

Highlights from and Application of Gianfranco Conti's Approach

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Objectives

- To understand some of Conti's main ideas, thoughts and processes
- To understand the term and apply "chunking" to language teaching
- To understand what routines are and how they can be applied to the language classroom
- To become familiar with some engaging language learning activities and consider how to apply them to your own classroom

Moving towards oral fluency: Conti's main ideas

- Drilling grammar will not necessarily lead to its correct use in conversation
- Single word teaching and learning slows down fluency
- “Chunking” small units rather than individual words increases fluency
- Using formulaic expressions (and making substitutions within them) is more effective than learning to assemble phrases/sentences from scratch.
- Increase the amount of listening and speaking time in class (time spent communicating)

Aim: Oral fluency

Oral fluency is oral production which:

- Is effective in communicating the intended message
- Is fast and effortless
- Provides an adequate and spontaneous response

Benefits of reading aloud

Besides promoting reading fluency and pronunciation, reading aloud

- raises students' awareness of rhythm, stress and intonation (Gibson, 2008)
- helps promote oral fluency (Seo, 2014)
- can boost motivation to talk (Shinozuka et al, 2017)
- provides less threatening opportunities to talk.
- enhances retention of vocabulary when we read to others (Boucher et al, 2015)

Getting the most out of Conti's activities

- Recycle content

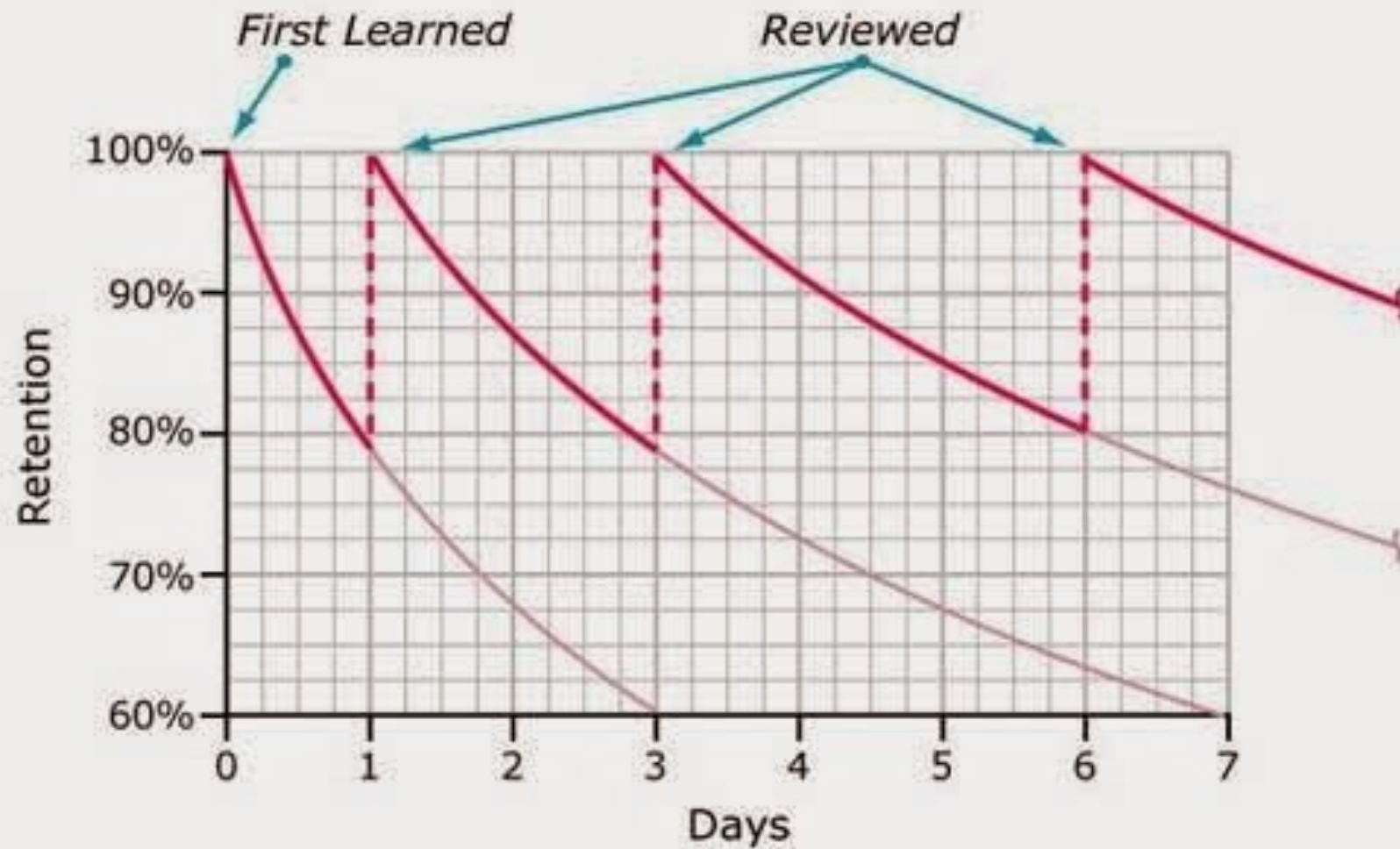
Revisit linguistic content and “chunks” in different contexts and activities



