

Developing teachers' confidence in using some French for classroom language... and getting pupils going too!

with Nathalie Paris

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Teachers
Talking
French

Experience and theories

- My experience of language learning
- Your experience of language learning
- Where you are at now

How confident are you feeling about using target language in your lessons?

How confident are you feeling about the amount of target language which you use?

- Theories of target language use

Theories of target language use

1. [The direct method](#)
2. [The bilingual method](#)
3. "As much as we can!"
4. People do not agree! [The Language Gym](#)

Current advice:

[From the British council](#)

[Research I can relate to](#) , also [here](#)

WE ARE PRIMARY SCHOOL TEACHERS!

Teachers Talking French

How it can help us, with concrete suggestions, recycling language:

- "Ecoutez moi / Ecoutez John"
- Using hooks: 5, 4, 3, 2, un et demi, 1, 0 (which children join in with!)
- Use cognates when possible, eg "paragraphe, page"
- Add instructions as you go along (rather than lessons on them)
- Gives pointers and helps to make connections, eg "donnez", same origin as a donor, to donate
- Helps with vocabulary, pronunciation and grammar
- Encourages to be playful, eg "chouette, chapeau!"

1 Instructions and requests: getting started

- 1 Introduction to Teachers Talking French
- 2 Looking and listening
- 3 *Pronunciation check*
- 4 Showing and pointing
- 5 *Pronunciation check*
- 6 Speaking and repeating
- 7 *Pronunciation check*
- 8 Reading and singing
- 9 *Pronunciation check*
- 10 Writing and drawing
- 11 *Pronunciation check*
- 12 Gender and plural
- 13 *Pronunciation check*

2 Instructions and requests: moving on

- 1 Words and sentences
- 2 *Pronunciation check*
- 3 Starting and stopping
- 4 *Pronunciation check*
- 5 Getting active
- 6 *Pronunciation check*
- 7 Reflexive verbs
- 8 *Pronunciation check*
- 9 Negatives
- 10 *Pronunciation check*

3 Instructions and requests: going further

- 1 Requests and instructions for one child
- 2 *Pronunciation check*
- 3 Requests and instructions needing extra attention
- 4 *Pronunciation check*
- 5 More requests and instructions for one child
- 6 *Pronunciation check*
- 7 Back to reflexive verbs
- 8 *Pronunciation check*
- 9 Don't do that!
- 10 *Pronunciation check*
- 11 A last look at the imperative
- 12 *Pronunciation check*
- 13 The infinitive
- 14 *Pronunciation check*
- 15 Using the infinitive to make a polite request
- 16 *Pronunciation check*

4 Teaching and learning: getting started

- 1 Gender of nouns
- 2 *Pronunciation check*
- 3 Presenting new nouns
- 4 *Pronunciation check*
- 5 Matching and sorting
- 6 *Pronunciation check*
- 7 You and I
- 8 *Pronunciation check*
- 9 Sequencing
- 10 *Pronunciation check*

5 Teaching and learning: moving on

- 1 Right and wrong
- 2 *Pronunciation check*
- 3 Pronunciation and spelling
- 4 *Pronunciation check*
- 5 True or false
- 6 *Pronunciation check*
- 7 Do it again
- 8 *Pronunciation check*
- 9 Drawing an activity to a close
- 10 *Pronunciation check*
- 11 Talking about work
- 12 *Pronunciation check*

6 Teaching and learning: going further

- 1 Looking ahead
- 2 *Pronunciation check*
- 3 Checking for learning
- 4 *Pronunciation check*
- 5 What are they thinking?
- 6 *Pronunciation check*
- 7 Questions leading to yes or no
- 8 *Pronunciation check*
- 9 Looking back
- 10 *Pronunciation check*
- 11 More verbs in the past
- 12 *Pronunciation check*
- 13 Sequencing in the past
- 14 *Pronunciation check*
- 15 Using the verb *avoir*
- 16 *Pronunciation check*
- 17 And finally ...

How would YOU introduce these phrases?

TEACHERS TALKING FRENCH PRONUNCIATION CHECKS: CD1

CD1 TRACK 3

Regardez-moi
Écoutez-le
Écoutez-la
Écoutez John et regardez ça
Regardez ici
Regardez la phrase
Regardez la page 24
Regardez le mot numéro 2
Regardez le paragraphe et écoutez le CD
Tout le monde, regardez l'image A et écoutez la cassette

CD1 TRACK 5

Montrez la fenêtre
Montrez la porte
Montrez le cheval
Montrez le chien et le chat

CD1 TRACK 7

Parlez doucement
Parlez fort
Parlez plus fort
Répétez rapidement
Répétez plus lentement
Dites merci
Dites bonjour
Dites au revoir

CD1 TRACK 9

Lisez le paragraphe en silence
Lisez la phrase à haute voix
Chantez après moi
Ensemble avec moi
En français
En anglais

CD1 TRACK 11

Ecrivez la phrase
Soulignez le titre
Copiez l'exemple
Copiez la liste
Regardez l'image
Ajoutez un accent
Dessinez un animal imaginaire

CD1 TRACK 13

un stylo
le stylo
les stylos
des stylos
une feuille
la feuille
les feuilles
des feuilles
Prenez un crayon
Prenez un feutre
Prenez une gomme
Prenez une règle
Prenez les stylos
Prenez les crayons
Posez les feuilles
Posez les règles

NOW HOW DO WE GET THE CHILDREN TO SPEAK TO US AND TO EACH OTHER IN FRENCH?

- How do you do it?
- To speak to each other in French: during pair and group work
- To speak to us and each other in French: during games
- To speak to us in French: classroom routines

A new –er verb : tricher

Masculine/feminine : tricheur ! Tricheuse !

Avoir : j'ai raison/tort

tu as raison/tort

il/elle a raison/tort

Etre : je suis d'accord

Question : es-tu d'accord ?

Negative : je ne suis pas d'accord !

Possessive : c'est mon/ton/son tour

C'est le tour de ...

Opinions: Je pense que c'est vrai / c'est faux

Praise: Tape m'en cinq!

NOW DO THE QUIZ AND COME UP WITH WHAT YOU/YOU THINK THE CHILDREN WOULD
LIKE TO KNOW HOW TO SAY IN FRENCH

Other resources and practical advice:

- [ALL Connect: KS2 Speaking](#) , accessible to all through [the ALL website](#); [target language pages 12 and 13](#)
- [ALL Connect: KS2 Language Coordinator's Handbook; pages 47-55, target language for the classroom](#) , including a languages ambassador / monitor
- [ALL The Barry Jones Archive: Target language. You speak, they speak: focus on target language use](#)
- [A module on teacher's use of the target language](#)
- [The Open University](#)
- [Practical tips by Flashsticks](#)

Is it about...

finding the right balance for YOUR class(es)?

Now how confident are you feeling about using target language in your lessons?

How confident are you feeling about the amount of target language which you will be using in the future?

Last quotes to challenge us:

"Overexpose the learners to a wealth of superfluous." (Daniel Alliot, June 2017)

"You can do a lot with a bit of language." (Jenny Carpenter, November 2017)