

Datum: 30. 3. 2012

ENRICHED FOREIGN LANGUAGE LEARNING Project

Zbirnik odgovorov refleksijskega vprašalnika delavnice za TU: UPORABA FILMA PRI POUKU TJ

TASK 2: Within your language group, discuss the identified target language focus issue:

a) French language – The film portrayed the Spanish maids as being accepted by the French bourgeois since they were compliant, could speak a satisfactory level of French and were Catholic. More recently, immigrants from vastly different backgrounds (mostly ex-French colonial territories) perform these types of menial jobs. What are the cultural differences between these new workers and the Spanish maids of the 1960s? Do you believe that French society has adapted to these new workers? If not, what needs to be done to enable their integration, particularly in relation to education?

b) Spanish language – The film arguably utilised stereotyping and was often clichéd in its treatment of culture. For example, the Spanish maids were depicted as ‘lively, loud-talking and salt-of-the-earth’, whilst the French bourgeois were depicted as ‘strait-laced, snooty and stodgy’. This practice is not unusual in other film industries, like Hollywood, where the portrayal of Latin American characters is fairly stereotyped. Do you believe that the Spanish maids were overly stereotyped? If so, was this justified in terms of the film director’s intent?

c) Italian language – The film portrayed a harmonious relationship between the French masters and Spanish immigrant servants; however, this has not been the case in many countries in more recent times. For example, in 2010, Italy experienced some violent unrest by Italy’s immigrant population. The following comment was observed by an American media outlet “Italians have yet to figure out how to assimilate foreigners who not only work their fields but take care of their children and fill low-paying, menial jobs.” Do you think this comment has any merit considering immigration has been an issue for the USA since its foundation?

d) German language – The film highlighted the fact that the Spanish maids had acquired some basic French language during their schooling; this was one factor that facilitated their easy integration into their employer’s household. The issue of ‘Gastarbeiter’ and assimilation into German society has always been contentious. In 2010, the German Chancellor, Angela Merkel, said “Attempts to build a multicultural society in Germany have ‘utterly failed’. Immigrants should learn to speak German.” Do you agree or disagree with her statement? Reflect on your own experience in Slovenia.

e) English language – Whilst the ability to laugh is a universal behaviour, a person’s sense of humour is also dependant on cultural influences. During the film viewing you may have noticed that some satire portrayed in the film was not always collectively appreciated by your colleagues. Whilst context is important, so is the use of irony, sarcasm, slapstick, subtlety, double-meanings, dry wit etc. What precautions would you need to observe when selecting an English-language comedy for use in the FL classroom? Are Hollywood-produced films always the best choice?

Answer	Group reflections
1.	<ul style="list-style-type: none"> • Humour across cultures • Jokes lost in translations (we can relate to that) • Slovene vs. Serbian/Croatian jokes – they sound funnier in Serbian/Croatian language • Jokes have an expiration date – when the context is no longer the same; careful with cultural jokes • Point out the stereotypes in jokes/films • Is the film age/school appropriate? • Pros and cons of Hollywood movies: simplistic, one-dimensional characters however they are available, the students are used to them, well produced, familiar actors, they tend to be monoculture and pro-USA. • Need English subtitles • History of foreign workers doing menial jobs.
2.	<p>For example, British comedies use much more complicated, rich vocabulary than American comedies. A teacher would have to be careful that it was understandable on vocabulary level (jokes may not be funny if you don’t understand the words, context etc.). You also need to be careful of the content (too violent, suggestive scenes etc.) and also if the film will hold the attention of students. If not, a clip might be more appropriate.</p>

