

The background features a globe of the Earth. Two flags are superimposed on the globe: the United States flag on the left and the United Kingdom flag on the right. In the foreground, a silver microphone is positioned centrally. The text 'Music In Professional Language Training.' is overlaid on the globe and microphone.

Music In Professional Language Training.

Pascal Archimede

12th November 2015

TOGETHER WE BUILD YOUR ENGLISH PROJECT

www.yourenglishproject.com

Introduction

- I have implemented a training sequence within which Music is the main educational tool.
- This approach has been the subject of a book published in French and in English.



Musique en Formation Linguistique



Pascal Archimede

Musique en formation linguistique professionnelle

Une approche innovante

Archimede



Pascal Archimede

Music in professional language training

An innovative approach





Agenda

A

Genesis Of The Project

- Groups
- Program
- Pedagogical Project

B

Analysis of the training sequence

- Diagnosis
- Design
- Development
- Management and Monitoring of the pedagogical action
- Evaluation



Agenda

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Genesis Of The Project

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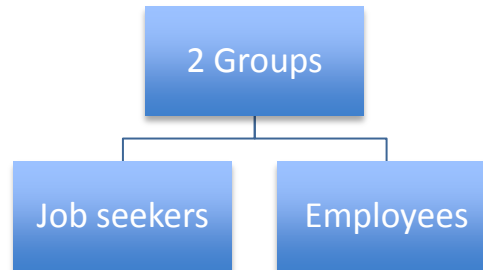
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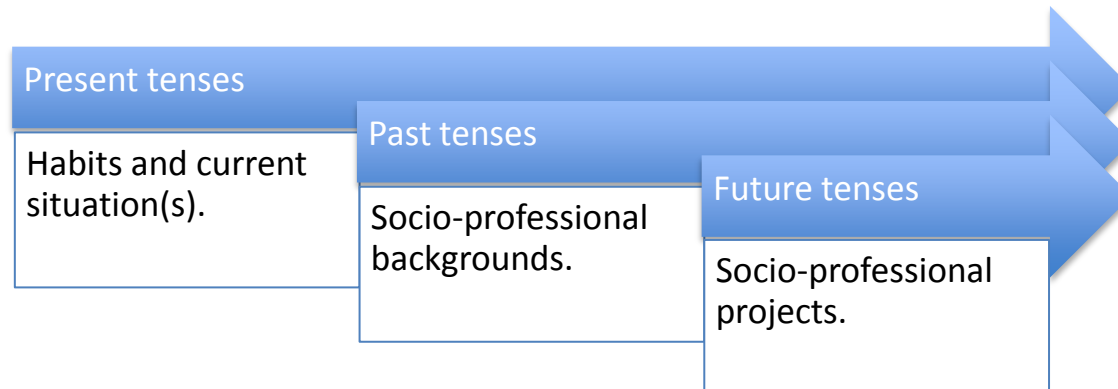


