

According to us, teaching and learning a language means getting involved in a new perspective of the world through the exploration and practice of the language, second and your own. Learning and teaching a language does not mean "changing your religion", there is nothing to lose but all to gain by this process. It will always result in an enrichment of the self, by allowing yourself out in the world to experience it, broadening your scope of knowledge, understanding and abilities.

Which cognitive process does learning/teaching a language involve?

We believe that the acquisition of language, first or second, results from a unique process consisting in making sense of the "system" or "structure" of the language in use in the natural environment. The difference lies in the "degree" of exposure of the native or foreign subject to the language: when learning a native language starts and progresses with repetitive and varied exposures of the subject to his language (natural immersion), a foreign learner in his native environment is only allowed access to an artificial and reduced exposure to the foreign language in the classroom.

We cannot expect that foreign language acquisition is done "naturally" with very few and only artificial interactions between students, in a classroom, as it is indeed conducted in the natural environment. Therefore, second language acquisition requires different processes and types of interventions to be successfully completed: the foreign language teacher has the responsibility to orchestrate the progression of the learner towards acquisition of the second language.

So what about the teacher?

We believe the role of the teacher of French as a foreign language is crucial and complex. Overall, he must accompany his students in their search and acquisition of skills, tools and methods, which later will allow them to pursue their acquisition of the language on their own. Therefore, in every class time activity, we will make sure to provide elements (rather than already made answers) that students will use efficiently and independently in their long term learning of French.

More precisely, the teacher will make sure to guide the students towards their acceptance and exploration of the differences and similarities between their language and French. For the challenges it offers, accepting differences between two language systems is difficult to achieve

for students. Nevertheless, it is essential in the early stages in order to open the door to the study, practice and acquisition of the foreign language system. It requires the intervention and ongoing support of the teacher who, like the parent to his child represents a mentor helping the students to reach their independence in the foreign language.