3.	<p>There is a big difference between 1) understanding the humour and liking it, 2) understanding there is a humour and not liking or really getting it, 3) even knowing that there is humour being played out.</p> <p>In the 1st case it is probably best but it doesn't necessarily represent or add value in learning cultural differences.</p> <p>In the 2nd case there are cultural differences that can be acknowledged and even if not appreciated they are understood.</p> <p>In the 3rd case it is a pointless activity. If with lots of pre-viewing work it may be understood and then it is particularly rewarding.</p>
4.	<ul style="list-style-type: none"> • Student might not understand the language used in the movie due to different accents • Body language might be offensive to the students while in the other culture it might mean different (good) • Student should be familiar with their sense of humour • Age group must be carefully considered when choosing what kind of film to use in classroom.
5.	<p>I agree with Angela, their integration was failed to a large extent. An important factor was the west German government, did not treat as the permanent immigrant and did not help them to learn the language. Over the decades, immigrants from European countries (with a Christian cultural background) appear to have been integrated into the main culture as their own culture is much closer – similar to the Spanish maid in Paris in the movie. For immigrants from Muslim countries there is the problem that forbids abandonment of the Islamic faith and therefore Turkish or Arab girls are not wanted to many Germans/ Christians.</p> <p>I think learning the language of the country is a precondition to become successful in the society. On the other hand, the own culture should not be neglected and children have the opportunity to learn in the language of their parents as well. For me, it has been most important to learn language of Slovenia to have opportunities to get a job and to get to know people. But I speak German with my children and for me it is a pity that there are no possibilities for them to have school in German (additional to Slovene) to develop their bilingualism outside home – though they speak sometimes some German with Slovene kids.</p> <p>Germany should also support some bilingual learning of immigrant languages in German, which could help integration.</p>
6.	<p>First of all we do not agree with two statements: that the relationship between French masters and Spanish servants is harmonious. It is not harmonious at all, except for Jean-Luis, but also in this case his different approach is due to his attraction to Maria and only later becomes sincere. The rest of the relationships between the ladies and the Spanish servants are based on racist ideas and stereotypes.</p> <p>The second statement/expression with which we disagree is in the comment of the American media outlet which states that Italians don't know how to assimilate foreigners. Assimilation is not the solution, the term shows no respect for the different cultures and it comes from someone representing the culture of the "melting pot" which is not the way to integrate different cultures.</p>
7.	<ul style="list-style-type: none"> • British humour is/can be difficult for learners of a foreign language to understand. Puns, idiomatic phrases, etc. can pose problems in comprehension. • Even American comedy can be problematic when speaking of context and culture. For example, when our students from Aškerčeva went to see "Midnight in Paris" but did not get the jokes, puns, play on words etc. • On the other hand "Super-Size Me" seems to cross generational and even cultural gaps. "Super-Size Me" promotes cultural stereotypes. This is also one aspect that I disliked about "Midnight in Paris". • Jamie Oliver's "Eat to save your Life" is another documentary appropriate from the health point of view; however the content/scene invoking the opening up of a cadaver might be inappropriate for the classroom. • British comedy – witty vs. American comedy – more physical • Interesting to compare – American humour to Australian humour to Canadian humour to British humour • Quite interesting that I had a quite different impression of the movie than that of the movie reviewer's (in English) handed out to us before the movie.

8.	Group reflections: /
9.	Group reflections: /
10.	Group reflections: /
11.	Group reflections: /
12.	Group reflections: /
13.	Group reflections: /
14.	<p>Cultural differences:</p> <ul style="list-style-type: none"> • Context very important for the viewing of the film (cultural, social) • Differences between religions makes it harder for the people to integrate, to have chances to integrate • Differences in the sex: Spanish female vs. North African male • The status of citizens coming from ex-colonies = inferior from the start • Stereotype = Africa as an inferior continent in the hand of European/French people. <p>Adaptation to the new population:</p> <ul style="list-style-type: none"> • Discrimination still exists • Numerous ghettos still exist • Education /language causes classes for newcomers and children • Mentality – evolution for sure • Culture – France has integrated numerous styles of music, types of food • City politics – numerous festivals created (mixing cultures and music). <p>What can be done in terms of education:</p> <ul style="list-style-type: none"> • Do more • Be patient • More teachers to lower the ratio students – teachers.
15.	<p>Moramo reči, da se ne strinjamo z uporabo besede »harmonično«, glede na povezavo med Francozi in Španci (gospodje in gospodinje), ker za naše pojme stik sploh ni bil harmoničen. Edina izjema je bil g. Jean-Luis, ki je bil 'motiviran' zaradi ljubezni.</p> <p>Problem imigracije v Italiji je kar velik, ampak asimilacija, za nas, ni prava rešitev. Komentar, ki ste ga predlagali je precej nevaren.</p>
16.	<p>First of all we do not agree with two statements, more precisely with two key words "harmonious" and "assimilation". We think that the picture portrayed in the film of the relationship between French and Spaniards isn't harmonious at all.</p> <ul style="list-style-type: none"> • There was some harmony among the Spanish maids and Jean-Luis, but due to personal attraction • Immigration in Italy is a big issue; the way to solve the problem is not to assimilate them • We should talk of 'integration' • The comment of American media is inappropriate; the way they treat Mexicans on their southern borders is not an example to follow.
17.	<p>First of all, we also do not agree with two statements, more precisely with two key words: harmonious and assimilation. We think that the picture portrayed in the film of the Spanish servants living with the French is not harmonious at all (except for the relationship between Maria and Jean-Luis, due to their personal attraction). Other 'details' that give away this issue are the racist comments of the French ladies during the party about the Spanish servants and the porter (car taker) that attack openly the habits of the Spanish neighbours.</p> <p>Immigration in Italy is really a big issue, but the way to solve the problem is not to assimilate the immigrants, but it would be more appropriate to talk about integration. By the way, Americans don't really show good politics and examples to follow to solve the problems.</p>
18.	<p>Precautions:</p> <ul style="list-style-type: none"> • American and British comedies are very different. Many students are influenced by American comedy, but can get British comedy easily. We should be careful with specific vocabulary, especially if it is culture-related. • Be careful about derogatory terms because we don't want to offend any specific group of people. If those terms are essential to the point of the lesson, students should be prepared for it.

