

# ERASMUS+ Methodology of FLE & NLA (NeuroLinguistic Approach)

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

### Course Ref: EPFR 15.2

#### Entry Level:

Minimum Level French CEFR B2

#### Language of tuition:

French

#### Language of material:

French

60 Teaching Sessions

Total course contact hours:

2 weeks: 50 hours

#### Maximum class size 15

#### Educational context:

primary, secondary, university, training, association

For: teachers of French as a foreign and second language, foreign language teachers teaching sessions, researchers in language didactics, students and trainees in teaching French as a foreign language

#### Course Provider:

##### French In Normandy

OID 10007715

26 bis rue Valmont de

Bomare

76100 Rouen

FRANCE

Tel: +33 2 35 72 08 63

Fax: +33 2 35 72 08 64

<info@frenchinnormandy.com>

www.frenchinnormandy.com

#### in association with:

##### Shadows Professional

Development Ltd

OID E10070815

# ERASMUS+

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

- Need to upskill their French language teaching techniques of students aged 6 and upwards
- Need to upskill their French language teaching techniques for NLA
- Wish to familiarise themselves with international best practice in FLE
- Need to enrich their own knowledge of the French language

It should be noted that the course is also relevant for teachers of other foreign languages as the skills can and techniques taught are transferable to other languages and subjects taught in that language.

#### The objectives of the training:

- To familiarise participants with recent pedagogical and classroom developments in FLE
- To improve language teaching practice and offer innovative ideas for the classroom
- The importance of forming a project
- To provide numerous techniques and methodological approaches to teaching FLE
- To examine/distinguish (in the NLA Approach) grammatical concepts, verbal interactions, literacy, pedagogy, phrase construction and concentration on the sense
- To understand the 5 principal NLA teaching theories, pedagogical practices and concepts with lecture materials
- To gain a grasp of the teaching strategies for each different NLA phase: The oral phase, reading phase and the writing phase. Be able to apply this knowledge in a workshop setting with our own students.

#### Preparation

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

#### Practical Arrangements

- 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

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

## Week One

### Methodology of teaching French as a Foreign Language (FLE)

#### TOPICS

Overview of Methodology

Classroom activities for ice breaking

Classroom activities to integrate culture in a foreign language class

Techniques in practice in a live French as a foreign language class

Classroom techniques demonstrated in practice, feedback and discussion  
Communicative language games

Techniques to teach grammar in a funny way

Songs & Interculturality; rhythm is an important part of any language. This session shows how songs can be used to improve learners' spoken production. It enables the discovery of French culture through a universal media in a fun way.

Techniques to create modern worksheets for the class

Teaching using CLIL; a study of different techniques that can be employed to deliver a subject-based lesson. The teacher has the opportunity to practise these activities at the same time as acquiring the necessary classroom language.

ICT and web tools for the classroom

Development of a pedagogical plan

Optional workshops.

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## Course Format

One week 30 lessons Methodology of FLE which precedes...  
...One week NLA 30 lessons(sample timetable below)

## Week Two The NeuroLinguistic Approach

### NLA Sample Programme

Below is a sample of a schedule that can be adapted to suit the participants' needs.

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

Day	Hours	Initial training in the NeuroLinguistic Approach (NLA) for teaching foreign languages
1 <sup>st</sup> day		<p><b>Theoretical settings</b></p> <ul style="list-style-type: none"> <li>Participants are put in a foreign language learning situation with NLA</li> <li>Analysis and discussion of the learning processes used</li> <li>Presentation and discussion of the first theoretical foundations and principles of NLA : distinction between implicit competence and explicit knowledge, the importance of oral production and use of social interactions</li> </ul> <p><b>Teaching strategies : oral (1<sup>st</sup> part)</b></p> <ul style="list-style-type: none"> <li>Hypothesis concepts and teaching steps</li> <li>Demonstration, analysis of teaching strategies and feedback</li> <li>Reflect on the other foundations and principles of NLA : cognitive engagement, literacy pedagogy and authenticity</li> </ul>
2 <sup>nd</sup> day	09:30 to 11:00  11:30 to 13 :00	<p><b>Teaching strategies : oral (2<sup>nd</sup> part)</b></p> <ul style="list-style-type: none"> <li>Deepening/reminding of the foundations and principles of NLA</li> <li>Practice preparation, practice and feedback</li> </ul> <p><b>Teaching strategies : reading - listening (1<sup>st</sup> part)</b></p> <ul style="list-style-type: none"> <li>Understanding the sequence order, the links between speaking, reading/listening and writing, reading strategies and linguistic contextualization</li> <li>Demonstration (contextualization, predictions, first exploitation)</li> <li>Analysis of teaching strategies : preparation for the reading lesson demonstrated by the tutor and feedback</li> </ul>
3 <sup>rd</sup> day	14:00 to 16:00	<p><b>Teaching strategies : reading – listening (2<sup>nd</sup> part)</b></p> <ul style="list-style-type: none"> <li>Reminder of the stages of the reading phase</li> <li>Preparation and practice (contextualization, predictions and 1st exploitation)</li> <li>Feedback, discussion</li> </ul> <p><b>Teaching strategies - reading – listening (3<sup>rd</sup> part)</b></p> <ul style="list-style-type: none"> <li>Addressing explicit knowledge: grapheme/phoneme, prosody and rules of writing (grammatical contextualization)</li> <li>Demonstrations (2<sup>nd</sup> and 3<sup>rd</sup> exploitation) and analysis</li> <li>Practice preparation, practice and feedback</li> </ul>
4 <sup>th</sup> day		<p><b>Teaching strategies - reading – aural (4<sup>th</sup> part)</b></p> <ul style="list-style-type: none"> <li>Practice preparation, practice and feedback</li> </ul> <p><b>Teaching strategies - writing production (1<sup>st</sup> part)</b></p> <ul style="list-style-type: none"> <li>Theoretical aspects: Influence of speaking on writing</li> <li>Demonstration, analysis of teaching strategies and feedback</li> <li>Practice preparation, practice and feedback</li> </ul>
5 <sup>th</sup> day		<p><b>Teaching strategies of writing production (2nd part)</b></p> <ul style="list-style-type: none"> <li>Practice preparation, practice and feedback</li> </ul> <p><b>Assessment and overview</b></p> <ul style="list-style-type: none"> <li>Project-based pedagogy integrated in the teaching programme</li> <li>Feedback on the theoretical concepts and practices</li> <li>Design of an NLA lesson plan</li> </ul>

