

NEUROLINGUISTIC APPROACH FRENCH ON YOUR MIND

NEUROLINGUISTIC THEORY OF BILINGUALISM

A theory developed by Michel Paradis (2004), based on a synthesis of empirical neuroscience data on bilingual people suffering from either a certain type of aphasia (a speech disorder affecting morphosyntax or the ability to form proper sentences), or Alzheimer's disease, affecting especially lexical knowledge.

THE GRAMMATICAL PARADOX

Some people have a good knowledge of the grammar rules of a foreign language but are unable to speak it whereas others can speak it fluently while completely ignoring the rules. There is a grammatical paradox, which no current theory on language acquisition can account for, except Paradis' (2004) neurolinguistic theory of bilingualism, according to which there is no direct relationship between declarative memory (knowledge) and procedural memory (skill).

**REPORT COORDINATED BY
CLAUDE GERMAIN AND OLIVIER MASSÉ**
Translation : Marcelo Pereira

The NLA is a new paradigm, in other words, a new way of conceiving the relationship between appropriation (non-conscious acquisition or conscious learning) and teaching of a second or foreign language aimed at creating the optimal conditions for spontaneous communication and successful social interaction in the classroom. According to the Canadian developers of the NLA (Claude Germain and Joan Netten), the teaching strategies advocated stem from research in neuroscience, especially the neurolinguistic theory of bilingualism by Michel Paradis (2004), according to which there is no direct connection between the declarative memory, connected to the knowledge (rules of grammar, conjugation), and the procedural memory, connected to the ability to communicate (phonetics, morphosyntax). While procedural memory is considered a process, declarative memory is considered as a product. The consequence for the teacher trained in the NLA is that he or she will no longer focus so much attention on linguistic content to be taught in class but rather on the learning process that take place in the minds of his or her students. Taking memory processes into account therefore brings a shift from a focus on teaching to a focus on using the language. "

C. G. and O. M.

ACQUISITION/LEARNING

Acquisition refers to unconscious psychological mechanisms whereas learning refers rather to the conscious mechanisms of appropriation of a second or foreign language. With NLA, contrary to the assertions of Stephen Krashen (1981), it is possible not only to teach a second or foreign language but also to acquire it, including within a school environment, if the appropriate conditions for acquisition are created in the classroom.

LITERACY

The NLA aims at the development of literacy, which is understood as "the ability to use language and images, of rich and varied forms, to read, write, listen, speak, see, represent and think critically". It is about exchanging information, interacting with others, and producing meaning "(Government of Ontario, 2004). In this sense, literacy is conceived first and foremost as a skill ("the ability to use ...") rather than as a knowledge.

« IF YOU DO NOT WANT TO TEACH DIFFERENTLY, THE NLA IS NOT FOR YOU »



BY OLIVIER MASSÉ

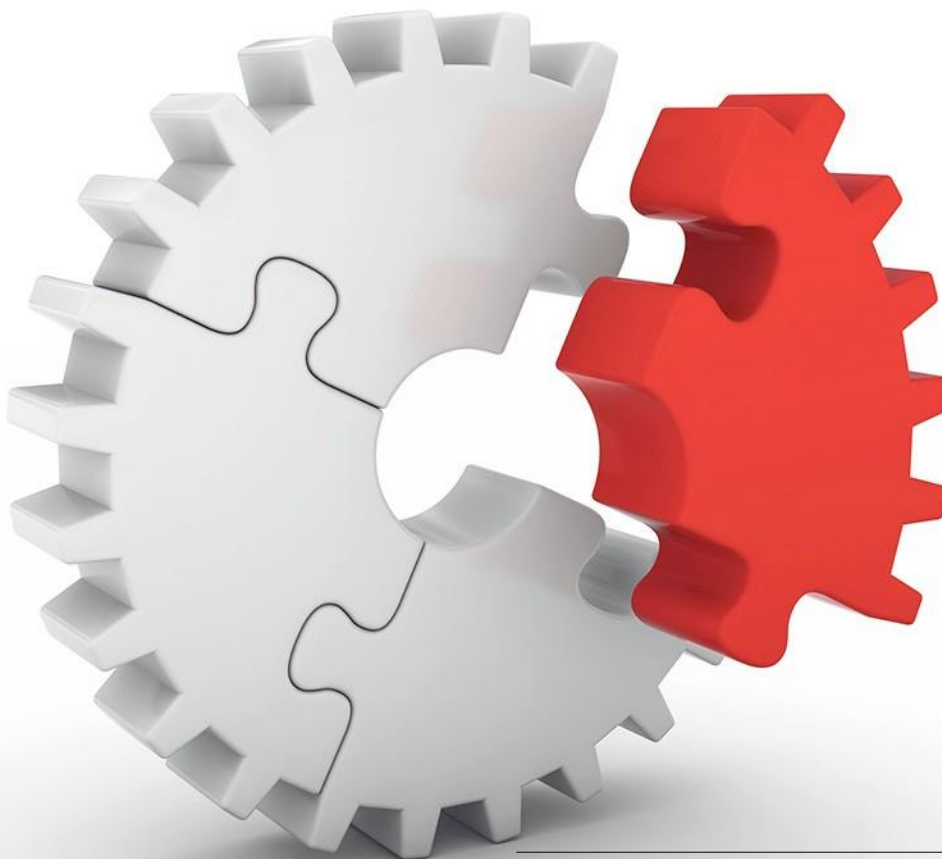
Twenty years after first being tested in the Canadian province of Newfoundland and Labrador, **Claude Germain** and Joan Netten's FFL / FSL teaching methodology has become widely used and is now developed in the book *Neurolinguistic Approach. Frequently Asked Questions*.

