

INTENSIVE FRENCH

A Neurolinguistic Approach to
Language Learning

PROGRAM

- ▶ What is the Neurolinguistic Approach?
- ▶ Why Intensive French?
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WHAT IS INTENSIVE FRENCH?

- ▶ Intensive French (IF) is a pedagogical approach to teaching French as a second language based on recent research in the area of neurolinguistics. The approach that offers a new way of teaching a second or foreign language (L2/FL) in the classroom context, conceptualized by Germain and Netten beginning in 1998, is called the Neurolinguistic Approach (NLA).
- ▶ The NLA springs from research in the neurosciences that has provided a better understanding of how we learn to speak (Paradis, McGill University; N. Ellis, Michigan University).
- ▶ Resource: <http://www.francaisintensif.ca/parents-en.html>

WHAT IS INTENSIVE FRENCH? (CONTINUED)

- ▶ The most important principle underlying the NLA is that it is necessary to develop two grammars when learning a L2/FL: an "internal grammar" (non-conscious) to acquire speaking proficiency and an "external" grammar (conscious) to learn how to write. It has been shown that these two grammars are not directly linked to each other and each must be developed by different types of pedagogical activities.
- ▶ Resource: <http://www.francaisintensif.ca/parents-en.html>

WHY INTENSIVE FRENCH?

- ▶ Studies have indicated that students who are exposed to a period of intensive 2nd language study **show greater progress** than students exposed to the same number of hours of instruction spread out over a longer time period.
- ▶ Resource: (Lightbown and Spada, 1989).

WHY INTENSIVE FRENCH? (CONTINUED)

Grade 5	September - February	February - June
	Intensive French	Compacted curriculum Social and Science (Math & ELA cont.)
	Math, ELA, Phys-ed, Music (English)	Intensive French (49 min/day)

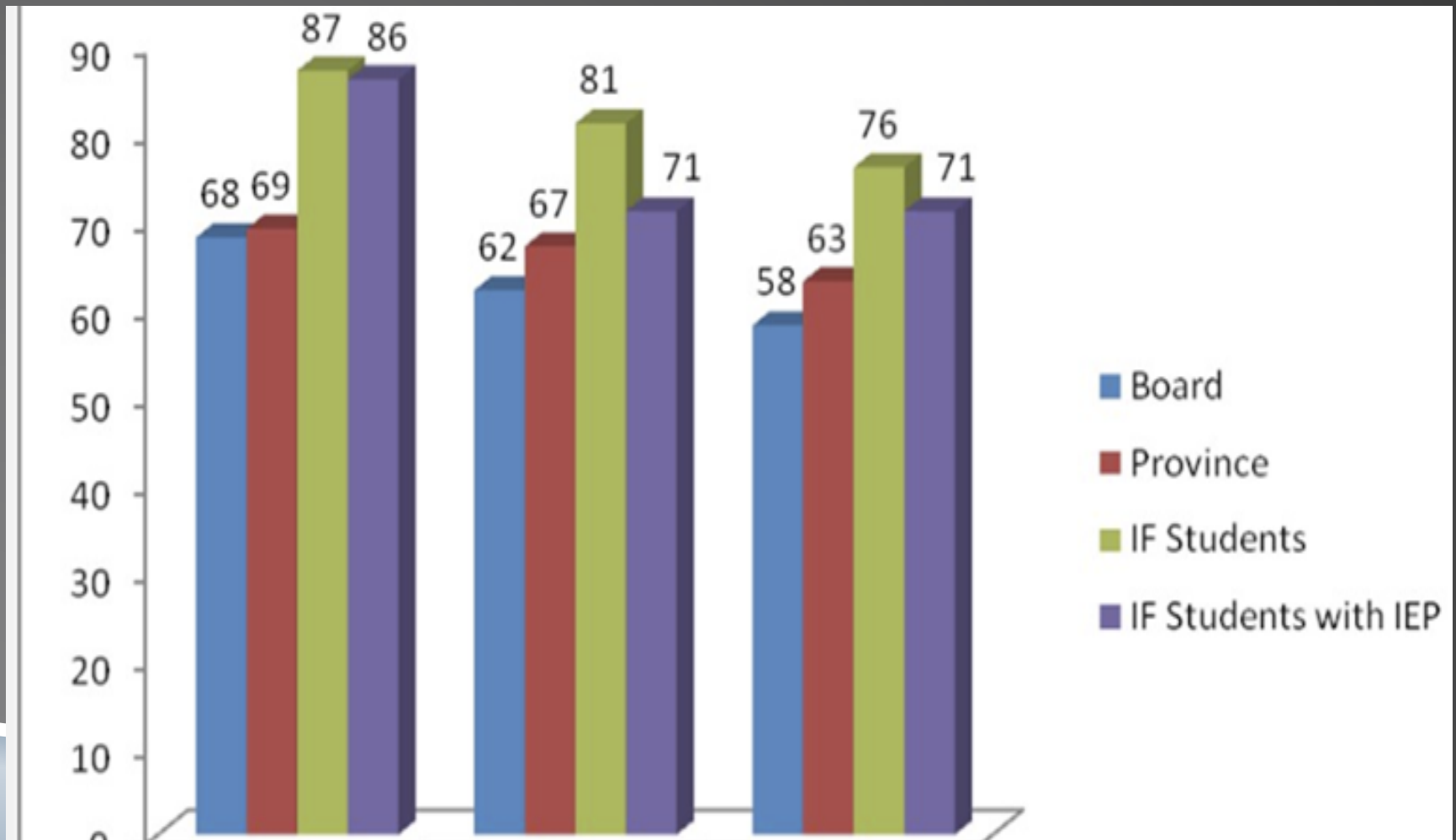
Grade 6	All year
	Regular Curriculum
	Post-Intensive 49 min twice a week