	<p>Hollywood movies:</p> <ul style="list-style-type: none"> • Movies shouldn't be chosen on the basis that they're produced by Hollywood or not • In general, Hollywood movies tend to be commercial and sometimes americanised. Sometimes European movies can be more appropriate and realistic. <p>The golden rule, however should be to select movies for their content, not just their origin.</p>
19.	<p>I agree with Angela Merkel. The fact that immigrants should speak German facilitates a multicultural society. However I find that the multicultural society mostly functioned, except the attacks/clashes of the "Neo-Nazis" in Germany. But these are luckily only exceptions. And we have to differentiate between the "Gastarbaiter". Those who have a European background with catholic or protestant root are probably more often for an assimilation as those who fanatically stick on their own culture.</p>
20.	<ul style="list-style-type: none"> • Check if students are able to understand the accents • Understanding the type of humour • See whether the film is age-appropriate and not too offensive • Are they familiar with the "cultural humour" in the film
21.	<p>English language: it was great to see a comedy, especially in the midst of this language-jumble. We can relate with jokes being lost in translation: might be interesting to compare Slovene to Serbo-Croatian with jokes (i.e. "I can't translate that – it's so much better in Serbian".)</p> <p>Precautions</p> <ul style="list-style-type: none"> • Date-time period/generation • Age appropriate (language/content) for school • Cultural jokes/stereotypes <p>Not meaning we will use/not use, but it's important for FT to be aware</p> <ul style="list-style-type: none"> • Language isn't too obscure/advanced <p>Hollywood films. Best choice?</p> <p>Pros:</p> <ul style="list-style-type: none"> • motivation/peer pressure • stereotypes can be easier to relate to • something familiar/available and accessible • well-produced <p>Cons:</p> <ul style="list-style-type: none"> • cheap laughs • stereotypes • stick to one culture/one cultures' perspective on all others • American bias/nationalism
22.	<p>Precautions for selecting English comedy</p> <ul style="list-style-type: none"> • Language and culture are extremely important to consider, both as means to learning in a deep, constructive way, but also as possible impediments. We concluded that a number of pre-activities must be completed – related to the target culture – to understand and get the most of viewing the film. Many English films have very different aspects of comedy – satire, sarcasm, black humour – and it is important to learn about the language, history and culture in order to understand the humour. But this is also a very beneficial activity for the students.
23.	<p>The comedy is great. Agreed with Katja, movies in class don't have to be grim. We can relate with jokes being lost in translation. A potential class discussion: comparing Slovene to Serbo-Croatian jokes, lyrics and swearing.</p> <p>Precautions to take when selecting humour:</p> <ul style="list-style-type: none"> • Is it dated? • Is it age appropriate? • Are the cultural and stereotyping jokes too offensive? • Is it appropriate to watch in school? • Is the humour too advanced /over their heads?

