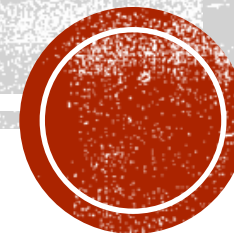




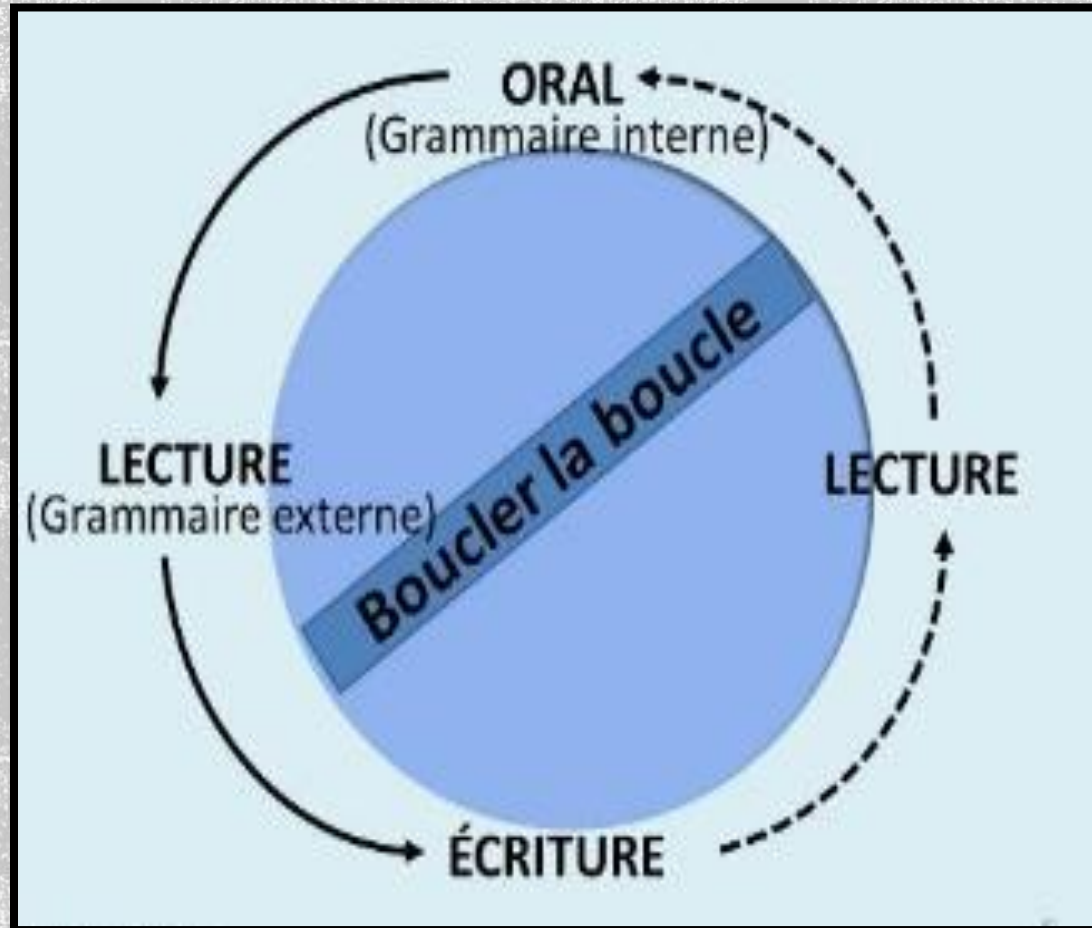
« LES CHAMPIONS DE LA PETITE ENFANCE » SYMPOSIUM

The Neurolinguistic Approach (NLA)

Lyne Gratton and Cameron Mitchell - le 20 octobre, 2026 à Toronto



THE NEUROLINGUISTIC APPROACH (NLA)