The neurolinguistic approach has existed for almost a generation and is hardly ever mentioned in FFL / FSL curricula, except as an "unconventional methodology". Are your recommendations so original?

Claude Germain: In a way, yes, since the NLA is based on empirical research.

To my knowledge, this is the only approach based on the recent findings of neuroscientists, including Michel Paradis's neuro-linguistic theory of bilingualism (2004). This work has shown that there is no direct relationship between declarative memory (related to facts or explicit knowledge of a language) and procedural memory (related to the implicit competence or the ability to communicate). It is a fact that language teachers should no longer ignore, because most of the learning difficulties in the classroom result from this confusion, which is maintained by just about every language textbook.

This is why, in the neurolinguistic approach, we recommend the development of two distinct grammars: an implicit, non-conscious (or internal) grammar, for speaking and spontaneous use in reading and writing; and an explicit, conscious (or external) grammar, for writing accurately. If the second, made of rules, refers to a conception which teachers may be familiar with, the first, is constituted of neuronal connections developed by frequent use of a limited number of language structures. It develops non-consciously and cannot be 'taught'. Its acquisition requires of teachers that they create in their classroom the conditions to enable learners to develop their own internal grammar through oral use of the language.



Claude Germain, *L'Approche neurolinguistique (ANL). Foire aux questions*, éditions Myosotis

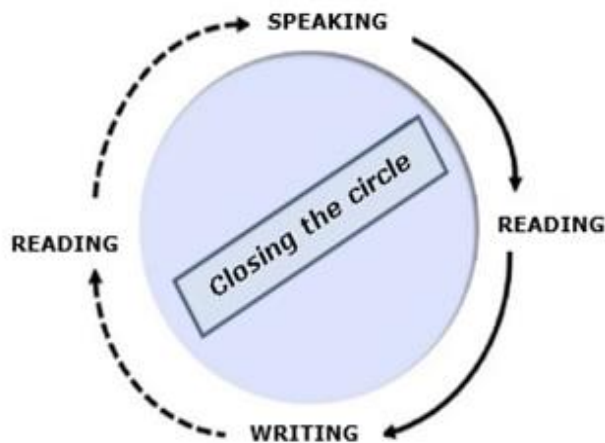
What are the other special features of the NLA?

Another original characteristic of the NLA is that it is based on a conception of the pedagogy of literacy specific to second or foreign languages. By literacy we mean the ability to use the language. It is therefore a skill and not a knowledge. Since knowledge does not become a skill (according to neuroscience), we have been led to define a conception of neuroliteracy according to which the development of skills must always precede the teaching of knowledge. And because we are in the context of second or foreign languages, everything starts with speaking and ends with speaking. This is what we call the circle of literacy (see the image). Finally, another special feature is our principle of authenticity of communication. If we want to have people talk, it is important that they talk about themselves. That's why all our lessons are based on the learners' interests and their desire to communicate information about themselves, behind which there are still neurological implications. It is a radical pedagogic break away from the teaching method based on speech acts, used in all textbooks, which resort to role-playing that obviously has nothing authentic in it. To summarize, for us, teaching is a means towards a goal: learning to use the language. It is this goal that must guide the means.

You mentioned Michel Paradis' neurolinguistic theory. Why adhere to this theory rather than another?