	<p>Hollywood films are not always the best choice:</p> <p>Pros:</p> <ul style="list-style-type: none"> • Easier to understand and relate to • Students are familiar with American culture • Well produced • Available /easily accessible • Familiar actors + actresses to engage students <p>Cons:</p> <ul style="list-style-type: none"> • Too many stereotypes • “cheap” laughs • One-dimensional characters • Less cultural exposure • One cultures’ perspective on all other cultures • Hollywood takes perspective that US is the best • Documentaries are often more informative (yet maybe not as engaging for younger students).
24.	<ul style="list-style-type: none"> • Jokes lost in translation • Films i.e.: culture/intercultural issues can definitely be humorous (“My big fat Greek wedding”) • Take care that jokes aren’t dated • Is it age appropriate? Appropriate for school (not in American schools → nudity) • Complexity of language in foreign language? • Too many stereotypes /negative perspective of the minority population (“Big fat Greek wedding” → writers/actors are Greek-Americans) <p>Hollywood movies:</p> <p>Pros: easy to understand, familiar to students, accessible, available, high production values, familiar actors → draws in students</p> <p>Neg.: stereotypes, one-sided characters, cheap jokes, monoculture, very pro-USA</p> <p>Documentaries – hard to get students interested.</p>
25.	<ul style="list-style-type: none"> • Comedy is good! We think that use of film doesn’t need to be grim. • We can relate jokes being lost in translation. <p>Precautions:</p> <ul style="list-style-type: none"> • Jokes go in and out of fashion and also relate to politics/current affairs – need to make sure they are not out of date • Age appropriate? School level appropriate? • Cultural jokes, would they offend? • Stereotyping? Need to clarify in pre-film activities. <p>Hollywood movies:</p> <p>Tend to be superficial, one-dimensional characters, stereotypes, predictable genres. Easy to relate to, familiar so accessible, readily available, well produced (mono-cultural, tend to assume there is only one way to do things – the best way).</p>

TASK 3: Identify how you envisage the "Women from the 6th floor" film could be utilised in the FL classroom by describing the pre-viewing, film-viewing and post-viewing activities.

Answer	Pre-viewing activities, Post-viewing activities, Film-viewing activities
1.	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Discuss life in France in 1960s, a general overview • Discuss humour across cultures • Explain the following terms: irony, sarcasm, slapstick, subtlety, double-meaning and so on. Talk about which type of humour they prefer (bring film clips as examples). Ask students to identify them as they are watching the film of choice and/or discuss which are represented in different movies/cultures • Discuss immigrants who do menial jobs /the immigrant experience. <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • While watching the film, students should look for different types of humour • Try to identify stereotypes /scenes where culture class is obvious or just suggested. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Discuss culture clashes and stereotypes • Why were the stereotypes used? To what purpose? What did the director want to accomplish by it? • Immigrants in Slovenia – what kind of jobs do they do? Who are the immigrants in other countries? Stereotypes.
2.	<ul style="list-style-type: none"> • Pre-viewing activities: I would just do a lesson on immigration and its pro's and con's including situation from real life (Italy now, France, USA, Canada, etc.) for the students to think about and discuss. I would open the next lesson with the specific topic of France and Spanish immigrants, explaining the history and facts. I would then ask the students to discuss their feeling on these events in groups (I would provide guiding questions). With this in mind, I would introduce the film and (depending on the time available) play a clip depicting the lives and treatment of the Spanish or the entire film. • Film-viewing activities: During the film the students answer the questions again (if their opinions toward the French and Spanish have changed at all) including examples from the movie • Post-viewing activities: After the clip/movie I would ask students to give me their basic impressions of the film (opinions, comments, dis/likes, etc.). I would then ask them to get back into their groups and discuss the questions again. They would then be asked to report back to the class on any changes (and explain the reasons for them). For homework I would ask them to write about immigration in Slovenia (treatment of different immigrants/nationalities etc.) and include/discuss any similar problems (compared to film).
3.	<ul style="list-style-type: none"> • Pre-viewing activities: Look at housework, cheap help. Who do people employ here for cheap labour? Are times changing? Why do people work in other countries? How easy or difficult is it for people going to another country? Who do they associate with? • Film-viewing activities: Students should know they have to emphasise and give their answer to the pre-viewing questions. The movie can be broken down into themes: servitude, relationship boundaries, responsibilities, love. As these themes come up the movie, the movie can be paused and the discussions rise. • Post-viewing activities: Compare the differences between Spanish labour and Bosnian/Macedonian labour. Look at respect for other citizens. Look at hierarchical power. Look at themes brought up in pre-viewing and film-viewing activities.
4.	<ul style="list-style-type: none"> • Pre-viewing activities:

