



Ici on parle français – PD grants for FSL teachers

**Nos expériences avec l'approche
neurolinguistique (ANL) au niveau secondaire
dans les programmes de l'immersion française
et de français-cadre**

Team Members:

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School District : Peterborough, Victoria,
Northumberland and Clarington Catholic School
Board



What We Did

In this collaborative learning project, we will explore the impact that the neurolinguistic approach (NLA or ANL) has the secondary school level on Core French and French Immersion students' engagement, retention and motivation. By focusing on secondary students, we addressed a critical stage in language development. We wanted to see how we can best merge our learning from this approach with other research-based language acquisition methods for the success of all students in our secondary courses.



What We Learned

We learned that although students are “uncomfortable” at first with the oral ANL approach because it is “new,” as long as we implement it routinely and in a predictable way, they gain confidence in oral language abilities in French. Asking questions related to texts read in class and common French expressions reinforces second language literacy as well. Students (even those who are more timid or have trouble with self-regulation) become more comfortable participating in spontaneous conversations with a variety of students in the classroom, instead of only with the teacher. Moreover, students who grasp new vocabulary and expressions more quickly take on leadership roles in the small groups by prompting and encouraging peers. Students shared with us that the assessment/evaluation component that we created for the oral ANL approach encouraged them to maximize their potential. After the oral evaluation of the ANL activity was completed, students focused on metacognition in teacher-student conferences. Additionally, they received feedback on what they did well and what their next steps should be. While it is recommended to use the oral ANL daily, students preferred doing it 3 times a week which helped maintain their interest in the questions asked.



How We Shared Our Learning With Others

We shared our learning with our colleagues in informal conversations, during PD for FSL teachers in our schoolboard and by sharing our sample questions and rubric for assessment/evaluation with colleagues and now the OTIP Ici on parle français community.



Links to Our Work

ANL Example (français-cadre)

[EXEMPLE - Lesperance & Narel - OTF Ici on parle français -Approche neurolinguistique a...](#)

*please read speaker's notes

ANL Example (immersion)

[EXEMPLE FIF1D - Lesperance & Narel - OTF Ici on parle français -Approche neurolinguist...](#)

*more information in speaker's notes

Example of Rubric:

[Lesperance & Narel - OTF Ici on parle français - Grille d'évaluation - ANL au secondaire -](#)

Destream *please note that we use a symbol system at our secondary school for our destreamed grade 9 courses



Any Next Steps We Have To Continue Our Learning

We will try to create ANL oral activities inspired by the DELF exam and DELF manuals (e.g., ANL oral questions that relate to DELF listening exercice(s), list of ANL oral questions that could help students navigate the oral DELF component "Exercice en interaction").

We will try to implement ANL approach to writing and/or reading components in our courses to see how this impacts learning. This will also help continue to build our confidence as educators who have completed the ANL Level 1 training.