- Spaced learning

Revisiting linguistic content over time increases retention

Typical Forgetting Curve for Newly Learned Information



What is “chunking”?

Chunking is the process of breaking sentences down into units of meaning rather than discrete vocabulary and grammar.

“Chunks” include:

- Collocation - two or more words that are commonly used together (eg pay attention, make an effort)
- Text frames – eg firstly, secondly
- Sentence starters – eg What I like is, in my opinion
- Sentence frames – eg X is more interesting than Y, I like X because

As well as nouns, adverbs, verb tenses etc...

Eg Talking about an event in the past could be:

Time marker + Pronoun / Noun + perfect+ place

After + past infinitive + Pronoun/Noun + perfect tense

I went there by + noun+ at + time + with+ noun

Mini whiteboards

Before you begin...



Routines

- Use formulaic expressions and “chunking” to encourage and increase fluency
- Increase the amount of oral and aural communication time in the classroom
- Provide scaffolding for students
- Provide a structure for substitution to create new utterances
- Provide the opportunity to recycle and space learning

Routines – ma famille (year 7)

<p>J'ai I have</p> <p>Tu as You have</p> <p>Il a He has</p> <p>Elle a She has</p> <p>Nous avons We have</p> <p>Vous avez You (polite/plural) have</p>	<p>un frère a brother</p> <p>un père a father</p> <p>un beau-père a step father</p> <p>un cousin a (male) cousin</p> <p>un grand-père a grand father</p>	<p>Il est He is</p>	<p>têtu stubborn</p> <p>mignon cute</p> <p>affectueux affectionate</p> <p>agacant annoying</p> <p>grand big/tall</p> <p>petit small</p> <p>gentil kind</p> <p>sympa nice</p> <p>australien Australian</p> <p>français French</p>
<p>Ils ont They have (male or mixed)</p> <p>Elles ont They have (females)</p>	<p>une sœur a sister</p> <p>une mère a mother</p> <p>une belle-mère a step mother</p> <p>une cousine a (female) cousin</p> <p>une grand-mère a grand mother</p>	<p>Elle est She is</p>	<p>têtue stubborn</p> <p>mignonne cute</p> <p>affectueuse affectionate</p> <p>agacante annoying</p> <p>grande big/tall</p> <p>petite small</p> <p>gentille kind</p> <p>sympa nice</p> <p>australienne Australian</p> <p>française French</p>

Wie waren die Ferien? (How were your holidays?)