	<p>I would use this film to present a topic on stereotypes and also the topic on tolerance. I would start by asking the learners to discuss about the treatment of foreigners in Slovenia; asking them to say what they think about people from ex-Yugoslavia, Romi people and African people. Then I would show them the movie.</p> <ul style="list-style-type: none"> • Film-viewing activities: For film-viewing activities I would divide the learners into two groups. One group to concentrate on stereotypes and the other group to focus on all issues related to acceptance and tolerance. Each group to put down or try to remember points connected to the topic they are given. • Post-viewing activities: Each student to present the point he wrote down and discuss, comparing to their own and find the reasons why people behave that way. If possible the teacher to replay the part that contains the point written down.
5.	<ul style="list-style-type: none"> • Pre-viewing activities: Themes: immigration to France /to European Countries; Spanish civil war, de Gaulle period in France. French language: communication, vocabulary from the dialogues of the movie; comparison French/Spanish words, phrases (ideal for students of both French and Spanish); comparison with present situation in France and Slovenia About the film: producer, director, actors, scene, plot – students get task. • Film-viewing activities: <ul style="list-style-type: none"> - Students take notes when watching - Small brakes to clarify content • Post-viewing activities: <ul style="list-style-type: none"> - Students write summaries and present their work to the class - Discussion - Students write essay
6.	<ul style="list-style-type: none"> • Pre-viewing activities: I find quite difficult to use this film for Italian classes but in this case I would give the students the task to research the “Alexandrine” and then we would discuss this topic. Then I would read something about the situation in Italy with the immigrants from Romania. • Film-viewing activities: During the viewing of the film the students should take notes of some points which were agreed: the relationship between French and Spanish, the relationship among French and among Spanish, the reasons who took the Spanish servants to France, etc. • Post-viewing activities: We will discuss what the students noted and discuss if they see the same situation in Slovenia.

7.

Time	Ss tasks	Ts tasks	Pre-viewing activities		Notes	Learning outcomes
20'	- Graphic organizer - Timeline	- Guiding Ss explaining task - Giving/stating 1 or 2 examples - Clarifying when appropriate	Exploring life in Paris in 1960s – why, what, where, when, who, how, which cultures?	- Writing a general overview - Creating a synopsis of life in Paris in the 1960s – e.g. the different social classes	- Storyboard creating one - Drawing a scene with yourself in it	The student will be able to describe in detail life in Paris in the 1960s (as related to the French and Spanish cultures)
20'	- T-chart French – Spanish - Hand-out – table with stereotypes listed – T/F	- Define stereotype – give examples from own culture + Slo culture	Exploring cultural stereotypes		Could take on the form of a questionnaire	
5-10'	Describe the plot in three sentences		Playing the movie trailer and guessing the films' plot			
			Film-viewing activities			
			Name analysis – what's the meaning behind the names – do the names fit the characters		Probably needs to be done at home with the internet	The student will be able to describe the relation between the names and the characters and state if intentionally chosen by the screenwriter
			Nonverbal communication- identifying instances of proxemics, haptic, oculesics, kinesics		Silent viewing would be useful here	
	Ss identify /describe if sound adds to meaning		Playing scenes with no sound and then with sound			
			Identifying visual cultural details + comparing to ones' own with respect to food, dress, living space			

			Post-viewing activities		
			Identifying individualism and collectivism within the film	- Based on culture - Based on situation	
			Compare + contrast monochronic and polychronic perceptions of time between cultures – Spanish, French, Slovene, American, Italian, German, Serbian, etc.		
			Examining the remaining generational conflict + perception of cultures as seen within the film – the view of the sons vs. that of the parents		
			Comparing films/scenes from Le Havre, The Help, and women from the sixth Floor and exploring the portrayal of migrant workers and servants		
			Exploring high context style in Spanish and French cultures and then in own culture	- What is it? Definitions - Examples + no examples - Instances in movie/film - Instances in own culture	

* The same activities – one hundred alternatives to the book report could be utilized when viewing a film

