

Session 8.6 Workshops

Phonologique progression

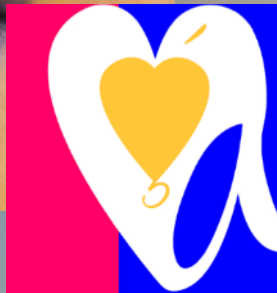
Nadine Chadier

25 mars 2017

Phonologique progression



Nadine Chadier



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Aims for this session

- Raise the awareness of the urgency to teach phonology
- Share with you the transferable, proven and fun methodology
- Inspire you to bring phonology into daily routine



Task 1

Say hello in your native language to the person sitting next to you.

Now you have made friends, in pairs, please read aloud the following poem



Korkuyorum

I am Afraid

Yağmuru seviyorum diyorsun,
yağmur yağınca şemsiyeni açıyorsun...

You say that you love rain,
but you open your umbrella when it rains...

Güneşi seviyorum diyorsun,
güneş açınca gölgeye kaçyorsun...

You say that you love the sun,
but you find a shadow spot when the sun shines...

Rüzgarı seviyorum diyorsun,
rüzgar çıkınca pencereni kapatıyorsun...

You say that you love the wind,
But you close your windows when wind blows...

İşte,bunun için korkuyorum;

This is why I am afraid;

Beni de sevdiğini söylüyorsun...

You say that you love me too...



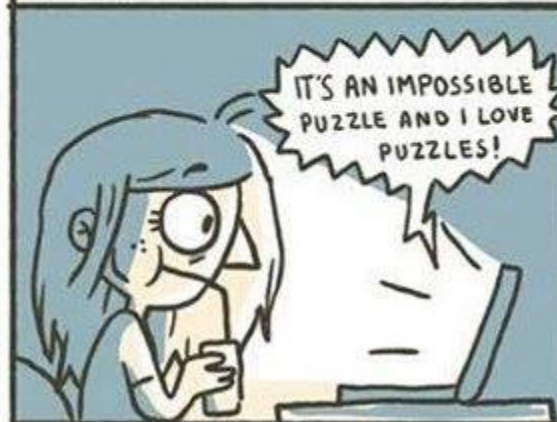
WHEN ENGLISH IS NOT YOUR NATIVE LANGUAGE

READING IN ENGLISH



EASY

WATCHING A MOVIE IN ENGLISH



IT'S OK, EVEN WITHOUT SUBTITLES

LISTENING TO AN ENGLISH PODCAST



MEH, A PIECE OF CAKE

SPEAKING ENGLISH



HELL



Listening

KS2

- **listen attentively** to spoken language and show understanding by joining in and responding
- **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**

Speaking

- **engage in conversations**; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- **speak in sentences**, using familiar vocabulary, phrases and basic language structures
- **develop accurate pronunciation and intonation** so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

Reading

- **read** carefully and show understanding of **words, phrases and simple writing**
- **appreciate stories, songs, poems and rhymes in the language**
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- **write phrases from memory, and adapt these** to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Grammar

- **understand basic grammar** appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Listening

KS3

- listen to a **variety of forms of spoken language** to obtain information and respond appropriately
- **transcribe** words and short sentences that they hear with increasing accuracy

Speaking

- **initiate and develop conversations**, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- **express and develop ideas clearly** and with increasing accuracy, both orally and in writing
- **speak coherently and confidently, with increasingly accurate pronunciation and intonation**

Reading

- **read** and show comprehension of **original and adapted materials from a range of different sources**, understanding the purpose, important ideas and details, and **provide an accurate English translation of short, suitable material**
- **read literary texts in the language, such as stories, songs, poems and letters**, to stimulate ideas, develop creative expression and expand understanding of the language and culture

Writing

- **write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.**

Grammar

- **identify and use tenses** or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a **variety of key grammatical structures** and patterns, **including voices and moods**, as appropriate
- develop and **use a wide-ranging and deepening vocabulary** that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.