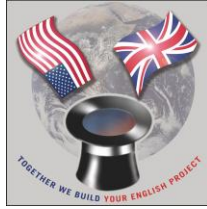
A. Genesis Of the Project

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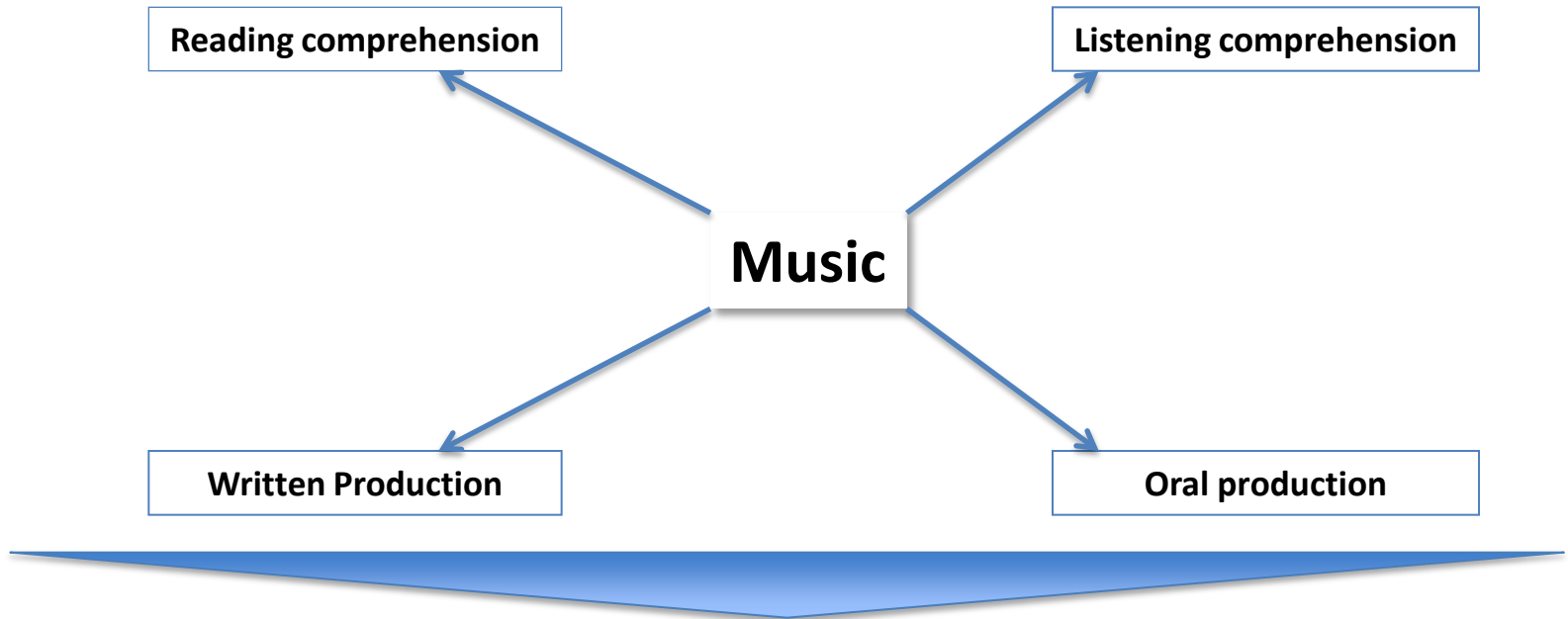
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A. Genesis Of the Project

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1. Use a song by trainees' favourite artist(s)
2. Design activities to develop and strengthen the four linguistic skills (reading/listening/writing and speaking) while adding a cultural touch
3. Chosen song: ***“When am I going to make a living”*** by Sade from the album *“Diamond Life”* released in 1984.



