

ERASMUS+ “Speak Easy” & NLA (NeuroLinguistic Approach)

Effective strategies for successful learning and for teaching a foreign language

Course Ref: EPFR 18.2

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 12

Educational context:

primary, secondary, university, training, association

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

Course Provider:

French In Normandy

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ERASMUS+

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

- Develop their confidence to teach an oral French language course.
- Use new tools to facilitate work on the students' oral expression
- 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 are as follows

- To use techniques of the theatre with a range of oral expression exercises that have been especially designed for foreign students and adapted for each language level
- To help teachers to use tools to reduce the difference or gap between the written competence and the oral competence of the students
- To encourage students to open their mouth without fear and have fun to speak
- To understand the 5 principal NLA teaching theories, pedagogical practices and concepts using lecture materials
- To examine/distinguish grammatical concepts, verbal interactions, literacy, phrase construction and concentration on the sense
- To appreciate the importance of forming a project
- To gain a grasp of the teaching strategies for each different phase: the oral phase, reading phase and the writing phase. To be able to apply this knowledge in a workshop setting with our own students

Preparation

- Needs Analysis and educative background profile
- Pre-course, arrival and cultural information from French in Normandy
- Online language level assessment from French in Normandy

Practical Arrangements

- Course tutor- Setting of learning objectives
- Pedagogic learning materials
- Ongoing assessment and evaluation including feedback on progress
- 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 “Speak Easy”

TOPICS

Breathing techniques and voice projection. Progressive abdominal breathing exercises allowing participants to better control the tone of their voice.

Specific articulation exercises addressing participants’ linguistic difficulties

Reading and interpretation of short texts chosen for their particular use of sounds. Focus on the physical aspect of voice projection.

Supplementary exercises that examine the intonations and rhythms of the French language

Participants, in class, create then interpret texts that imitate those previously presented (tautograms). Creation of texts based on specific themes and subject to a possible montage at a later point.

Semiotic elements: importance of nonverbal communication, confirming or contradicting the messages expressed by oral communication. The “micro gestures” in support of argumentation. Gestures and cultural differences.

Introduction and practice of a range of improvisation exercises related to the on-going difficulties at the student’s language level (from A1 to B2)

A preliminary study of the texts. Application on stage of voice projection exercises. Preliminary staging of texts studied in the morning. Research the mood in contemporary texts not written for the theatre. Techniques of segmenting to present the texts in several voices. Work to interpret simple dialogues, text in hand, applying all the stage directions. Presentation of different works on the actor’s role (practical exercises).

Work on awareness of the dramatic. Rules of movement and placement on stage. Notions of choreography and dramatic progression. Use of simple props. Importance of secondary actions. How to interpret differently the same dialogue. Technique of sequencing and researching the coherence of texts. Selecting texts produced by the participants or other authors in view of an eventual staging and sketch out what could be a public performance (work on sequencing, the connections, the unit of the presentation and “la chute” (the ending).

Course Format

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

Week Two: 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

- To help the participants to teach how to communicate in French more efficiently and successfully
- Increased confidence in using different techniques
- Integrate new strategies for successful classroom practice
- Greater understanding of students' needs and behaviour in class
- Techniques to improve student motivation
- Increased confidence in personal lesson delivery
- Exposure to different classroom methodological practices

- 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