- It is a method of teaching and acquiring any second or foreign language.
- The NLA focuses on enabling educators and students to speak French spontaneously within authentic contexts and stages: listening/oral → reading → writing → reading → listening/oral



STEP 1

1) PHASE « I DO »



The educator provides a model of language based on the pre-A1 descriptors of the CEFR: « Voici un singe. Qu'est-ce qu'il mange? »

STEP 2

2) PHASE « WE DO »



The students echo the educator: « Il mange... »

STEP 3 a)

3 a) PHASE « WE DO »



The educator selects a few picture and asks, « Qu'est-ce qu'il mange? »
The students and the teacher answer, « Il mange..... »

STEP 3 b)

3 b) PHASE « YOU DO »



If a student is ready to answer individually → the educator asks, "Qu'est-ce qu'il mange?"
The student answers, "Il mange une carotte."

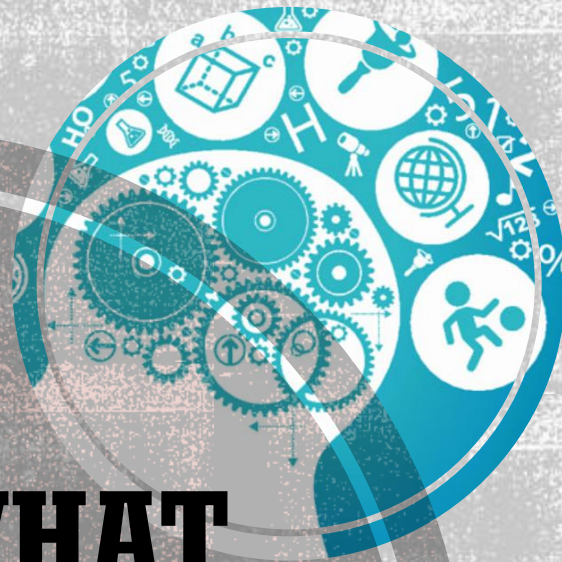
STEP 4

4) PHASE « YOU DO »

The educator hands out one of the pictures of the monkey to each student. The educator points, for example, to the monkey eating an apple and says, « *Qu'est-ce qu'il mange?* ». Students with the card respond, « *Il mange une pomme* ».



THE NLA CYCLE: WHAT COMES AFTER THE ORAL STAGES?