8.	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • From a historical perspective – need to discuss the Spanish Civil war – Franco • Discuss post WW2 time – 1960s • What was post WW2 Europe like? • Set up Q/A worksheet: • Differences between Spanish and French culture • Discuss the main characters • Have a large group or a small group discussion of the theme – ask what they know already and what they'd like to know • Ask to predict from the title what the movie is about. <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Assign individuals or groups to follow a particular character • Give students a set of questions about the content, character, plot, specific bits of dialogue • Longer films – review completed segments before going to new ones • Try to have students revise and expand their predictions (from pre-viewing) as they gain more information. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Relate film to the students' own lives or the world in general • Writing activity: review the film (as models give review of other films, newspapers, magazines) • Choose a character – compare that character's life with your own • What happens after the movie is over – debate pros and cons of a controversial theme in the movie?
9.	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Branje kritike filma in primerjanje • Delo na naslovu in/ali s plakatom • Kratko delo o stereotipih <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Vprašanja v zvezi z vlogo in krajem • Besedišče • Fonetika • "Magnifico" - pesem <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Primerjava končne refleksije z začetno • Pisanje kritike filma • Dodatno delo z avtentičnim gradivom - aktualna situacija o imigrantih.
10.	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Branje kritike filma in primerjanje • Delo na naslovu in/ali s plakatom za ugotovitev teme • Kratko delo o stereotipih z Magnificom <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Vprašanja v zvezi s scenami in vlogami • Vprašalnik • Biti pozoren na španski naglas <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Primerjati pričakovanja s filmom • Primerjati Francijo danes in iz leta 196; in v Sloveniji? • Pisanje lastne kritike • Povzetek • Avtentična gradiva: današnji imigranti v Franciji.
11.	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Branje različnih kritik filma iz različnih držav • Delo z naslovom ali s plakatom • Delo na temo stereotipov

	<p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Delovni listi za usmerjanje razumevanja, vprašalniki (pravilno/nepravilno, besede za obkrožiti) • Pozorni biti na španski naglas <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Kritika • Avtentična gradiva za predstavitev današnje situacije.
12.	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Branje kritike filma + primerjanje • Delo na naslovu in/ali s plakatom • Pogovori o stereotipih <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Delovni listi zaradi usmeritve razumevanja – v skupinah • Vloge • Kraj • Španski naglas v francoščini • Zgodba filma <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Primerjanje situacije v filmu in današnje situacije z drugim avtentičnim dokumentom • Primerjanje z Jugoslavijo in Slovenijo • Pisanje kritike.
13.	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Reading of several articles about the movie to make a personal interpretation or at least to create same waking/expectations • Compare the different ways of writing a critic • From the title, the poster – exchanges and expectations • Work on representation, stereotypes, clichés, etc. <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Note • Elements to notice • Places, characters - questionnaire • Vocabulary used, being careful of the Spanish – French accent. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Compare your pre-viewing ideas with your own conception • Write your own article to critic and give your opinion about the movie • Comparison France of today vs. France of the 60s and in your country; what about situation and evolution in Slovenia?
14.	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Use prompts – the title of the film or the poster to have the students guess what it's all about • Read articles/reviews about the film • Question: what happens when two different cultures meet? • Stereotype: work with "Magnificom" <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • In groups – questions or hints • The main characters • The plot • The places • The language <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Compare the film with your expectations • Write your own articles • Re-act some of the scenes with a Slovene background.

15.

- Pre-viewing activities:

Film je lahko uporaben v povezavi s tematiko o stereotipih in težavah s katerimi se srečujejo tujci, ko iščejo službo v drugi državi. Čeprav bi uporabljala drug film, da bi to temo razlagala s poudarkom na italijansko situacijo, bi predlagala debato v razredu in zbirala z dijaki ideje o imigraciji v Sloveniji in Italiji.

- Film-viewing activities:

Povabila bi dijake na gledanje filma s pozornostjo na nekatere dialoge ali situacije, v katerih je poudarjena razlika med domačimi in tujci, še posebej iz rasističnih družbenih slojev.

- Post-viewing activities:

Po gledanju filma lahko navedemo izbrane scene in razmišljamo o vsaki situaciji in jo motiviramo. Dijaki lahko razmišljajo o modernih epizodah o rasizmu. Doma se lahko pozanimajo o tej temi in izbirajo material iz različnih virov in pri naslednji uri pouka s tujim učiteljem lahko organizirajo okroglo mizo.

16.

- Pre-viewing activities:

The film is not very suitable for an Italian class. It could use some sequences to start the issue of, for example the different women figures portrayed in the film. Or speak about the stereotypes and inflect on how the characters are portrayed.

A reflection on positive/negative stereotypes. How do we see the Spaniards and the French? What about the Italians? Are there common stereotypes between Italians, Spaniards, and French? What are the differences? Why a loudly Spaniards could be nice, while a loudly Italian is not?