THE LANGUAGE GYM

by Gianfranco Conti, PhD. Co-author of 'The Language Teacher toolkit', winner of the 2015 TES best resource contributor award and founder of www.languagegym.com

Home

Nine research facts about L2 phonology teaching and learning that every teacher should know

Nine research facts about L2 phonology teaching and learning

BLOG STATS (SINCE 2010)

267,581 hits

CATEGORIES

- **Pronunciation and decoding are the most neglected skills in Modern Language classrooms**
- **L2 learner levels of integrative motivation can affect the acquisition of pronunciation**
- **Age as a catalyst or inhibitor of acquisition of pronunciation**
- **L2 sounds are interpreted by the brain using the L1 phonological system**
- **Accurate acquisition of L2 phonology leads not only to more effective listening skills but also to better vocabulary and grammar acquisition**
- **L2 graphemes automatically activate L1 phonemes in the L2-learner working memory**
- **U-shaped developmental curve of phonology acquisition**
- **Effective decoding skills and pronunciation play an important role in L2 reading comprehension**
- **Temporariness of phonological storage in Working Memory**
- **There is no link between musical ability and pronunciation ability –**

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The Language Teacher Toolkit



STEVE SMITH
GIANFRANCO CONTI

<http://frenchteacher.net.blogspot.co.uk/>

<https://gianfrancoconti.wordpress.com>

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rüzgar çıkınca pencereni kapatıyorsun...
İşte, bunun için korkuyorum;
Beni de sevdiğini söylüyorsun...

You say that you love rain,
but you open your umbrella when it rains...
You say that you love the sun,
but you find a shadow spot when the sun shines...
You say that you love the wind,
But you close your windows when wind blows...
This is why I am afraid;
You say that you love me too...

Code?



a e i o u



It's all about the code

<http://www.all-london.org.uk/webinars.htm>



Définition

noun

1. a system of words, letters, figures, or symbols used to represent others, especially for the purposes of secrecy.

2. program instructions

- Code breaking in the foreign language

The principle of code breaking is to break the language, either written or spoken, into more manageable chunks. To then manipulate and use the language, pupils are taught to search for patterns and develop their own rules – the code. In breaking the code, pupils use their thinking skills, develop language learning strategies and become more autonomous learners. Learning a second language is like putting together a jigsaw. Over time, pupils become better equipped to piece it all together unaided and can tackle and pronounce unknown language with growing confidence.



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1163/366Hearts

The purest and most thoughtful minds are
those which love colour the most. - John Ruskin

Atelier pronunciation

Atelier pronunciation

Atelier pronunciation

Atelier pronunciation



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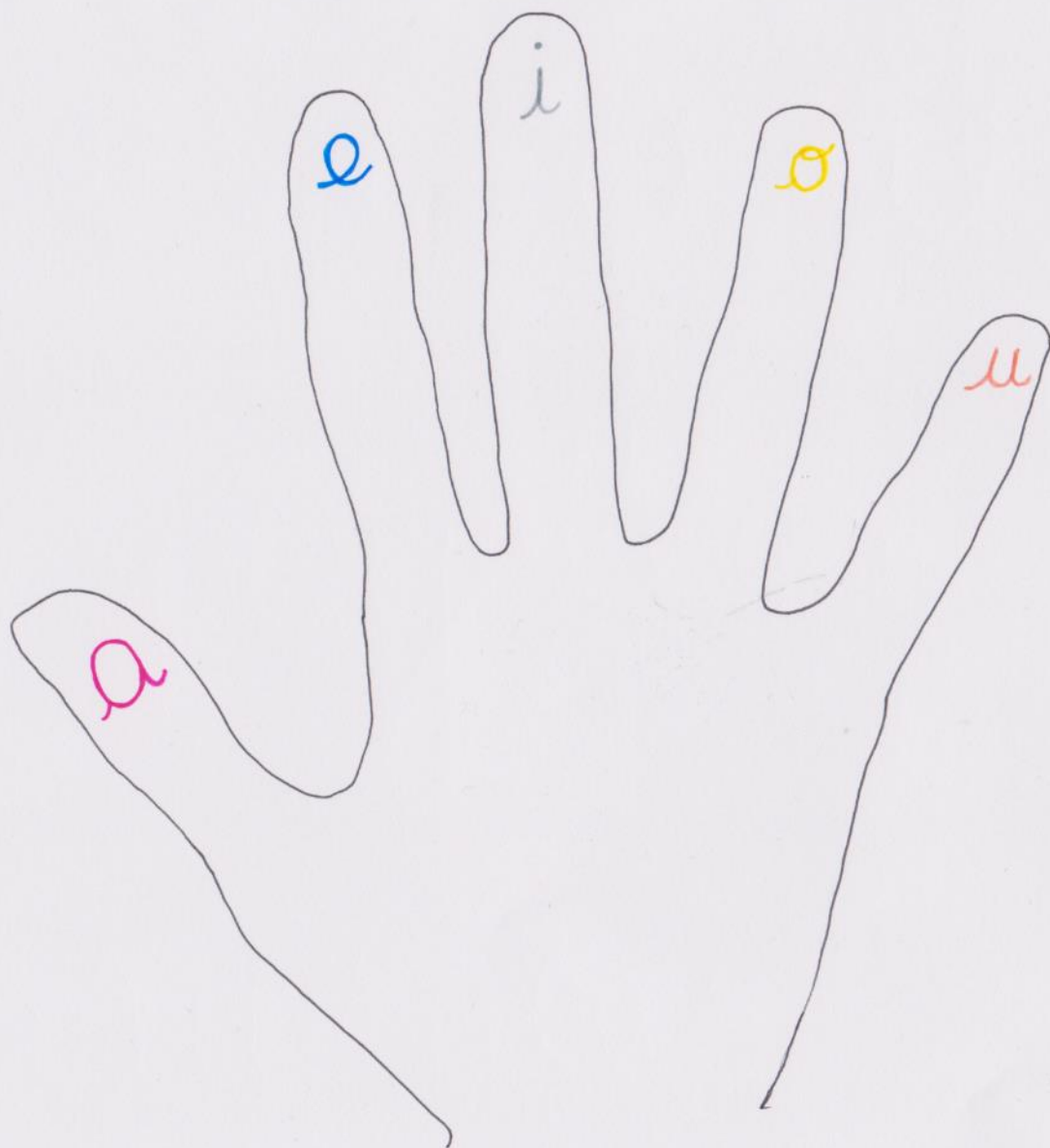
letters are signs for sounds.