CURRICULAR EFFECTS OF INTENSIVE FRENCH

Intensive French

- Develops French literacy skills
- Enhances English literacy skills
- There are no negative effects on other subject
- Students with learning difficulties do benefit from the program
- In fact....

CURRICULAR EFFECTS OF INTENSIVE FRENCH (CONTINUED)



THE DIFFERENCE BETWEEN LATE IMMERSION AND INTENSIVE FRENCH

▶ Immersion

- ▶ students learn subjects with French as the language of instruction
- ▶ exposure to French for most of the day

▶ Intensive French

- ▶ focus is on learning the French language via themes relevant to the students' lives (The Starbucks conversation)

A DAY IN INTENSIVE FRENCH

- ▶ Start the day off with the routine :

Comment ça va?

Le Calendrier

La Météo

Qu'est-ce que tu as fait hier soir?

- ▶ Message du jour:

With this activity, vocabulary and grammar concepts from the day before are reinforced. As well, students practice reading with fluidity.

A DAY IN INTENSIVE FRENCH (CONTINUED)

- ▶ Introduction of new vocabulary:

This is done through authentic oral communication.

- ▶ Reading:

One cannot read what they cannot say.

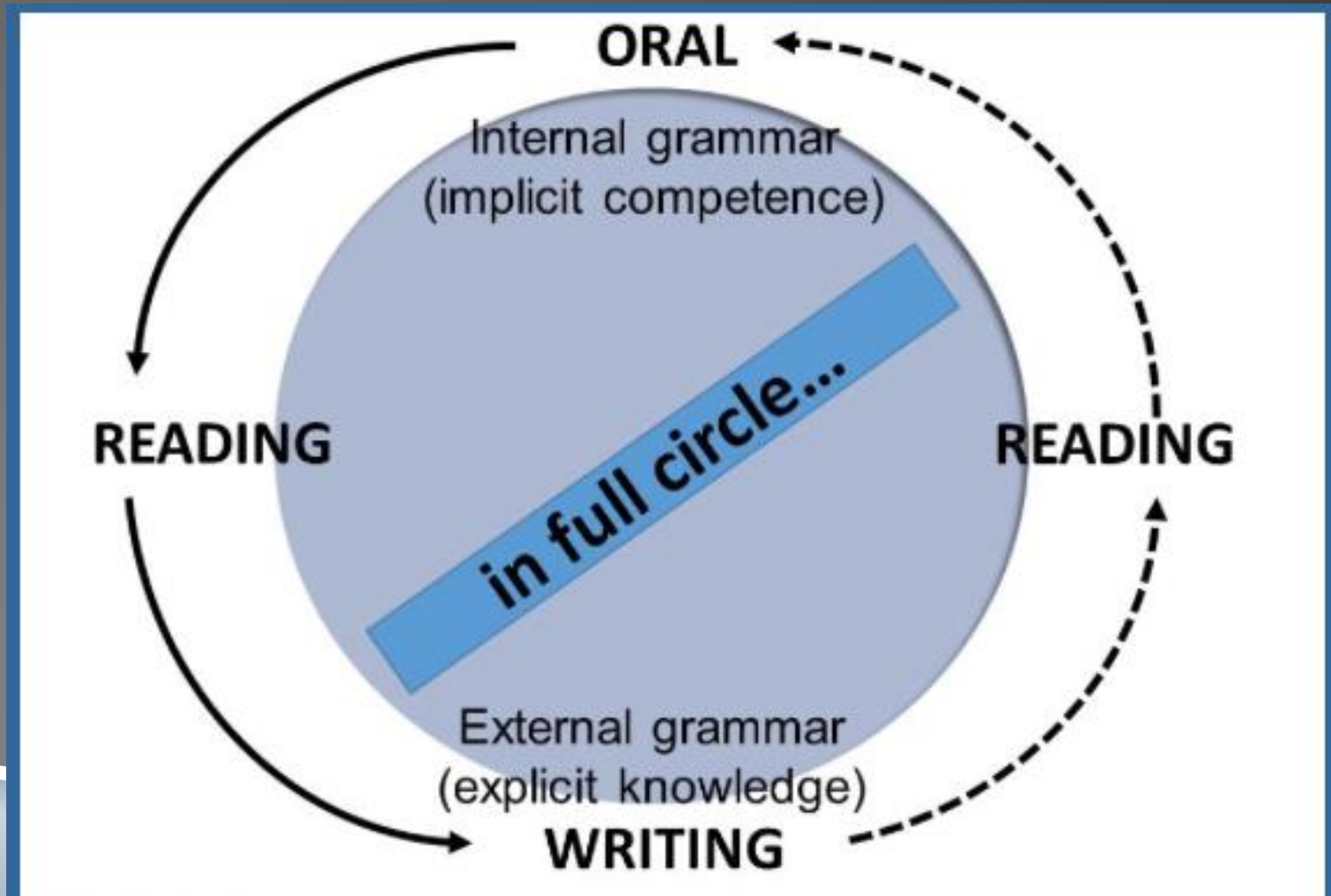
- ▶ Writing:

One cannot write what they cannot speak.

- ▶ Games

We play many games!

A DAY IN INTENSIVE FRENCH (CONTINUED)



FAQs

1. As a parent, do I have to know French?

No, it is not necessary for you to know French.

2. What can I do to help if I don't know French?

You can support your child by listening to him/her read in French, and asking questions in English about what he/she is reading. It is also important that he/she knows that you are encouraging him/her to learn French.

3. Will my child have a lot of extra homework to do?

No. In the intensive semester your child is developing spontaneous use of the language.

FAQs (Continued)

4. Will the teacher speak French all the time?

Yes. English will be used by the teacher for the first day or two at the beginning of the Intensive French program. The rest of the time, the teacher, and the students, will speak French.

5. What happens if my child cannot keep up with the French?

Keeping up with the French is not a problem. The approach is one that appeals to the concept of multiple intelligences, and the teacher uses many different learning strategies to ensure that all children are participating in the learning process to the extent of their abilities.

QUESTIONS?