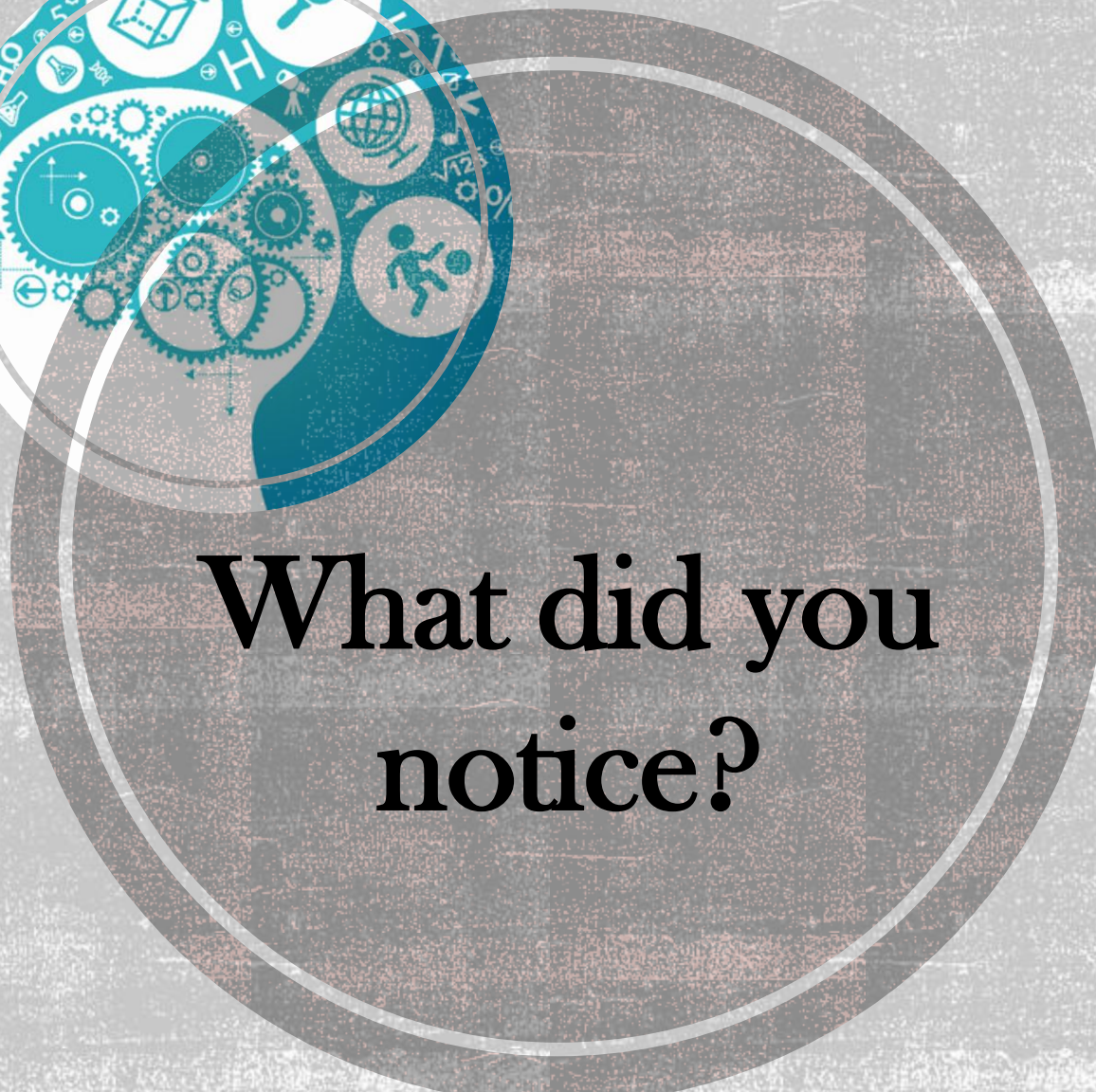
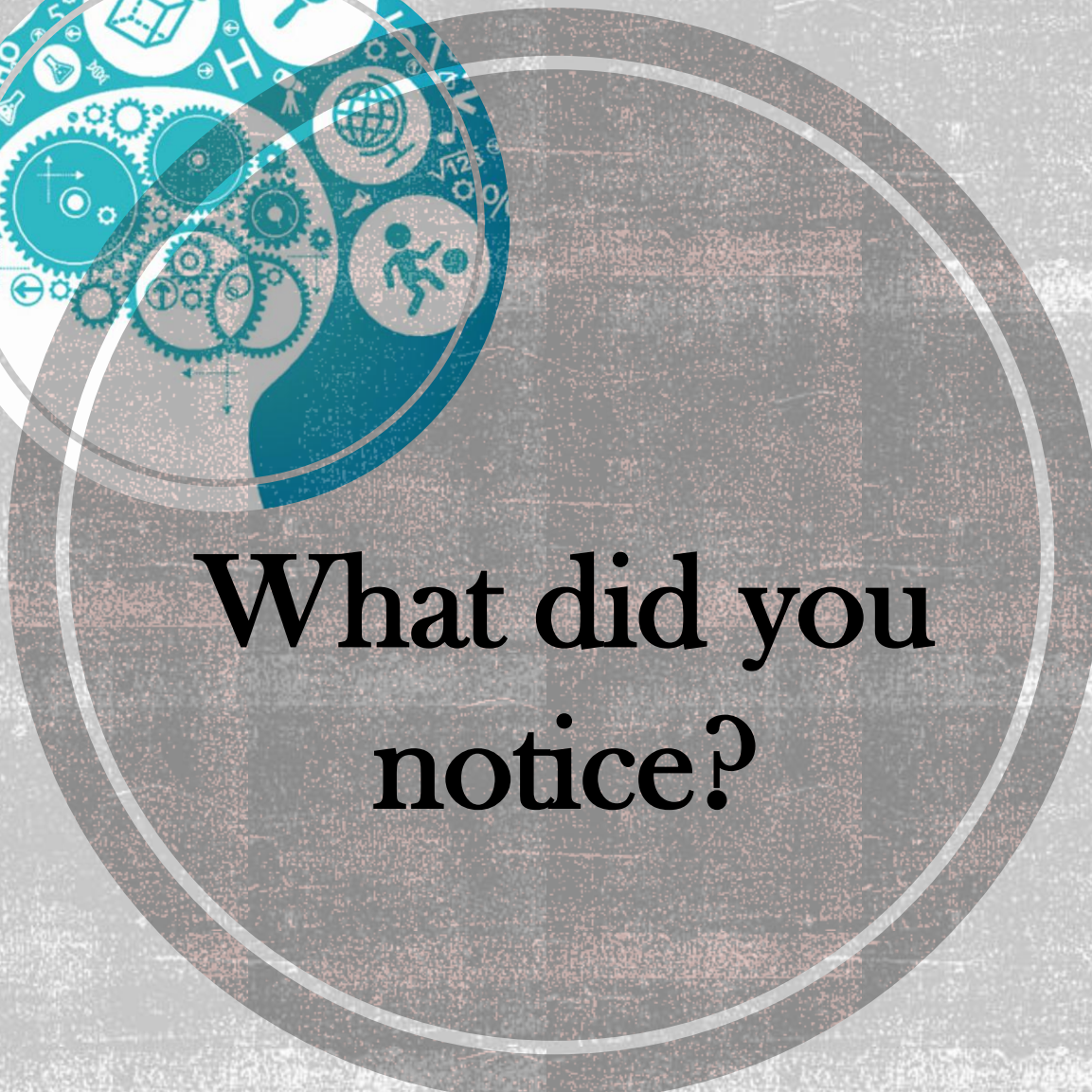