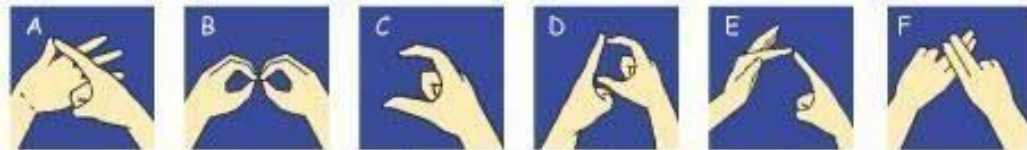
- Eric Gill



a e i o u







Greetings Signs



hello



welcome



good



morning



afternoon



evening/night



name



what?



please/thanks



Signs may vary - check with your local Deaf community or interpreting service.

LOCAL CONTACT NUMBER:



British Sign Language Alphabet



Les voyelles colorées



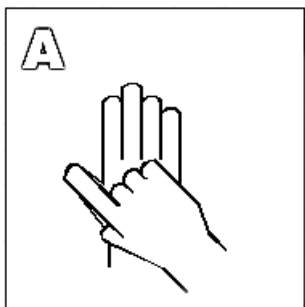
- Visual
Colour-coded
- Auditory
Native speaker
clear
pronunciation
- Kinaesthetic
Linked to BSL

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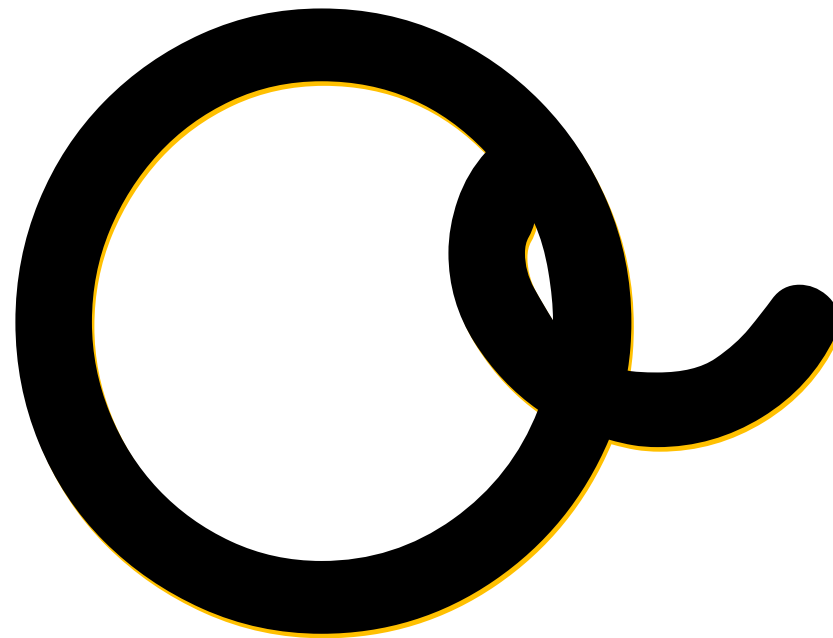


