

# ERASMUS+ NLA (The NeuroLinguistic Approach)

## Effective strategies for successful learning and for teaching a foreign language

### Course Ref: EPFR 9

#### Entry Level:

Minimum Level French CEFR B2

#### Language of tuition:

French

#### Daily Teaching Sessions

**Morning:** 2 x 90 minutes (3 hours)

**Afternoon:** 1 x 120 minutes  
(2 hours) and 1 x 60  
minutes (1 hour)

Total course contact hours:

1 week: 30 hours

**Maximum class size 15**

#### Course Provider:

### French In Normandy

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# ERASMUS+

This course is of significant benefit to teachers and other professionals who:

- Need to upskill their French language teaching theories and techniques for students aged 6 and upwards
- Need to improve their French language teaching based on the strong and sound foundations of the NeuroLinguistic Approach addressing language teaching and classroom practice connected to the reality on the ground
- Need to deepen their own fluency in the French language

The course is taught in French, but it should be noted that the course is also relevant for teachers of other foreign languages as the skills and techniques taught are transferable to other languages and subjects.

#### The objectives of the initial NLA training are as follows

- To understand the principal NLA teaching theories and the pedagogical practices, and the concepts with lecture materials
- The main principals are to distinguish between two grammatical concepts; the literacy pedagogy and complete sentence; focus on meaning or task; authenticity and social interactions
- To understand the systemic aspect
- To understand the teaching strategies for each different phase: the oral phase, the reading phase and the writing phase. To be able to apply this knowledge in working group
- To be able to critically assess the learning process, to master the theory and principles of NLA

#### Preparation

##### Pre-course Preparative Modalities:

- Needs Analysis and educative background profile
- Online resources for pre-course, arrival and cultural information
- Online language level assessment

#### Practical Arrangements

##### Intra-Course Modalities offered by the Course Provider

- Course tutor
- Pedagogic learning materials
- Setting of learning objectives
- Ongoing assessment and evaluation including feedback on progress
- Guidance and advice on homework exercises
- Accommodation service and pastoral care: 24hr emergency contact
- Optional additional language workshop every day
- City orientation tour and welcome activity
- Access to school study and media centre

#### Follow up provided

##### Post-Course Modalities

- A Certificate of Attendance and Achievement
- Europass Mobility
- End of course programme evaluation
- Post-course forum
- Pedagogic teaching materials

## The NeuroLinguistic Approach

### Topics

The two creators of the NeuroLinguistic Approach Claude Germain and Joan Netten proposed a new pedagogy for teaching French as a second language and French as a foreign language in order to improve the progress and results of the Canadian English-speakers children learning French. The main question was to find an efficient method for these learners. NLA was created and experimented in classrooms from 1997.

Speaking and listening are closely linked. Speaking plays an important role in the 3 skills of reading, writing and listening which are all developed systematically through a specific order of sequence.

This approach integrates skills practice which can then be re-used in the participants' teaching in their own class.

Classroom techniques demonstrated in practice & giving feedback.

Techniques for learning outside the classroom; different group activities are presented and demonstrate how they can be used to facilitate learning.

Task-based learning; moving away from teacher-centred lessons and encouraging students to work together, support and help one another are all vital components in modern language teaching today.

Extra fluency practice; additional sessions in small groups. These thematic workshops focus on communication skills.

### Course Content and Strategies

The sessions are a blend of theory and practice in FLE using phases and strategies based on The NeuroLinguistic Approach. Throughout the course, participants are encouraged to reflect on their own practice, consider innovative theoretical and pedagogical principles and alternative practices and try out classroom strategies.

Theoretical and pedagogical principles are presented to the whole group and in order to develop teaching skills these are applied in working groups for the different phases (oral, reading and writing). Input sessions consist of small groups of professionals and are designed to give an insight into their French language teaching based on strong and sound foundations from NeuroLinguistic Approach and language teaching connected to the reality on the ground. The themed modules/sessions are made up of theoretical components, French language teaching techniques in practice and the elaboration of pedagogical activities that participants will be able to put into practice on their return to work.

### Sample Programme

**This is a sample of a schedule which can be adapted to suit the participants' needs.**

First day in school includes welcome, orientation and briefing before class begins.

Day	Hours	Initial training to the NLA the NeuroLinguistic Approach for teaching foreign languages
Monday 22d		<b>Theoretical settings</b> <ul style="list-style-type: none"><li>• A new paradigm for teaching foreign languages</li><li>• The 5 fundamental principles of NLA</li><li>• The main modifications of the curriculum and the teaching skills</li></ul>
Tuesday 23d	9 :30AM 11 :00AM	<b>Teaching strategies of oral</b> <ul style="list-style-type: none"><li>• Efficient teaching strategies</li><li>• Demonstration and feedback</li><li>• Practice and feedback</li><li>• Understanding the concepts of fluency and accuracy</li></ul>
Wednesday 24th	11 :30AM 13 :00PM  2 :00PM 4 :00PM	<b>Teaching strategies of reading</b> <ul style="list-style-type: none"><li>• Efficient teaching strategies</li><li>• Demonstrations and feedback</li><li>• Practice and feedback</li><li>• Understanding the specific pedagogy of literacy for second / foreign languages</li></ul>
Thursday 25th	4 :30PM 5 :30PM	<b>Teaching strategies of writing</b> <ul style="list-style-type: none"><li>• Efficient teaching strategies</li><li>• Demonstrations and feedback</li><li>• Practice and feedback</li><li>• Automating the application of rules</li></ul>
Friday 26th		<b>Assessment and overview</b> <ul style="list-style-type: none"><li>• Project-based pedagogy integrated to the teaching programme</li><li>• Feedback on the theoretical concepts and the practices – Study the possible adaptation to the participant's teaching context</li><li>• Presentation of certificates</li></ul>

### Materials used

- A lecture room, video – projector and a white board with felt tip pens
- PPT presentation
- Video episodes of the class
- NLA teaching units
- Teaching strategies for the oral stages, the reading of a personal text and the writing, project-based learning notions, Bloom's Taxonomy, the assessment form
- Judgement of the session form

### Outcomes

- To understand the close links between the NeuroLinguistic Approach and the teaching of French as Foreign Language
- To gain teaching/learning strategies and to understand their link with theory and the key-principles of ANL
- To gain principles/pedagogical strategies which contribute to the development of fluent, accurate communication skills, and effective, on-going motivation
- To gain a vision and a conception of teaching/learning which allow the learner's cognitive development
- To gain basic notions for the design a pedagogical sequence