- Film-viewing activities:

I wouldn't show them the whole film. I would choose some sequences (for example the dinner of the maids /the flamenco on the stairs, the French ladies playing bridge etc.) and took them as an example of stereotypes in this case, negative (almost always French) and positive (almost always Spanish). I would prepare a questionnaire on the different sequences and make them think on why the same stereotypes are positive in the case of Spaniards, negative if they think about the Italians.

- Post-viewing activities:

During the exchange programme, the students will have the opportunity to verify the stereotypes through observation. The Italians in Italy, the Spaniards in Spain. They will have to keep a diary and put down their observations. After the exchanges they could expose their ideas and discuss them while confronting their findings.

17.

- Pre-viewing activities:

I believe this film is not suitable for Italian as target language, as it deals with French and Spanish cultures. Maybe some parts of it can be used as an introduction to the situation of foreigners in Italy (basically from Romania, China and Africa). I would use it to analyse the Spanish culture. Firstly, I would ask students to think about the most common stereotypes about Spanish and French. Secondly, we could start a discussion about it and see what are the main differences between Northern Europe citizens and Southern as well as social levels (rich – poorest). The students should then write a questionnaire to be used during the film.

- Film-viewing activities:

While watching the film, the students answer the questionnaire, stating if the stereotypes in their mind match with the ideas of the film. At the same time, they try to give a more objective view of the situation, imagining changing some aspects, like: nationality, gender, social levels etc.

NATIONALITY	GENDER	SOCIAL LEVEL
French	Male/female	High
Spanish	Female	Low

- Post-viewing activities:

Students will give a feedback of their film-viewing activities and comment some selected scenes. Then they can use the same situation and act in some role-plays, imagining being French/Spanish, masters/servants, male/female, rich/poor, aggressive/peaceful etc. In the very end, they can compare and contrast some aspects of other cultures, such as Italians, Slovenes, Germans etc.

<p>18.</p>	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Discussion about the following themes <ul style="list-style-type: none"> - Social classes and culture - What is happiness? Has money got anything to do with it? - Immigration – Spanish in France - Relationships and how bad communication can cause them to fall apart. • Questionnaire (pre-viewing) – individual <ul style="list-style-type: none"> - Questions related to the concept explored by the movie - The questions are reflective and ‘force’ students to think deep and share their opinions. • Group work <ul style="list-style-type: none"> - Students work in groups and present something, based on their questionnaire • Explain literary elements in films <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Students get a hand-out, a short one, which helps them take guided notes on literary elements: <ul style="list-style-type: none"> - Characters - Setting plot - Resolution • The hand outs also contain some sections about the discussion points used in pre-viewing. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Discussion about the same themes, but with the movie in mind • Essay about the movie – some ideas: <ul style="list-style-type: none"> - Money is not everything – women from the 6th floor is a good example - A relationship cannot sustain itself without trust - Was Jean-Louis right to move to the 6th floor? Discuss. • Students are also asked to comment on the ending of the film. They are asked to re-write the ending to their liking. • Would you agree that Jean-Louis and Maria ‘lived happily together ever after’?
<p>19.</p>	<ul style="list-style-type: none"> • Pre-viewing activities: <p>Film bi uporabljala v 4. letniku, kjer so “Nemci v tujini” in “Tujci v Nemčiji” na programu. Po obdelovanju teh tem bi še bolj podrobno omenila “Gastarbeiter” – fenomen v Nemčiji. In dejstvo, da se je to tudi dogajalo v drugih evropskih državah: v Franciji (kot v filmu), v Angliji, ipd.</p> <ul style="list-style-type: none"> • Film-viewing activities: / • Post-viewing activities: /
<p>20.</p>	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Activities based on immigrant workers • Have a lesson on cultural stereotypes (EU – Slovene) • Use songs or newspaper articles with clichés on different cultures (Spa/Fra/Eng). <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Divide film into sections that are important/relevant • Choose certain parts that portray cultural stereotypes • Watch parts of the film and put together activities for each part: • Cultural stereotypes • Language and racism (superior) • Generation conflicts • Observation of body language. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Discussion with students • Provoke students and relate it to their culture vs. other → think about stereotypes they have in relation to others • Ask students to use what they have seen and put together a presentation based on the film which reflects cultural stereotypes in their society, etc.