It is because Paradis' theory is the only one that can account for what I call the grammatical paradox, well known to all language teachers: how can we explain that some people can have good results in language tests (often based on explicit knowledge) and at the same time are unable to communi-

LITERACY CIRCLE/CYCLE ACCORDING TO THE NLA



cate orally when, conversely, there are so many people who can communicate in foreign languages without knowing the rules? This theory also accounts for what I have called the cultural paradox in my book.

When we look at social media, the NLA seems to be arousing a lot of interest lately. Your approach is about twenty years old now. Why this sudden interest?

For a long time, our approach was known only in Canada. In the Fall of 2009, following a lecture at the South China Normal University, the NLA was adopted there and began to become known outside of North America. However, even if teachers are extremely interested in adopting the approach, they have difficulty with major administrative and material obstacles to implementing the NLA: teaching materials currently used must be abandoned because their theoretical foundations are incompatible. A second obstacle comes from the fact that the most widely used model of language test is the DELF.

So far, we had not been preparing for the DELF examinations, because they did not exist when we created the NLA, in 1997, and when we put it to test, as early as 1998. And in China, we didn't need it either because the DELF is not used there. In recent years, however, it has become evident that the lack of preparation for this type of examination is a major obstacle to NLA's expansion. The instrument evaluates primarily knowledge, and thus the NLA does not prepare learners to answer the types of questions used.

What recommendations would you give to teachers who want to apply the NLA? Can it be easily adapted to all types of FFL courses?

If you are not ready to accept that you can teach differently, the NLA is not for you. However, if you want to improve your students' communication skills, then the NLA is for you. In our NLA training courses, we offer a rigorous methodological framework, based on years of analysis and experimentation. In addition, I believe that it would be too ambitious to think of adapt-

The developers of the NLA have developed a pedagogy of literacy specific to second and foreign languages:

1. Major importance is given to speaking in order to reactivate the learner's non-conscious, or internal, grammar;
2. Reading always begins with an oral phase (pre-reading: "contextualization");
3. Writing always begins with an oral phase (pre-writing: "contextualization") and
4. The link has an order: first, speaking, then reading, then writing and, in order to complete the loop, the other learners read personal texts written by the students, which is followed by oral discussion on the texts read.

ing the NLA to all types of courses. But those who wish to develop communication and interaction skills will find what we have to offer very interesting and useful

You have trained many trainers who, in turn, pass on your teaching strategies. How do you see the evolution of the NLA?

Today, there are teachers spread out around the world who have radically changed their practices and are enthusiastic about the results. Groups in China, Japan, Latin America and Iran are emerging. As well, there is an extraordinary synergy that is being developed between Europe and Canada with the birth of the International Center for Research and Training in Neurolinguistic Approach (CiFRAN). The interest is growing, and as soon as this dynamic is well-established, the time will come to organize a conference that will bring together everyone interested in it.

FRANCIZATION AND INTEGRATION OF IMMIGRANTS IN CANADA

The NLA was born from Canadian interdisciplinary work in linguistics, didactics and epistemology. It was first developed in Newfoundland and Labrador and later in New Brunswick where its results quickly proved convincing. In Quebec, the NLA is now being used for immigrants, also with success.

BY STEEVE MERCIER



Steeve Mercier, Ph. D., is a lecturer in Linguistics and French as a Second Language at Laval University. Teacher of francization of immigrants at Quebec's Ministry of Immigration, Diversity and Inclusion, he is also a teacher-trainer in the NLA.

In the current context of increasing global mobility and emerging economic and ecological crises, immigration has an increasingly stronger impact on second language teaching. There is a current need for teaching a second language that is no longer related to leisure and tourism, and that truly meets the needs of immigrant populations. This is particularly the case in Quebec, where there are labor shortages in many

sectors (industrial, commercial, etc.), and which contributes to international solidarity efforts toward refugees and migrants in vulnerable situations. Despite a strong political will to welcome and integrate immigrants, exemplary financial support, and a very precise framework, the francization of immigrants in Quebec is too often a failure: a low number of immigrants participate in francization classes and the vast majority of them do not meet the threshold

level for learner autonomy, which would facilitate social integration, access to the labor market and allow for post-secondary studies.

Effective and exciting learning

Since I am a teacher of francization for immigrants and also a researcher and trainer of French as a Second Language teachers at Laval University, I constantly strive to build bridges between basic research on memory and language processing and second language teaching.



NEW BRUNSWICK, only jurisdiction with province-wide implementation

BY DAVID MACFARLANE

David MacFarlane has been instrumental in setting up intensive and post-intensive French programs at the Department of Education in New Brunswick. Now retired, he continues to work as an independent consultant specializing in the neurolinguistic approach.

