

**Western University
Department of French Studies**

FRENCH 2170B COURSE OUTLINE 2014-2015

Neurolinguistic Approach and CEFR

Prerequisite: French as a Second Language Teaching Degree or permission of the French immersion school administration

Instructor			
name	e-mail	office	hours
France Dupuis	France.dupuis@cdsbeo.on.ca	613-258-7232	8h30-4h30

COURSE DESCRIPTION

An intensive 0.5 credit program designed for both **core French** and **French immersion teachers** and **teacher candidates**. This program will answer all of your questions about the CEFR and you will understand how the CEFR provides a framework for instruction and assessment within the FSL classroom.

For recent graduates as well as the experienced instructor, this ten day course, held in a 100% francophone environment at one of the most renowned French immersion schools, will focus on the **Neurolinguistic Approach to Second Language Acquisition**. This program is a direct response to the changes in the curriculum for French as a second language teaching in Ontario and across Canada as a result of the principles listed in the **Common European Framework of Reference (CEFR)** for Languages.

COURSE OBJECTIVES

By the end of the course, students will be expected to:

- understand the 4 levels of competency of the CEFR (A1 – A2 – B1 - B2)
- create a lesson plan based on Action – Oriented Approach of the CEFR.
- acquire understanding of the benefits of planning, teaching, assessing and reflection on their practice by using the Action-Oriented Approach based on relevant research
- be able to create an oral, reading and writing lesson plan based on the strategies of the Neurolinguistic Approach (ANL)
- present their oral, reading and writing lesson plan using the strategies of the ANL and reflect on their performance
- summarize articles of the ANL by extrapolating the main ideas and share during group discussion

DESCRIPTION OF PROGRAM:

ARTICLES ON NEUROLINGUISTIC APPROACH (5x5% = 25%)

- There will be 5 articles to summarize, each worth 5%.

ACTION-ORIENTED LESSON PLAN (15%)

- An action-oriented lesson plan to be handed at the end of the third day. Each student will create a lesson plan and make connections with the revised FSL curriculum of Ontario (or the FSL curriculum of their province and/or territories) then will do a short presentation of 10 minutes to the group.

ORAL LESSON PLAN USING ANL STRATEGIES - (20%)

- An oral lesson plan to be submitted by the end of the first five days of the course. Each student will have to “teach” to the group their oral lesson (the other students will pretend to be the students in the classroom). The lesson plan must include the 5 steps of the ANL to teach oral language.

READING LESSON PLAN USING ANL STRATEGIES - (20%)

- A reading lesson plan to be submitted by the middle of the course (seventh day) . Each student will have to “teach” to the group their reading lesson (the other students will pretend to be the students in the classroom). The lesson plan must include pre-reading, reading and post-reading activities as suggested in the ANL to teach reading.

WRITING LESSON PLAN USING ANL STRATEGIES - (20%)

- A writing lesson plan to be submitted before the end of the course (ninth day). Each student will have to “teach” to the group their lesson on writing (the other students will pretend to be the students in the classroom). The lesson plan must include pre-writing, writing and post-writing activities as suggested in the ANL to teach writing.

CLASS ATTENDANCE AND PARTICIPATION

- Regular attendance and active participation in class are essential to this intensive course.
- Attendance for each class will be recorded, so it is important to **arrive on time** and **stay until the end of class**.

REQUIRED MATERIALS:

1. *A guide to Reflective Practice for Core French Teachers, Module 3, The Action – Oriented Approach*, Curriculum Services Canada and Ministry of Education, Ontario. 2012. Available at: <http://www.curriculum.org/storage/30/1370607618/FSL-module-3.pdf>
2. *CECR (Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer)*. (2001). Conseil de l'Europe. Cambridge: Cambridge University Press. Available at: http://www.coe.int/t/dg4/linguistic/Source/Framework_fr.pdf
3. *Cadre stratégique pour l'apprentissage du français langue seconde dans les écoles de l'Ontario. De la maternelle à la 12^e année.* (2013). Ministère de l'éducation, Ontario. Available at : http://www.coe.int/t/dg4/linguistic/Source/Framework_fr.pdf
4. *Approche neurolinguistique. Guide pédagogique. Français intensif, 2e édition, remaniée, juin 2011.* Germain & Netten.
5. *Approche neurolinguistique. Guides pédagogiques. Post-français intensif I, II, III , mai 2010.* Germain & Netten.
6. *Approche neurolinguistique. Guides pédagogiques. Post-français intensif IV, V, VI , mai 2010.* Germain & Netten.

_These guides will be made available to all students. Mode of delivery to be determined.

RESEARCH ARTICLES :

7. *Aspect culturels, linguistiques et didactiques dans l'enseignement-apprentissage du français à un public non-francophone.*2014. Linda de Serres, Françoise Ghillebaert, Patrick-André Mather, Agnes Bosch.
Availability: will be sent to all students via e-mail



Actes_Porto-Rico-Q
uebec_26_fev_2014_

8. *Pour une nouvelle approche de l'enseignement de la grammaire en classe de langues – Grammaire et approche neurolinguistique (ANL).* Germain, C. & Netten, J. *Revue japonaise de didactique du français*, vol. 8, no. 1, 2013. Pp 172-187.
Availability: will be sent to all students via e-mail



2013 - Nvelle
approche ANL - Japc

9. Grammaire de l'oral et grammaire de l'écrit dans l'approche neurolinguistique (ANL),
Germain, C. & Netten, J. Synergies Mexique no.3, 2013, pp. 15-29.



2013 Grammaire
oral-ecrit Synergies

Availability: will be sent to all students via e-mail

10. Un nouveau paradigme pour l'apprentissage d'une langue seconde ou étrangère: l'approche neurolinguistique. Netten, J.& Germain, C. 2012, p.85-114.



2012b Un nouveau
paradigme - Neuroe

Available at : <http://www.neuroeducationquebec.org/revue>

11. Une pédagogie de la littératie spécifique à la L2. Germain, C. & Netten, J., Réflexions, 2012,
Vol. 31. No1, p. 17-18

Availability: will be sent to all students via e-mail



Litteratie_L2_2012-li
bre.pdf

12. Impact de la conception de l'acquisition d'une langue seconde ou étrangère sur la conception de la langue et de son enseignement. Germain, C. & Netten, J. Synergies
Chine, no.6, 2011, pp. 25-36.

Availability: will be sent to all students via e-mail



Impact - Synergies
Chine - 2011-Actes c

DISTRIBUTION OF MARKS:

5 articles @ 5%	25%
1 Action-Oriented Lesson Plan	15%
1 Oral Lesson Plan using ANL Strategies & Presentation	20%
1 Reading Lesson Plan using ANL Strategies & Presentation	20%
1 Writing Lesson Plan using ANL Strategies & Presentation	20%
Total	100%