# The NeuroLinguistic Approach

## Topics

The Neurolinguistic approach for teaching French as a foreign language was created in Canada in 1998 by two renowned teachers and didacticians, Joan Netten and Claude Germain.

The approach is used for pre-adolescents and teenagers, refugees and secondary school students in Asia and in Europe. It has recently been tested through experimental research in France for French and English as foreign languages. The positive results will soon be published.

During this training, we will see

- the importance of two grammars. Through this distinction, the predominance of implicit competence and thus the use of oral skills also in reading and writing
- how to make the learner express him/herself in complete sentences in authentic communicative situations to build this skill.
- the concept of literacy pedagogy: how to make learners express their personal messages by focusing on their interest and meaning
- how to develop fluency and accuracy through correction. We will see how to develop the learner's communicative skills in speaking, reading and writing, using mainly speaking and looking at the order and links between all these phases.
- how to deal with external grammar: the sound-graphic phenomena of the language among others and specific rules for writing.
- putting at stake the cognitive engagement of the learner in an interactive and authentic development of oral skills and the expressed message as well as in the progressive use of cognitive processes in project-based pedagogy.
- how to integrate activities such as games, simulations, skits etc. into an NLA sequence.

This course integrates theory with and from practical sessions, where tutors have demonstrated classroom techniques in real courses and in workshops participants apply strategies that can then be reused in their own teaching.

Understanding how the theoretical foundations, pedagogical principles, phases and activities are intimately linked.

Learning how a pedagogical approach provides both a framework and flexibility for developing effective and creative lessons.

## NLA Course Content and Strategies

You will approach NLA in an active and concrete way:

You will experience the approach by being put into a foreign language learning situation:

- By looking closely at the strategies and theoretical underpinnings in the trainers' teaching demonstrations with real learners.
- Then by experiencing the foundations of NLA in authentic teaching situations with real learners in the school.

## NLA Materials used

- A lecture room, video – projector and a white board with felt tip pens
- PPT presentation
- Video episodes of the class
- Documentation: contents of the course
- ANL research articles
- 2 NLA teaching units
- Teaching strategies for the verbal stages, the reading of a personal text, and the writing, Bloom's Taxonomy, the assessment form, and the overall, judgement of the session form.

## Two Week Course Outcomes

### *Methodology of FLE*

- Increased confidence in using different techniques to teach French as a foreign language
- Enhancement of methodological approaches for classroom practice and management
- Better understanding of students' needs and behaviour in the classroom
- Acquisition of techniques to improve students' motivation and the role of learner autonomy in language learning
- Improved knowledge in using technological software, hardware and the internet as a teaching resource

### *The Neurolinguistic Approach*

- Greater understanding of French as Foreign Language's teaching with respect to its close links to Neurolinguistic Approach
- Acquisition of new teaching/learning strategies and their links to the theory and the key principles of the NLA
- Application of the principles of the NLA and the pedagogical strategies which flow from them, to contribute to the development of fluent, accurate communication skills and to motivate learners
- Improved class management
- A grasp of the concept that the approach to teaching/learning proposed by the NLA fosters cognitive development in the learner
- Acquisition of the basic notions in developing a pedagogical sequence according to the principles of the NLA