As New Brunswick is the only officially bilingual province in Canada (English and French), the acquisition of second language skills (especially speaking) is of paramount importance. In 2002-2003, the province decided to experiment with the NLA, then designated as "Intensive French" and "Post Intensive" French. The results were conclusive, and the French courses of 30 to 45 minutes per day were eliminated from the 1st to the 10th grade, favoring instead intensive and post-intensive French compulsory programs. All students in Grades 5 to 10 who were not enrolled in a "French Immersion" program were enrolled in our new program. Note that in the 11th and 12th grades students have the choice to continue, or not, their study of French.

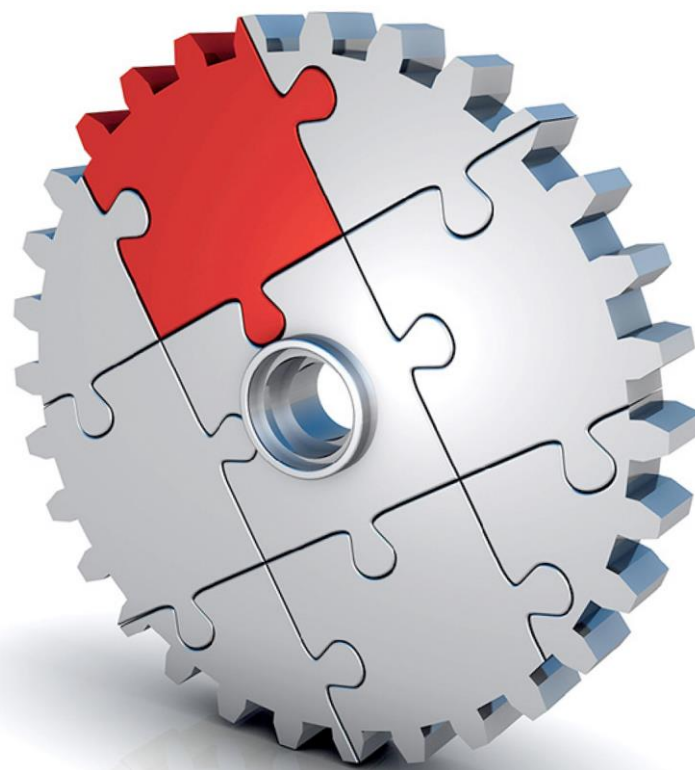
To ensure pedagogical quality, each year the school authority offers training courses and a follow-up (class observations and feedback). Since the introduction of the NLA, the number of students who continue to learn French in Grades 11 and 12 is steadily increasing each year, which proves that what happens in the classroom motivates students to want to continue learning French.

As soon as I found out about the Neurolinguistic Approach (NLA) three years ago, I soon made it part of my class for immigrants: it immediately enhanced learning outcomes and maximized learners' motivation. This exciting situ-

ation was noticed by the Quebec Ministry of Immigration, Diversity and Inclusion and generated a lot of media interest. The NLA aims at spontaneous oral communication, transforming the classroom into a space of mutual

openness and exchange, and invites students to learn outside of the classroom, which is essential for a successful preparation of immigrants. I then embarked on a process of reflection and systematic adaptation of the NLA for an immigrant context. I am currently working towards the adoption of the NLA within Quebec migration policies and training teachers in the NLA. We have now the scienti-

fic means for training foreign language teachers in a truly effective way, and the NLA is heading precisely in this direction. The requests of other teachers in the world, who find themselves in situations where they have to teach immigrant students in a context different from that of Quebec, are growing and I would like to be able to help them.



LEXICON

INTERNAL GRAMMAR, NON-CONSCIOUS (OR IMPLICIT COMPETENCE) AND EXTERNAL GRAMMAR, CONSCIOUS (OR EXPLICIT KNOWLEDGE)

The NLA advocates the development of two grammars, derived from Paradis' theory: a non-conscious grammar (or an implicit competence), consisting of frequent statistical regularities, and a conscious grammar (or explicit knowledge), made of rules. They are, therefore, two grammars of a different nature. This is why the teaching strategies of these two grammars differ.

CONTEXTUAL (CONSCIOUS) GRAMMAR


Under the TAP in the NLA, the development of a conscious grammar begins with reading authentic texts. In one of the phases of reading instruction, an inductive approach is used. First, we observe a certain number of cases of a grammatical phenomenon specific to the written language and then students have to formulate the rule in their notebook. Grammar instruction is therefore contextualized, and is consequently much more effective.

