

Methodology of FLE

This course will benefit:

Non-native speakers who teach French to students aged 15 and over.

It is also suitable for teachers of Business French and French for Specific Purposes.

Primary school teachers teaching French can participate in this course with reference to older primary school pupils preparing for secondary education.

Objectives:

This is a practical course designed to provide an overview of current language teaching methodologies and to enhance language teaching practice by presenting various techniques and methodological approaches to teaching French as a foreign language. Participants will have the opportunity to identify the evolution of the French language.

Preparation - Pre-course preparative modalities:

Needs analysis

Online resources for pre-course, arrival and cultural information

Online language level assessment through the my.Bayswater platform

Practical arrangements - Intra-course modalities offered by the course provider:

Course tutor

Pedagogic learning materials included

Setting of learning objectives

Ongoing assessment and evaluation

Guidance and advice on homework exercises

Optional accommodation service & pastoral care: 24hr weekend emergency contact

City orientation tour

Optional cultural activities and visits

Access to my.Bayswater platform (for solo French language study)

Follow up provided - Post-course modalities:

Digital certificate of achievement

Validation of Europass Mobility

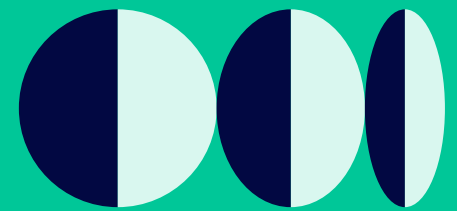
End-of-course test and programme evaluation

Post-course access to my.Bayswater platform for 3 months

Course content and strategies:

The input sessions are a blend of theory and practice in FLE using lecture format and practical activities based on task-based learning and communicative language teaching. They aim to equip participants with ideas and materials that can be used with their own students as well as provide exercises to refine their own command of the language.

Throughout the course, participants are given the opportunity to consider alternative practices, reflect on their own practices, and try out a variety of classroom activities. During the course, participants will be expected to come up with their own personal development action plan and select activities which they would like to try out in their own class.



Methodology for teachers of French as a foreign language

Course ref: **BPFR 2**
Methodology of FLE

BPFR 2.1 one-week

Entry level:

- › Minimum level CEFR B1 (Placement test must be taken PRIOR booking)

Language of tuition:

- › French

Daily teaching sessions:

- › Morning: 5 x 45 minutes lessons
- › Afternoons: 3 x workshops per week (study club, conversation club, workshop or cultural activity)

Total course contact hours:

- › 1 week: 25 hours



Course provider:

Bayswater Paris

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- › 15 Rue Montmartre, 75001 Paris, France
- › Tel: + 33 1 40 46 72 00
- › E-mail: info@bayswater.ac

Sample programme: *This is a sample of a schedule which can be adapted to suit the participants' needs.*

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 11:45	French language lesson	French language lesson	French language lesson	French language lesson	French language lesson
12:00 - 13:00	Methodology module	Methodology module	Methodology module	Methodology module	Afternoon workshop*
1 hour break					
14:00- 16:00		Afternoon workshop	Afternoon workshop	Cultural activity	
Week 2 follows same schedule as week 1					

*Friday workshops are occasional and will take place between 12:00-13:00

Outcomes:

- Gain a better understanding of teaching French through practical experience

- Broaden and develop your own knowledge to teach French more comfortably and effectively

- Familiarize yourself with new methodological approaches and student support techniques

- Develop teaching strategies to meet the challenges of 21st century skills

- Discover technologies to use in your own classroom

- Reflect on your own practices

- Develop your own French language skills

- Establish cooperation and professional links

- Develop social networking and exchange best practices

**If your Erasmus+ National Agency has additional requirements not covered in our advertised course offers, please contact us and we would be pleased to design your course to meet these requirements.*



Course topics:

Communicative language teaching

We look at ways CLT can be used to make learning meaningful as it emphasises the need for interaction. We show participants how to implement learning strategies to improve language acquisition and make learning purposeful. Classroom activities, such as role plays, interviews, games and surveys are completed in pairs and small groups, requiring debate, negotiation and compromise.

Pronunciation and Intonation

Pronunciation practice is exciting, interesting, and meaningful. As a neglected skill in language teaching we bring it back into the class to show how beneficial it is to enable students to speak comfortably. Pronunciation is instrumental in improving listening ability and making oneself understood. No matter how good grammatical competence, knowledge of vocabulary and overall fluency are, misunderstandings can occur if there are pronunciation inaccuracies.

Task-based learning

Instead of focusing on grammar acquisition and competence we show participants how to focus on the use of authentic language and to provide opportunities for students to exchange information with a focus on meaning.

Project-based learning

Get a taste of what project-based learning is all about and how it can be incorporated into the classroom. Find out which tools best help integrate PBL into the language classroom, how to monitor and assess students, and how to design projects.