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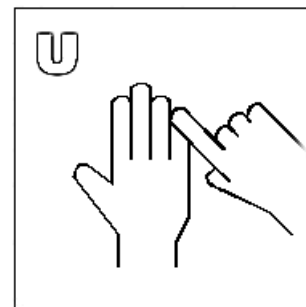
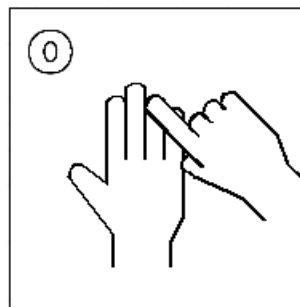
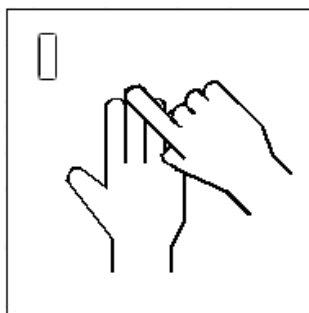
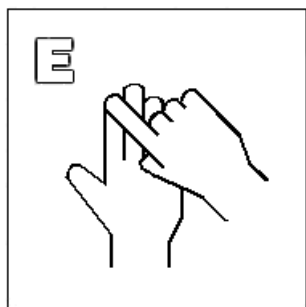
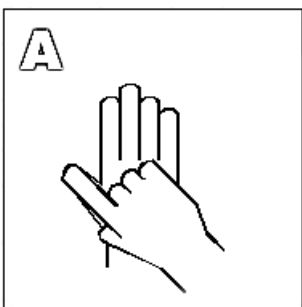
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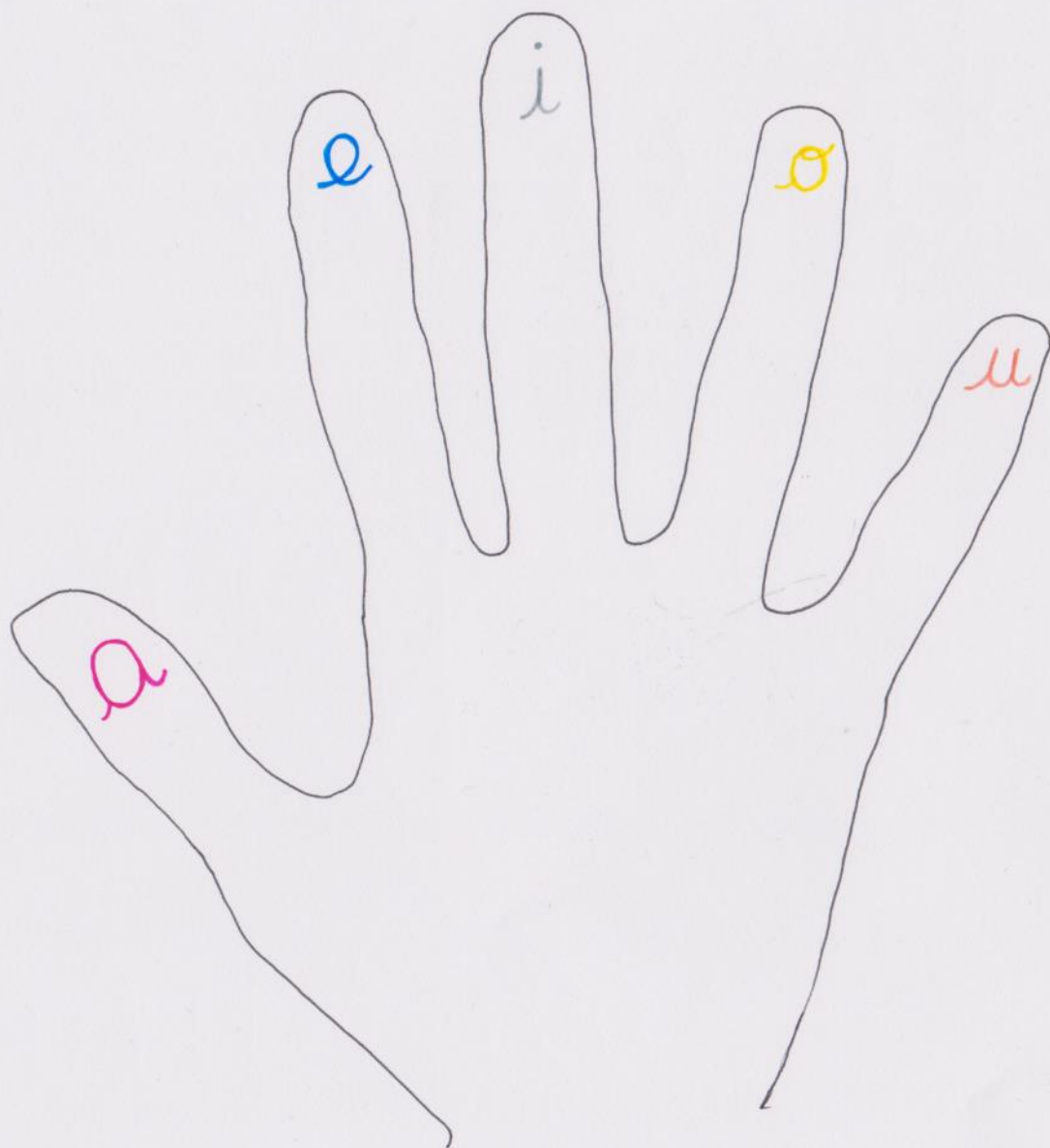