<p>21.</p>	<p>Pre-viewing activities:</p> <p>* In order to use this film the most effectively, we would like English subtitles.</p> <ul style="list-style-type: none"> • Quick history of the French life and bourgeois during the 1960s; Ask students for their opinions/expectations on the cultural-class issue in front of us. • Review of different types of humour. <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • During film intermission (i.e. homework between second/third lesson), students could choose a character that they resonate with and describe a similar issue/experience from their own life. • Students could identify a scene demonstrating different types of humour and techniques. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Students discuss the humour → what did they like viewing. How did humour play into language issues? How did humour tie us all together AND separate us? • Discussion (organized) about today's immigrants in Slovenia and also stereotypes/immigrant current events. <p>Also, discuss why the characters were portrayed in such a stereotypical fashion.</p> <p>OPTIONS 1 and 2 → I would pick one so there is not too much in the lesson</p>
<p>22.</p>	<p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Examining the historical background of France – Spain and France at the same time • Identifying cultural stereotypes of France and Spain • Researching (migrant workers) • Working class vs. upper class and generational conflict studies. <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Making initial observations of characters (characterizations – judgements) • Recording stereotypes portrayed • Identifying characters and situations related to the historical research conducted earlier. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Editing/comparing comparisons of before after viewing characterizations • Analysis of the cinema graphic elements of the film → plot development, use of humour and stereotypes • Discussing the final situations of the characters.
<p>23.</p>	<p>Pre-viewing activities:</p> <p>*Disclaimer: this lesson is based on assumption we can get the movie with English subtitles and no Slovene.</p> <ul style="list-style-type: none"> • Briefing: French culture in 1960s (bourgeois). <ul style="list-style-type: none"> - Use of housemaids in Paris in the 1960s? → students give expectations of - Potential class + culture clashes in movie. • Discussion: foreigners doing menial jobs in different cultures in past and today • Discussion/short lesson: review vocabulary used <ul style="list-style-type: none"> - Humour across cultures - Types of humour – slapstick, sarcasm, irony, etc. - Joke translations /preferences - (Full movie or clips could be used for a shorter lesson based purely on humour). <p>Film-viewing activities:</p> <p>Watch the movie – students should take notes on:</p> <ul style="list-style-type: none"> • Types of humour • Culture clashes <p>Post-viewing activities:</p> <p>Discussion – which culture can you relate this movie to today? (example: US having Mexican + later Asian housekeepers, UK + southeast Asia, immigrants in Slovenia + types of jobs they have, etc.). FT should discuss what it is like in their home town.</p> <p>Question: why do you think these characters were portrayed in such a stereotypical way?</p>

<p>24.</p>	<p>Pre-viewing activities:</p> <p>*Would require English subtitles</p> <ul style="list-style-type: none"> • Discussion of cross-cultural humour • Review terminology - satire, slapstick, irony, etc. – discussion what kinds of humour do they like best? What kinds are most common in US films, British films, etc.? <p>Film-viewing activities:</p> <ul style="list-style-type: none"> • Watch several clips and students identify types of humour employed (watch film or clips and students watch on details on ‘immigrant experience’). • Homework: students write paragraph on some questions related to the film or clips (favourite character or favourite scene, etc.) <p>Post-viewing activities:</p> <ul style="list-style-type: none"> • Expectations of the film i.e.: immigrant’s experience – comparison to immigrants in the media, interviews they did with immigrants last year. • Comparison of situation in US with Hispanic immigrants or UK with South East Asian (Indian). Why do you think immigrant characters are portrayed stereotypically? Why these characters in this movie?
<p>25.</p>	<p>I wouldn’t use this film in class. These activities assume it’s a version with English subtitles.</p> <p>Pre-viewing activities:</p> <ul style="list-style-type: none"> • Discuss/explain the cultural context of the film – country, time. Explain/discuss the idea of house servants (this is unimaginable in the UK where people are rich enough to have servants would live in a house). • Discussion of humour + the different types – physical, slapstick, sarcasm, etc. if there is time to spend on this, could use different short clips of movies/TV shows to illustrate the different types. • Discussion of immigrants being employed in menial jobs – why, context, arrival in foreign country where qualifications may not be recognized, etc. <p>Film-viewing activities:</p> <p>Watch the movie (difficult to imagine what clips you could use, so the whole movie).</p> <p>Post-viewing activities:</p> <p>Discussion of the humour in the movie – types seen.</p> <p>Think about immigrants in Slovenia – what kind of jobs do they do? Where do they come from? How well are they integrated? What kind of status do they have in society?</p>