TRANSFER APPROPRIATE PROCESSING (TAP)

Research in cognitive neuroscience shows that the brain stores data with their contexts. It is easier to recover these data in the brain if the context in which they are used is similar to the context in which they were learned (see Norman Segalowitz, *Cognitive Bases of Second Language Fluency*, 2010.). Oral structures, vocabulary, as well as grammar, are all learned in context, and are therefore more easily transferred to other contexts by the learner.

LIMBIC SYSTEM (BRAIN)

The limbic system of the brain evaluates the desire to communicate. When we learn how to speak a second or foreign language based on explicit knowledge (verb conjugation and grammar rules), there is virtually no emotional reaction associated with pleasure or desire to communicate. The limbic system is not activated and there is no or little motivation. Conversely, when it comes to a real and authentic message, the limbic system is activated, thereby increasing the motivation to communicate. (Bases of Second Language Fluency, 2010.).



Although the neurolinguistic approach is mainly used in Canada with children and teenagers, it is attracting more and more adults, and also teachers, in Canada and elsewhere. This method is increasingly rapidly around the globe.

BY CÉCILE JOSSELIN

A METHOD THAT WANTS TO CONQUER THE WORLD

Initially designed for English-speaking students in Canadian schools, the neurolinguistic approach, used in Canada in the "intensive French" program, has long been confined to the North American continent, but since 2010, the approach has attracted more and more interest in different countries around the world. It began to develop internationally in China, where the school authorities of the South China Normal University (SCNU) in Guangzhou wanted to adopt it for a class of

students aged 18 to 21 years. Teaching units were selected from the forty designed for Canadian students and adapted to this new audience. Four years later, the SCNU was joined in its initiative by a Chinese high school that prepares more than one hundred students for studying in French universities.

From the East...

From there, the method was adopted by a university in Taiwan, then Japan, where a dozen teachers use it today. Among the first thirty teachers trained in March 2015, Peggy Heure, a teacher at the French Institute in Tokyo, adopted it for people of all ages: students, adults and senior citizens were able to speak about their experiences and share them with others. Hidenori Konishi, a FFL lecturer at the Kyoritsu Girls' University in Tokyo, also attended this first training session after he began applying the NLA in 2012. But he does so without any institutional support. "I teach with the NLA almost clandestinely because the institution imposes a very traditional method of grammar-translation and of textbooks that go against the principles of the NLA," he says.

Professor and researcher at Kyoto University of Foreign Studies, Romain Jourdan-Otsuka has notably measured the difficulty of adapting an intensive method based on a weekly volume of 10-12 hours into the hour and a half class which he has every week to teach French ...

In Iran, Elham Mohammadi discovered the NLA in 2016 by reading an article by Claude Germain. The approach interested her so much that she decided to make it the subject of her thesis. After having been trained via Skype by one of the developers of the NLA, she has been using this approach to teach adults wishing to immigrate to Quebec since January 2017. "In Iran, we are used to write down everything that the teacher says. So, at first, my students were a little unsettled not to be able to do it all the time, but this problem disappears after a few classes," she says.

... to Europe

In its world tour, the NLA then very quickly won France where it is now taught by a dozen trainers, as in Rouen at the school French in Normandy and in Angers, where Claude Germain has very recently trained master's degree students. "At the University of Grenoble, an experiment was also set up with migrants," reports Lyane Fleuriault, an independent teacher trainer in Angers. She discovered the NLA in 2015 and was trained there in July 2017. "I joined the first training session in Europe. We were six or seven coming from several countries. Personally, I use the NLA in business or private lessons with about fifteen students and adults.

« I teach with the NLA almost clandestinely because the institution imposes a very traditional method, » says a Japanese lecturer in FFL

It is an experiment to teach it in a professional context. The NLA was not planned for that at the beginning. Therefore I keep regular contact with Claude Germain to make sure that I respect the NLA principles. In Belgium, four teachers apply it in a Brussels center with migrant students, some of whom are illiterate. This is just the beginning. There are now two trained teachers in Germany and Switzerland, plus individual initiatives in Italy and Montenegro - initiatives that are also developing outside Europe, in South Korea, Ecuador and Mexico. In total, some 60 teachers have already adopted the NLA in the world. If we add the 540 teachers using the method in Canada, and people in Brazil, Canada and people in Brazil, Colombia, Morocco and Vietnam who are also interested in it, it seems that the NLA has a certain future at the international level. It's a cumulative effect that Claude Germain summarizes as follows:

"It starts with a person who wants to experiment with the NLA, his or her initiative arouses a great deal of interest among his or her colleagues, they ask for training, talk to their directors, and so it grows from there.