y Y



Les voyelles







Images

d', a, e, i, o, u



Task 2

Mime the vowels to each other and guess which vowel your partner is saying.

Be your partner's voice.



www.headstartlanguages.co.uk



Task 3

Have fun pronouncing in culturally relevant and authentic words

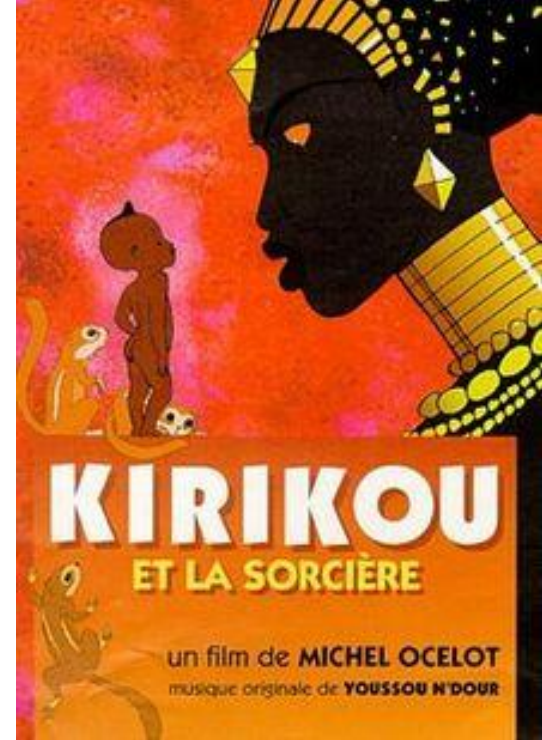


A satellite image of the Sahara Desert, showing the vast, arid landscape in shades of yellow, orange, and brown. The desert is surrounded by green vegetation in the south and west, and the Mediterranean Sea is visible to the north. The word "Sahara" is written in a stylized font across the center of the image.

Sahara

A satellite image of the Sahara by [NASA World Wind](#)