Agenda

A

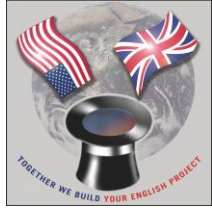
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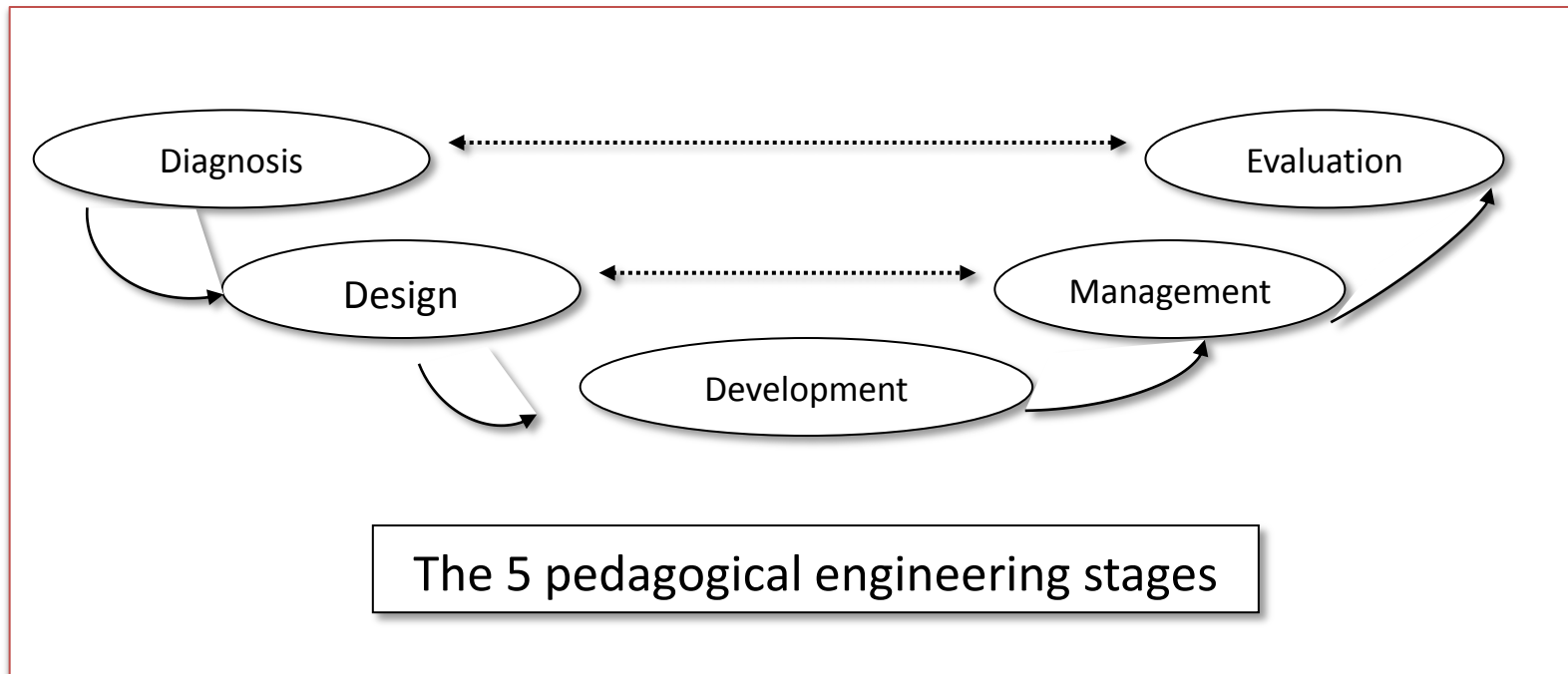
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B. Analysis of The Training Sequence

This training sequence was built and analysed from a pedagogical engineering approach which comprises five stages, Diagnosis, Design, Development, Management and Evaluation .



CARRÉ. P., CASPAR, P. (dir.) (2004) *Traité des sciences et des techniques de la Formation*, 2^e éd., Dunod



B.1 DIAGNOSIS

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PRESENTATION OF THE PARTICIPANTS

1. Gender
2. Age
3. Education Level
4. Socio-Professional category
5. (Last) position held
6. Marital and family status
7. Motivation for attending the training session

TRAINING OBJECTIVES

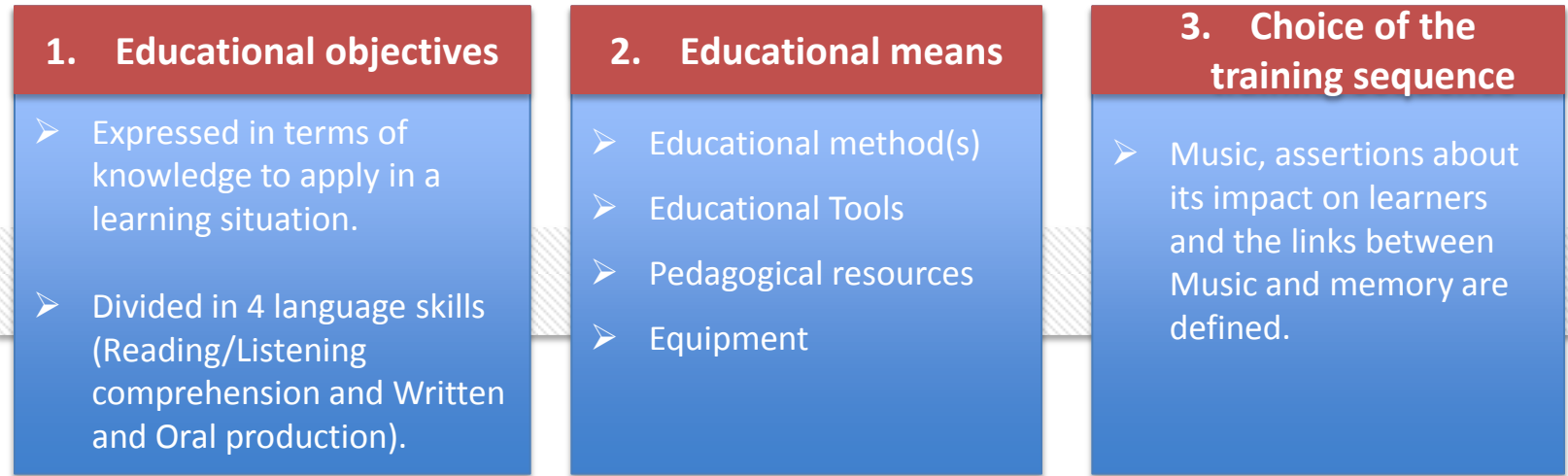
- - Expressed in language skills to be acquired:
- - *“Understand and be understood in English”*
- - *“Acquire skills in English that can be used in a professional capacity”*