French teacher specialist in training engineering and teacher trainer in the NLA, Olivier Massé considers that the neurolinguistic approach marks a milestone. Testimony of a teacher passionate about the NLA who's always convincing others.

BY OLIVIER MASSÉ

“THE NLA EPIPHANY”



Olivier Massé is an educational advisor and a teacher trainer specialized in the NLA. He is the co-author of the Interactions course (CLE International).

discovered the NLA indirectly, through a friend who had attended a presentation of Claude Germain and Joan Netten in 2008. At that time, with some colleagues who were very motivated, we stumbled on the question of grammar teaching. At the same time, while living in Japan, I noted the difficulties of French people who had spent 4 or 5 years studying Japanese at university and yet were unable to be understood in the shops, while many people had learned it informally and communicated with ease ... This friend told me, "What we are trying to develop, the Canadians have been develop-

ping for years!" He also explained to me the distinction between the two grammars, internal and external, based on the distinction of the two memories, declarative and procedural, and the need to rely on the pedagogical exploitation of social interaction to develop speaking fluency. It was an epiphany! I had been a sports educator for a long time, and distinguishing between knowledge and skills was obvious to me: I immediately understood that with this approach, we would finally have answers to our practical problems.

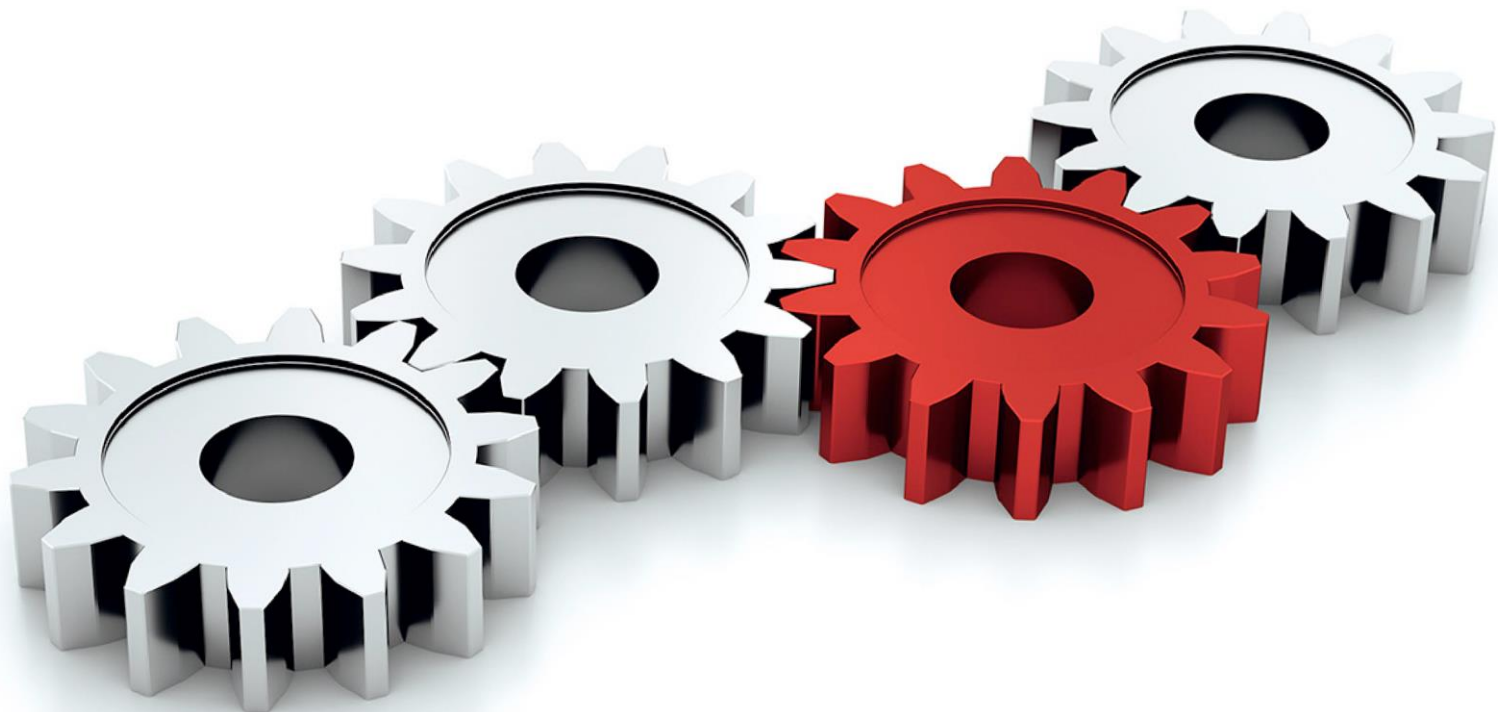
Now, I regularly train teachers from all over the world, and we all follow the same path leading to the NLA: acknowledging a fundamental flaw in the usual teaching materials, where the learner used as a reference is always "the good student" who easily understands, and who others should take as an example. In Alliances Françaises and French Institutes, this results in a huge drop-out rate among students who are so keen on learning French at first. In middle and high schools, there is also this generalized lack of motivation. But go to an NLA classroom and you will see a widespread enthusiasm! A teacher from Ecuador who participated in our teacher training course recently wrote to me: "I confess that I let go more and more of the teaching manuals. I think the NLA teacher training course marks a milestone." I couldn't agree more.