Karaba



BARBAPAPA



LES LIVRES DU
DRAGONDOR

ISBN-13: 978-2821204713



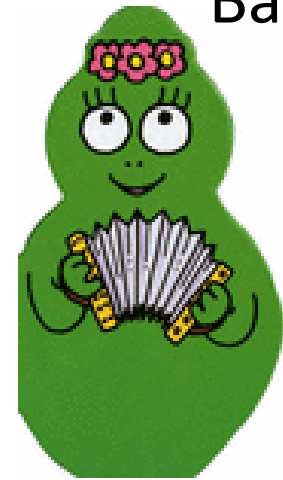


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Barbamama

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Barbalala

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Barbapapa

Barbamama

Barbalala

Barbapapa

Barbamama

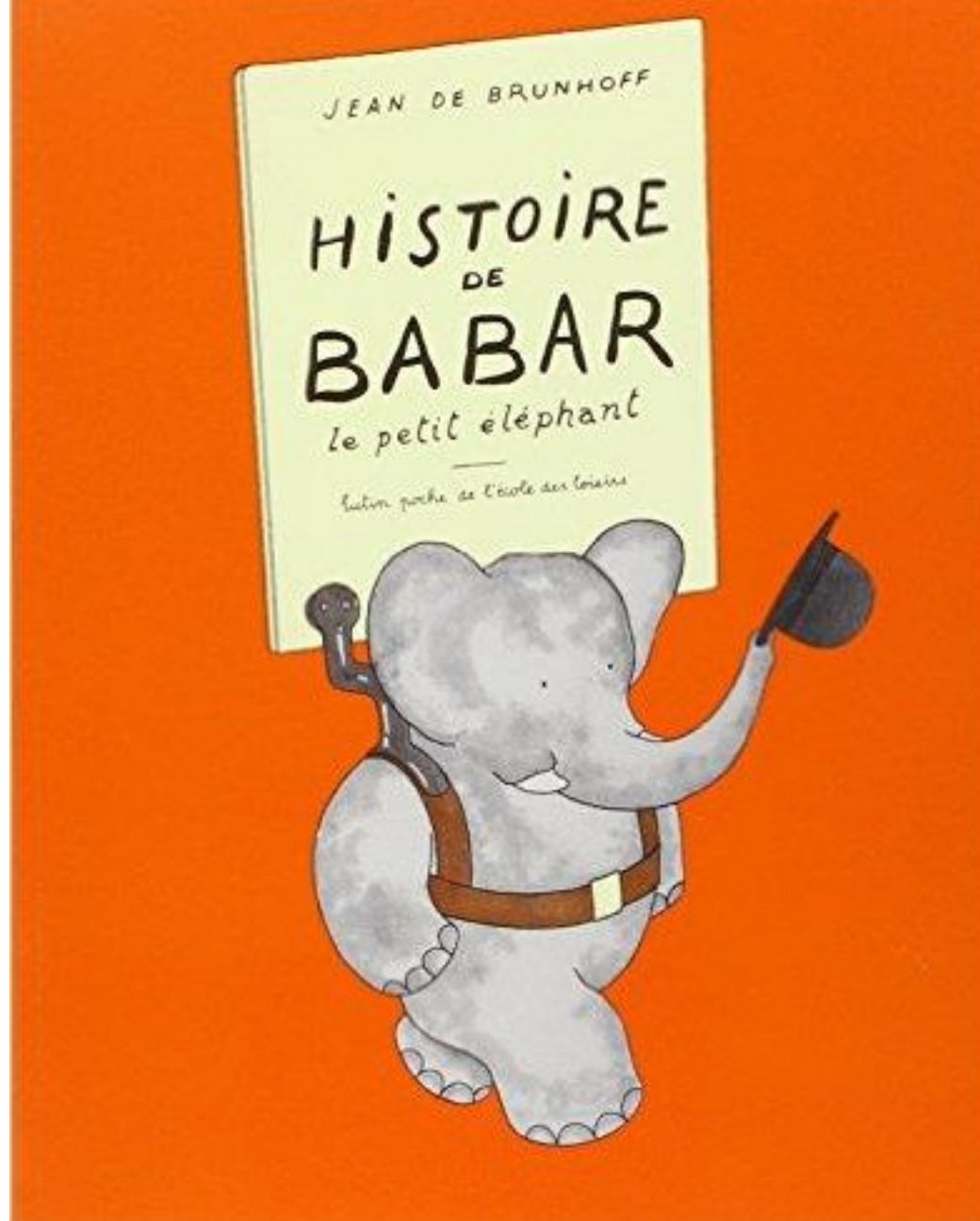
Barbalala





Malabar





L'école des loisirs ISBN-13: 978-2211063272



Task 4

Read these words and put them in an order that makes a sentence.



va

ma

Anna

à

Panama

tata



va

ma

Anna

à

Panama

tata



va

ma

Anna

à


tata

Madagascar



Illustration done by Émilie Bartlett-Rawlings

Anna va Ma
à
Madagascar tata



Illustrations by Rhian Wyn Harrison



Les vrais amis

Real friends between
the French and English languages



*Nadine
Chadier*



INSTAGRAM IMAGE

#Frenchisallaround



#Frenchisallround





cheveney



Aims for this session

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Comment ça s'écrit?

