to explore. My goal is to inspire students to both explore the world and reflect on their position in it by offering them a constructive environment in which to learn. I am interested in stepping out and breaking the mold while simultaneously creating a safe environment for growth.

I find it essential to foster joy in learning French, which results in student willingness to participate in the language community. During a mid-semester evaluation from my introductory French course in 2015, one student wrote that our "games and activities help keep it fun and get the whole class interacting." By inspiring fun in learning, students are able to complete task-based activities that highlight specific language goals without struggling through the cliché that learning a language is intrinsically difficult or uninspired. For me, the best part about teaching French is when I am able to step back and let the students lead a discussion or go through a partner activity with ease. The students are given all of the resources necessary for success before coming to class. When we are all together, my goals are to review as a group and then step back to see what they can do with the language. Students first practice by writing or by answering close-ended questions to smooth out any confusion. Next, they communicate with their peers following a prompt. The positive learning environment is essential to their success so that they can talk about themselves on a personal level and share their own story in a new way, in a new language.

I measure progress throughout the semester as students become more and more capable of communicating and demonstrating cultural literacy in a variety of circumstances. While the classroom remains physically on campus, we are able to imagine ourselves in different real-world situations around the world by studying authentic texts, such as music, interviews with French speakers, passages from literature, and websites or blogs. At the beginning of the semester, each student signs a language contract and agrees to speak exclusively in French and to "play the game." They commit to joining me in our simulation of the Francophone world, realizing as the semester goes on that we have indeed created our own French-speaking community.

My goal is for my students to learn to communicate effectively, not only with one another, but also with other members of the Francophone community. I hope to inspire them to travel, abroad and within their own communities, and make connections across disciplines within and outside of academia. My students leave my French classroom knowing more than they did before – about the language, about themselves, and about their place in the world. My students know I believe in them and that together, everyday is an adventure.