Neurolinguistics and intensive French

The term "neurolinguistics" can be a bit scary. It is not about manipulating the psyche! I asked Claude Germain why, with Joan Netten, they had chosen such a technical name, and he confessed to me their difficulty in finding one. Between 1997 and 2011, before the first tests in China, Canadian teachers spoke of intensive French, a term that is still commonly used across the Atlantic, because the approach was put in place through developing a new program that also included an increase in the number of hours in the first months of teaching of the French language to young English speakers. When the approach spread to China, the teaching became extensive, so it was necessary to give it a new name. For me, the neurolinguistic insights change everything in terms of classroom practices, but we must remain humble: it is not a magic wand with which we can learn languages effortlessly. There is a tendency to present neuroscience and neuroeducation as a panacea for all teacher constraints. Although the term neurolinguistic approach can put off some people, we quickly

We must remain humble: It is not a magic wand with which we can teach languages effortlessly





realized the strong appeal to colleagues with little knowledge of what constitutes a scientific approach to languages. That's why we added to our teacher training courses a section containing basic information on neuro-myths. The NLA retains only a few concepts from neuroscience based on the researchers' empirical observations, from which they drew pedagogical principles. It urges us to system-

atically test and evaluate results obtained.

Focus on learning

The teacher trained in the NLA no longer focuses so much attention on linguistic content to be taught in the classroom but rather on the learning process that takes place in the minds of his or her learners. Taking memory processes into account brings a shift from a focus on teaching to one on using the language.

This method allows an increase in the teaching performance in language classes

A key word of the NLA practice is modelling. This reduces metalinguistic questions that the learner often asks during classes where it is still believed that explicit knowledge will be converted into skills. The systematic correction of mistakes is the key part underlying the relationship between teachers and students in our courses. From the very beginning, it allows a more relaxed approach regarding mistakes, and the feedback we get from teachers is unanimous: the classroom becomes a more laid-back learning environment, and no one is left behind (systematic interactions make them ask questions and help one another). The learning of explicit knowledge is not excluded from the class, since this is necessary for mastery of spelling and of different text types, but the appropriation of the target language is optimized thanks to the implicit acquisition conditions for which our strategies allow. The NLA's systematic strategies make it possible to avoid the disastrous pedagogical eclecticism we see in most language centers. When teachers have to work in teams or have the same classes how many hours does it

take to learn if everyone teaches "in their own way"? The NLA's theoretical framework and pedagogical concepts make team-work easier, since good and bad classroom practices can be distinguished without casuistry. For example, when a teacher distributes a vocabulary list or asks a student to read a text before reading it him or herself, these are practices that contradict our concepts; after some feedback, the teacher who has grasped them quickly becomes able to analyze for him or herself the relevance of his or her pedagogical choices. Finally, in the classroom, the NLA teacher speaks 20% of the time, when modelling, and for the rest of the class his or her function is essentially to correct and stimulate listening and mutual help between students. We also have less work outside the classroom, learners have to think less about language and none of them are left behind. Studies in Canada and China have shown that even with fewer teaching hours, we achieve better results in communication tests. For all these reasons, we can say that the NLA allows an increase in students' learning performance in language classes ■