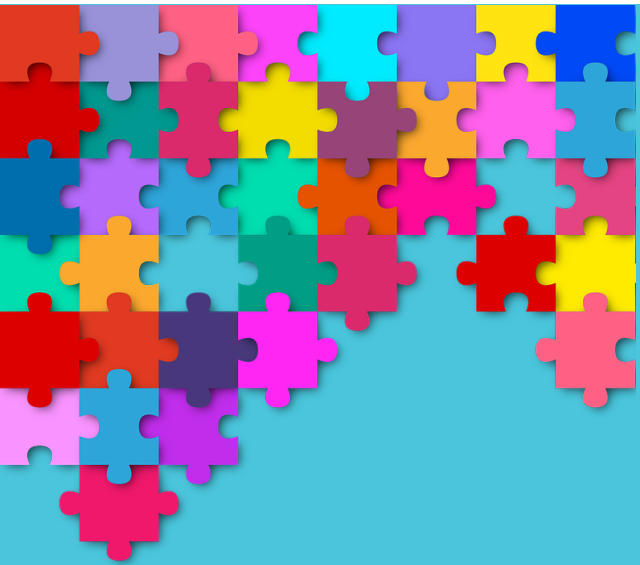
<p>Sie waren (They were)</p>	<p>einfach super (simply great)</p> <p>toll (great)</p> <p>leider zu kurz (sadly too short)</p> <p>nicht schlecht (not bad)</p> <p>besser als die Schule (better than school)</p> <p>langweilig (boring)</p>	<p>Ich war (I was)</p>	<p>zu Hause (at home)</p> <p>bei meiner Oma (at my grandma's place)</p> <p>in Sydney (in Sydney)</p> <p>in Neuseeland (in NZ)</p> <p>in Indien (in India)</p> <p>in Indonesien (in Indonesia)</p>		<p>Am besten war (The best thing was)</p>	<p>das Wetter (the weather)</p> <p>der Schnee (the snow)</p> <p>Weihnachten (Christmas)</p> <p>Silvester (New year's eve)</p> <p>das Baden (swimming)</p> <p>das Essen (the food)</p> <p>der Strand (the beach)</p> <p>das Ausschlafen (sleeping in)</p> <p>der Film (the film)</p> <p>mein Geburtstag (my birthday)</p> <p>die Party (the party)</p>
			<p>vier Tage (four days)</p> <p>eine Woche (one week)</p> <p>drei Wochen (three weeks)</p> <p>ein Monat (one month)</p> <p>zwei Monate (two months)</p>	<p>dort (there)</p>		

Modal verbs

Ich I	kann	can	(jeden Tag every day.) (jeden Freitag every Friday) (am Wochenende on the weekend) (abends in the evening)	Peter <u>helfen</u>	help Peter
	darf	am allowed to		Sibel <u>helfen</u>	help Sibel
	muss	must		dem Lehrer <u>helfen</u>	help the teacher
Du You	kannst	can		<u>zu</u> Hause bleiben	stay at home
	darfst	are allowed to		<u>Gitarre</u> spielen	play guitar
	musst	must		<u>Klavier</u> spielen	play piano
Er/sie/man He/she/one (we)	kann	can		<u>Fußball</u> spielen	play soccer
	darf	is allowed to		Tennis <u>spielen</u>	play tennis
	muss	must		Deutsch <u>sprechen</u>	speak German
Wir We	können	can		Englisch <u>sprechen</u>	speak English
	dürfen	are allowed to		<u>Obst</u> essen	eat fruit
	müssen	have to		<u>Schokolade</u> essen	eat chocolate
Ihr You (pl)	könnt	can		<u>Fleisch</u> essen	eat meat
	dürft	are allowed to		Cola <u>trinken</u>	drink coke
	müsst	have to		Wasser <u>trinken</u>	drink water
Sie they	können	can		Bier <u>trinken</u>	drink beer
	dürfen	are allowed to		<u>ausschlafen</u>	sleep in
	müssen	have to		<u>laufen</u>	walk
Sie You (polite)	können	can		<u>mitkommen</u>	come along
	dürfen	are allowed to			
	müssen	have to			

Using routines

- Teacher led listening comprehension/dictation
- Peer led listening comprehension/dictation
- Pronunciation practice
- Entry/exit routines and roll calling responses
- Conversations
- Mosaic writing (“pick and mix” sentence construction)
- Guidance towards grammar points (discovery learning)
- As a foundation for activities eg sentence stealer, find someone who and no snakes, no ladders



Example activities

Ghost reading

Spot the intruder

Sentence stealer

Find someone who

No snakes no ladders

Ghost reading

Spot the intruder

- One text, two ways of reading
- Ghost reading:

Encourages speaking

Students take turns to read/read as a group as “ghosts” or other fun choices.

- Spot the intruder:

Encourages listening for detail

Text is displayed. Teacher reads the text, changing some of the words as they are read. Students indicate when they hear a change.

Il giovedì scorso io ho suonato la chitarra, poi ho scaricato i video e le canzoni da Internet e ho guardato un film su alla televisione. E' stato rilassante e divertente. Poi io sono andato al centro commerciale con le mie sorelle. E' stato noioso. Verso a le sette noi siamo tornati a la casa in taxi. Dopo abbiamo cenato e guardato un documentario alla televisione. Che una noia !