Vous pouvez épeller
s'il-vous-plaît?

L'orthographe!



comment

ça s'écrit?



Name tag!

NICOLE



comment

ça s'écrit?







www.hazelmcnab.com

All the flowers of all the tomorrows

Songs

Poems

Stories

Finger Rhymes



are in the seeds of today.

- Indian Proverb



Task 5

What aspect of the phonology work presented today will you take back to your classroom?

And what will you share with your colleagues in other Key Stages?

Tell your new friend !





Sign Up



The easy way to learn French pronunciation

Learn to speak and read French aloud through the coding of the French sounds with cultural insights and context, whilst having fun!

Enroll now



- Bienvenue !
- Alphabet Pronunciation
- Discover the App
- French vowels
- French phonics
- Nadine Chadier
- Blog
- Language and pronunciation training
- Forthcoming Events

Sign up for our newsletter
First Name:



Bienvenue !

Do you wish to learn French, but don't know where to start? Do you have a passion for the French language but feel tongue tied pronouncing it aloud, embarrassed, blushing? Do you feel trapped in text - not knowing how to read it aloud, not knowing how to pronounce or sing the



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Giving children a head start in languages and life

An innovative, exciting and engaging way to make learning languages easy, accessible and fun to explore. Our multimedia packs enable languages to come to life, motivating children as they learn through play.

Learning French with Camembear

Meet the fun loving and mischievous teddy bear who inspires and motivates young children, encouraging them to speak with confidence in a foreign language! Learning languages is much easier if the child identifies with the subject matter, which is where Camembear comes in! This gorgeous puppet makes children feel like they're really communicating with a French



As seen on the **BBC**



<http://www.stjeromebilingual.org/stjerometv/>

[HOME](#) [OUR COMMUNITY](#) [OUR SCHOOL](#) [LEARNING](#)

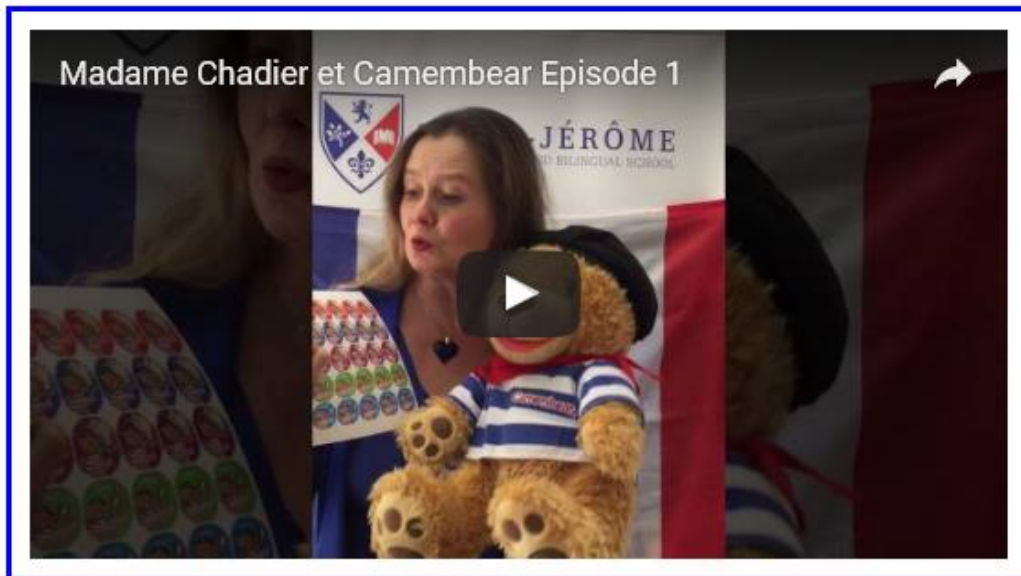


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ST JEROME TV

Here at St. Jérôme Church of England Bilingual School we want to ensure that we aid the learning of our children both at school and at home and our parents at home. Here are our selection of videos created by Madame Chadier.

We hope you like them.



Episode 1 Madame Chadier and Camembear introduce the 'Bonjour song' and tell us about what has been happening at school. They perform the line-up song and talk about how to walk within the school.

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Facebook: Nadine Chadier 



Twitter@Nadinebleu



Facebook group LIPS Languages in Primary School



ALL North London Primary Hub



La blague de la semaine !

Quel est le fruit le plus explosif?



La Grenade