THE NLA FOR NON-NATIVE FRANCOPHONES

BY HIDENORI KONISHI

Hidenori Konishi is a lecturer at Kyoritsu Girls College, Japan

Based on the extensive research done in NLA classes, a non-native teacher with appropriate teaching strategies achieves far better results than a native teacher using traditional strategies. On the one hand, the structures of a language cannot be learned by mere imitation of the teacher's language, as the behaviorists believed, and, on the other hand, learners are exposed to other language structures than those of their teacher when they read authentic texts. That's what happened in intensive French in Canada, where the majority of teachers are native English speakers. According to the NLA, regardless of whether the teacher is

native or not, he or she must not only use model sentences but most importantly stimulate student interaction, which contributes mainly to the development of the learners' internal grammar. I know from experience that this is quite feasible for non-native teachers, provided they agree to change their conception of teaching. Because, in the NLA, the teacher is not a provider of knowledge but a facilitator involved in authentic communication with learners and between learners. And I can assure you that this is worth it, given their rapid and constant progress, and the progress of the teacher him or herself, in an environment that is friendly, joyous and therefore very motivating for all! ■

ORIGINALITY OF THE NEUROLINGUISTIC APPROACH

BY JOAN NETTEN

APRIL 13TH 2020



The NLA is a new paradigm, that is a new conception of how a second language is learned which gives direction as to the kinds of resources and teaching strategies that need to be developed for successful appropriation of the language. The NLA was conceived by my colleague, Claude Germain, and myself in order to give students the opportunity to develop better communication skills than they are able to develop with the traditional approach or its adaptation, the communicative approach. The changes to the regular program included an increase in the time given to instruction in French, but more significantly, the adoption of a pedagogy based on the development of literacy skills in French instead of the emphasis on grammar generally used in the traditional and modified communicative approaches. This change was initiated by comparing the regular classes with French immersion classes, where a pedagogy based on the development of literacy in French was already in use.

Students in the immersion program developed superior communication skills to those in the regular program, particularly with regard to fluency. In pursuing the reasons for these results, we found the answers in the research undertaken by several neurolinguists, particularly that of Michel Paradis and N. Ellis. These linguists taught us that the ability to communicate in a second language was the development of a habit, rather than knowledge, and depended upon the creation in the brain of the student an internal grammar through the use of the language in authentic communication situations. This internal grammar is not composed of rules: it is composed of neuronal connections between the components of a sentence through frequent use of the words and structures necessary to express an idea, a thought, a point of view. Furthermore, its development is non-conscious. The teacher cannot 'teach' internal grammar; he must create the conditions in his classroom for the students to develop it. With this new conception of how communication skills are developed, my colleague and I realized that, in order for students to develop the ability to communicate spontaneously in a second language, very different teaching strategies and curriculum resources had to be used in the FSL classroom. The new pedagogical strategies we developed are summarized in the five basic principles of the Neurolinguistic Approach, ba-

sed on that the neurologists told us about how an internal grammar is developed. They require the use of a literacy-based approach to second language learning, in which all new material is introduced in the sequence: oral production, reading, writing, and this language sequence follows the literacy cycle; the material is introduced in this order, and then integrated into the language repertoire of the student in reverse order, using the written word of the students as a basis for further reading and speaking activities. Furthermore, the purpose of all activities must be to transmit a message; the accent is on content not on form. The content must be of significance for the student, that is, he must be cognitively involved in the conversation, and personally authentic, that is, the student says what he wants to say. In order to achieve this, he must be involved in interactive activities in the classroom for the majority of time. The use of interactive teaching strategies is essential. The role of the teacher becomes that of a facilitator rather than a dispenser of knowledge. In order to encourage the creation of these conditions in the classroom, my colleague and I, with the assistance of teachers in the classrooms, developed a series of teaching strategies for the development of oral, reading and writing skills. The strategies also include those for the development of accuracy and fluency,

which must begin with oral production. While these strategies seem easy to understand, they are difficult for those of us who have been teaching formal knowledge of grammar in the second language classroom to undertake. It is essential that they be used correctly to achieve the goals of the program. Therefore, training sessions are required for those who wish to adopt the approach. The training of teachers for the approach, and the development of appropriate curriculum materials and guides. Is now the most important focus for the growth of the use of the approach. Teacher training in Canada up to now has been the responsibility of the school districts using the program, and guides for use in the schools were produced by groups of teachers under our direction. However, now teacher training and the development of appropriate guides and other resources has become more widespread. Various independent consultants have undertaken these responsibilities. CIFRAN is one of those groups, and is developing its expertise to be able to respond to the needs of a wide variety of interested teachers around the world who are using the approach to improve the communication skills of adults, immigrants and other learners.

***Article not included in the original 2018 report.**