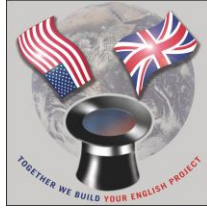


B.2 DESIGN

The *Design* stage focuses on pedagogical objectives and helps one to turn the diagnosis data into a first formalization.

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B.2 DESIGN

Effects of Music on learners

Here is a non-exhaustive list of the value of Music as an educational tool :

Music relaxes and reduces the stress level which inhibits the learning process*.

Music can facilitate some complex learning processes.

Music has a powerful impact on memorization.

Music restores harmony between both hemispheres: the trainee is more receptive, so it is easier for them to learn new knowledge and skills.

Music educates the Ear from a linguistic standpoint. The Ear forms to the psycho-acoustic system (sounds) of our mother tongue up to the age of 12. After, all sounds which are not relevant, are not heard.

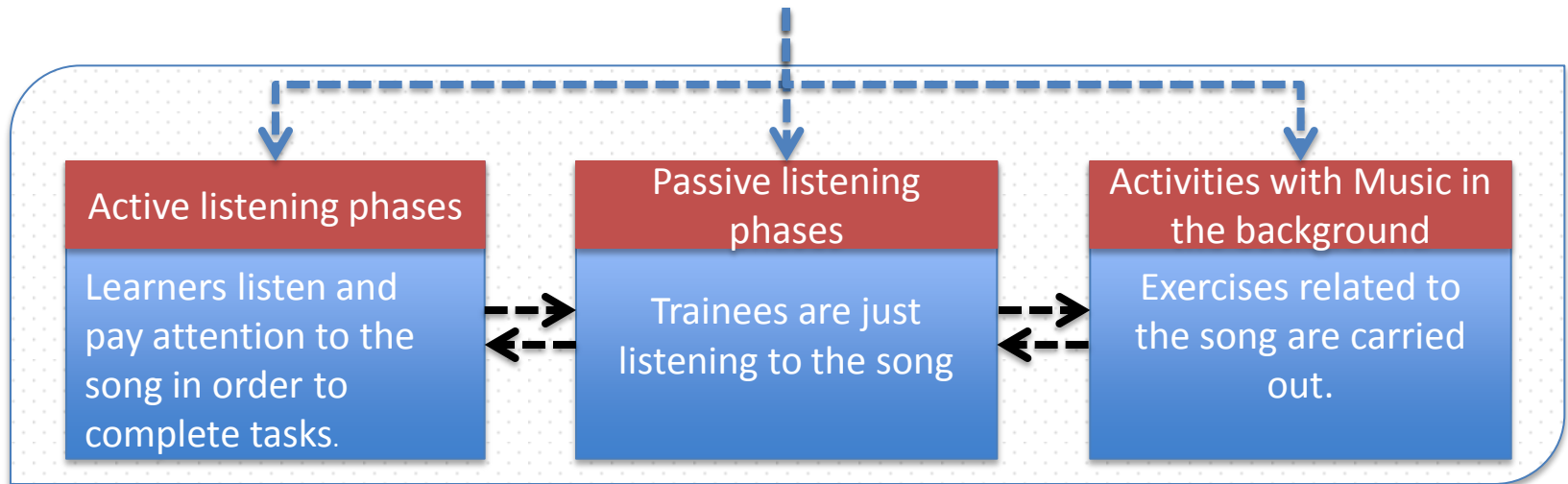
Music is therefore used to overcome this “Pathological Deafness”.