- The educator uses and reuses the same structure and adds another page in a seamless transition.





The educator moves on to reading in a seamless transition.



What did you notice?

OBSERVATIONS

- How does the educator get ALL the students to speak in French?
- Where is the implicit grammar?
- How can the educator change the « structure langagière » for the next lesson? For example, « Je mange une pomme, qu'est-ce que tu manges? »

The Steps of Oral Communication with the Neurolinguistic Approach

	Contextualisation: The educator presents the theme or subject. <i>Exemple: « J'aime le vert. C'est ma couleur préférée. »</i>
1.	The educator models the language structure. <i>Exemple: « J'aime le vert. Quelle couleur est-ce que tu aimes? »</i>
2.	The educator asks the question to a few students. <i>Exemple: « J'aime le vert. Lève la main si tu aimes le vert. »</i> <i>« J'aime le bleu. Lève la main si tu aimes le bleu. »</i>
3a.	With the educator's assistance, a student will ask the question to another student. <i>Exemple: « Sophia, pose la question à Jacob. La question est: Quelle couleur est-ce que tu aimes? »</i>
3b.	With the educator's assistance, two students will model the question and the answer in front of the class.
4.	In groups of two, student A will ask the question to student B (and vice versa) → limited time
5.	The educator asks a few students about the partner's answer → the listening intention
6.	In different groups of two, student C will ask the question to student D (and vice versa) → limited time.
7.	The educator asks a few students about the partner's answer → the listening intention
8.	Summative activity (survey) <i>Exemple: « Trouve deux amis qui aiment le bleu. Trouve deux amis qui aiment le rouge ». »</i>