Sentence stealer

Based on routines:

Sentence stealer

S'il fait beau, on peut faire une promenade

S'il pleut, ils veulent aller au musée

S'il fait chaud, les filles peuvent nager à la plage

S'il fait froid, tu veux regarder un match de foot

S'il pleut, nous pouvons faire du shopping au centre commercial

S'il fait mauvais, elle veut aller à la patinoire

S'il fait beau, nous pouvons manger un barbecue

S'il fait chaud, je peux jouer au cricket au parc

S'il fait froid, il peut visiter la ville

S'il fait mauvais, ils veulent aller au cinéma

Caillou

Papier

ciseaux





Similar idea to "Go fish" or "Happy families"

- 3 post it notes
- Choose 3 sentences from below and write 1 per post it note
- Set a time limit to go around the room trying to steal as many post it notes as possible from other people by saying the sentences
- You lose your post it note to someone if they say your sentence

Let's play
Sentence
Stealer!

I like to go shopping every Friday.
He likes to go to the beach on the weekend.
We like to go to the cinema in the evening.
She likes to ride a bike in the afternoon.
They like to go to the cinema every Saturday.
You like to play chess at lunchtime.
I like to walk the dog on the weekend.
We like to cook every Friday.
You like to go to school every day.
She likes to eat chocolate in the evening.

Find someone who...

<p>Thomas</p> <p>Ich war bei meiner Oma. Ich war eine Woche dort.</p>	<p>Lena</p> <p>Die Ferien waren nicht schlecht. Am besten war der Strand.</p>
<p>Peter</p> <p>Ich war in Neuseeland. Am besten war das Essen.</p>	<p>Georg</p> <p>Die Ferien waren leider zu kurz. Ich war in Indonesien.</p>
<p>Anna</p> <p>Ich war zu Hause. Am besten war das Wetter.</p>	<p>Sarah</p> <p>Ich war bei meiner Oma. Am besten war das Ausschlafen.</p>
<p>Max</p> <p>Die Ferien waren toll. Ich war in Sydney.</p>	<p>Richard</p> <p>Ich war in Neuseeland. Ich war drei Wochen dort.</p>
<p>Charlotte</p> <p>Ich war in Sydney. Am besten war das Essen.</p>	<p>Klaus</p> <p>Die Ferien waren langweilig. Ich war zu Hause.</p>
<p>Marie</p> <p>Ich war in Indien. Am besten war das Wetter.</p>	<p>Alex</p> <p>Ich war in Indien. Ich war drei Wochen dort.</p>
<p>Andreas</p> <p>Die Ferien waren toll. Ich war in Indien.</p>	<p>Helena</p> <p>Ich war in Indonesien. Ich war vier Tage dort.</p>
<p>Monika</p> <p>Ich war zu Hause. Am besten war das Ausschlafen.</p>	<p>Otto</p> <p>Die Ferien waren langweilig. Am besten war das Essen.</p>

Wie waren die Ferien?

Find someone who...

	Name
Spent the holidays at their grandmother's house.	
Was away for 3 weeks.	
Liked the food best.	
Had a great holiday.	
Liked sleeping in best.	
Stayed home for the holidays.	
Was in India.	
Thought the weather was the best thing.	
Was away for a week.	
Was in New Zealand.	
Thought the holidays were too short.	
Was away for four days.	

No snakes no ladders

Départ	1	2	3	4	5	6	7
	At 9.00, I have a French class	I love English because it is easy and interesting	I don't like Maths because the teacher is boring	I do not like musique very much because it is difficult	I love history because I learn a lot in this subject	My favourite subject is Geography	My teacher is funny
	14	13	12	11	10	9	8
I like maths because it is useful and exciting	The teacher does not take any interest in us	Design and tech is rubbish	At 1.00 pm I have lunch	I like biology a lot because I get good grades	I like my Science teacher because he is very friendly	At what time do you have art ?	
15	16	17	18	19	20	21	
My favorite teacher is Mrs Smith	What time is it ? I have drama at 11.45am	I don't like science because the teacher is not nice	What is your favourite subject ?	I absolutely dislike visual arts because I get bad grades	I have history at 10.30. It's great.	I do not like sport. The teacher is boring	
Arrivée	28	27	26	25	24	23	22
	At what time is recess ?	At 2.15, I have geography. It is not fun	I like the P.E. teacher because she explains well	I love civics because the teacher is kind	Who is your favourite teacher ?	I hate art because the teacher doesn't help me a lot	We enjoy the French lessons because the teacher is funny

Instructions: In groups of three students (2 player + 1 referee) or five (2 teams of two players and one referee), players take turn in casting the dice. Whichever case the player/team reach based on their dice score, they will have 30 seconds to translate the relative sentence(s) into French orally. The referee will then tell the players (with the help of the answer sheet) if their translation is correct. If the translation is correct they will have another go and casting the dice and will advance to the next case where they will have to translate the next sentence and so on. However, if their translation isn't correct, the referee will read to them the right version twice in order for the players to attempt to memorize it for the next round when they will have another go. After the opponents' turn the player will have another chance at casting the dice; if they answer the question they originally got wrong correct. The person who is closer to the finishing line ten minutes into the game will win.