* DUBE, Sylvie, CEDEP. *La musique, un extraordinaire support à l'apprentissage*. Workshop presented during the « Cerveau, et apprentissage, Intelligences multiple » conference. 8, 9, 10 November 2001, Rimouski.



B.3 DEVELOPMENT

Development of the learning progression.
Alternate “Passive” listening phases with “Active” listening ones.

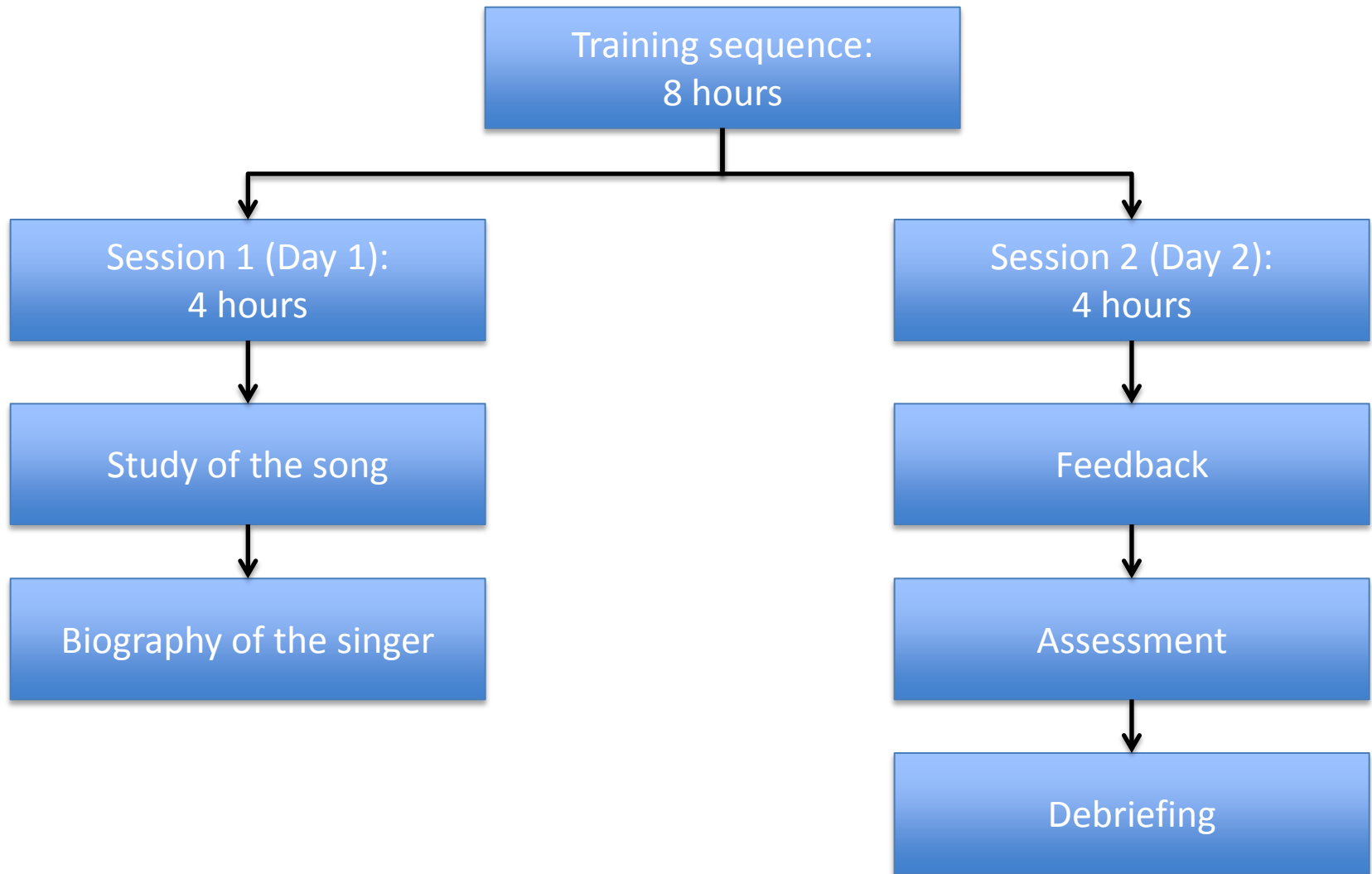


Objective:

Create an atmosphere of confidence conducive to learning



B.3 DEVELOPMENT (Training sequence)



SUMMARY TABLE

First part: study of the song

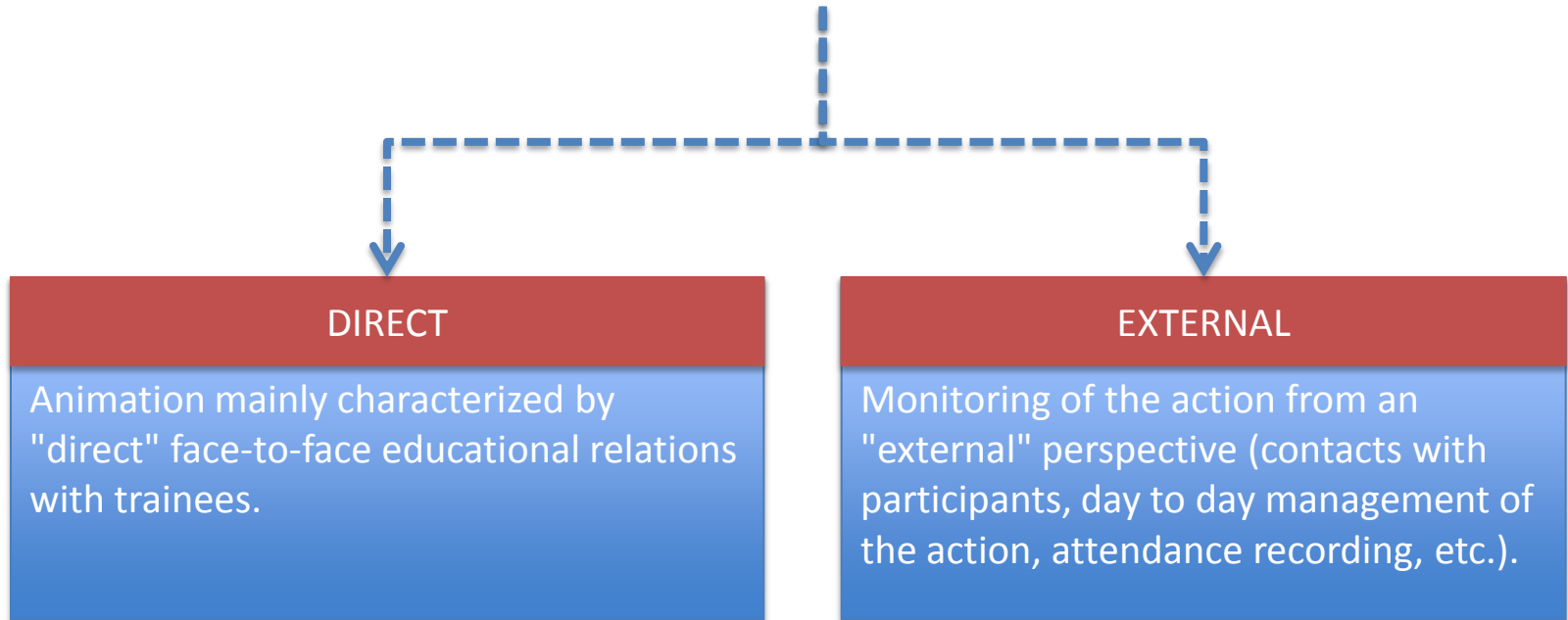


TEMPO	PEDAGOGICAL OBJECTIVES	LINGUISTIC SKILLS	METHODS/TECHNIQUES/ TOOLS	LEARNERS' ACTIVITIES	TRAINER'S ACTIVITIES	ASSESSMENT TYPE AND MODALITY
10 mns	- Define the oral content expressed by an English speaking interlocutor	- Listening comprehension	- Passive listening of the song	- They listen	- He plays the song	- The trainer observes the trainees' behaviour during the listening
15 mns	- Define the oral content expressed by an English speaking interlocutor	- Listening comprehension - Written production	- Active listening of the song with the lyrics in the form of a <i>Fill in the blanks</i> exercise	- They listen and transcribe what they heard	- He plays the song	- The <i>Fill in the gaps</i> exercise is made up of 30 gaps. Thus, trainees can assess their listening
20 mns	- Define the oral content expressed by an English speaking interlocutor	- Listening comprehension - Written production	- Listening of the song - Discussions around what was understood	- They listen to the song and explain what they understood	- He asks questions - He writes down the words suggested by the group on the board	- Writing of the song lyrics through filling in the gaps of the <i>Fill in the gaps</i> exercise
25 mns	- Extract information from a text by distinguishing main theme and secondary ideas - Translate an English text into French	- Reading comprehension - Oral production	- Group work	- They read and translate the text	- He clarifies the points which seem unclear to the learner	- The correction of the translation is a way to assess learners' linguistic skills
30 mns	- Differentiate both forms of future (will / shall and to be going to) and use them correctly - Use correctly the modals <i>can / may/might</i> and <i>must</i>	- Reading comprehension - Oral production	- Group work - Brainstorming about the linguistic notions mentioned	- They ask questions to the trainer - They participate by sharing their knowledge with the group	- He asks questions to the group - He clarifies the linguistic notions mentioned	- Further to each notion introduced, learners are invited to build one or several sentences