Answer Key

- À neuf heures, j'ai une classe de français
- J'adore l'anglais parce que c'est facile et intéressant
- Je n'aime pas les maths car le prof est ennuyeux
- Je n'aime pas beaucoup la musique parce que c'est difficile
- J'adore l'histoire parce que j'apprends beaucoup dans cette matière
- Ma matière préférée est la géographie
- Mon prof est marrant/rigolo
- A quelle heure tu as dessin ?
- J'aime mon prof de sciences car il est sympa
- J'aime beaucoup les SVT parce que j'ai de bonnes notes
- À une/ treize heure, j'ai le déjeuner
- La technologie, c'est nul
- Le prof ne s'intéresse pas à nous
- J'aime les maths parce que c'est utile et passionnant
- ma prof préférée c'est Madame Smith
- Quelle heure est-il ? J'ai arts dramatiques à onze heures quarante cinq/ midi moins le quart
- Je n'aime pas les sciences parce que le prof n'est pas sympa
- Quelle est ta matière préférée ?
- Je n'aime pas du tout les arts plastiques parce que j'ai de mauvaises notes
- J'ai histoire à dix heures et demie. C'est super
- Je n'aime pas l'EPS. Le prof est ennuyeux
- nous aimons les cours de français parce que la prof est marrante
- Je déteste le dessin parce que le prof ne m'aide pas beaucoup
- Qui est ton prof préféré ?
- J'adore l'éducation civique parce que le prof est gentil
- J'aime le prof d'EPS parce qu'il explique bien
- À deux heures quinze/ et quart j'ai géographie. Ce n'est pas marrant
- À quelle heure est la récréation ?

- Groups of 3 – two player and one referee
- Referee has the answer key to each numbered translation square

Workshop

- Find a partner or make a small group of colleagues who:
 - a) Teach the same/similar language and/or
 - a) Teach the same/similar year levels
- Develop your own routine sheets and/or activities to use in your classrooms.



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Q & A



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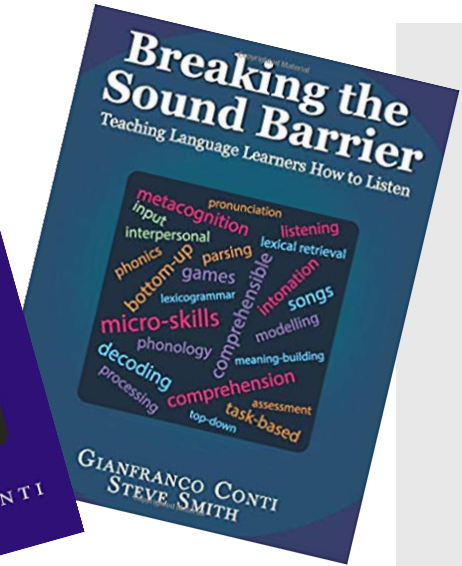
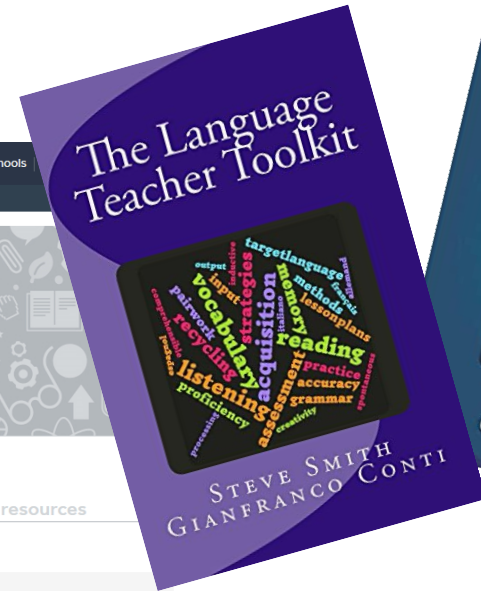
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Many thanks to Gianfranco for sharing his knowledge with us!