20 mns	- Use autonomously one's language skills	- Listening comprehension - Oral production	- Discussion	- They have a discussion on the themes which emerge from the text	- He asks questions - He relaunches the debate	- The trainer corrects possible linguistic errors
10 mns	- Synthesize and measure possible gaps between targeted goals and those actually reached		- Summary documents delivery	- They ask questions if necessary	- He distributes the documents - He explains	- Grammar exercises are distributed with their answers so that learners can self-assess.
15 mns	b	r	e	a	k	

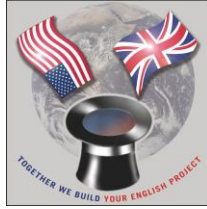


B.4 MANAGEMENT AND MONITORING

The management of the sequence is conducted in two ways:



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B.5 EVALUATION

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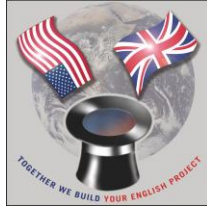
Objective: assess the training action in terms of pedagogical productivity which can be measured by the ratio between the expected results and actual training costs.

- **Cost factors**

This training sequence does not necessarily require a huge financial investment and it may generate interest among learners.

- **Result factors**

90% success rate.
100 % satisfaction rate.



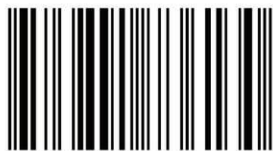
- All capacities of Music as an educational tool are not fully exploited.
- The Trainees' satisfaction, low implementation costs and success rate certify the efficiency of this approach.
- My target: make a contribution to language Teaching and Learning today.

De nos jours, la mondialisation et l'ouverture à l'Union européenne sont des facteurs déterminants qui expliquent le souhait grandissant des entreprises françaises de former leurs salariés aux langues étrangères. Or, malgré la large panoplie de méthodologies qui existent dans ce domaine, les professionnels de la formation linguistique s'interrogent toujours sur LA façon de stimuler l'apprenant et de l'inciter à apprendre. C'est dans ce contexte que nous nous proposons de présenter et d'analyser un dispositif au sein duquel la musique occupe une place centrale. L'objectif de cette recherche est de mener un questionnement sur l'efficacité potentielle de cette approche vue sous l'angle de la démarche d'ingénierie pédagogique. Cette étude met en valeur l'aspect motivant que peut revêtir la musique en formation d'Anglais langues étrangères.



Pascal Archimède

Pascal ARCHIMEDE, formateur indépendant en Anglais est titulaire d'un Master II en "Sciences de l'Education". Sa spécialité en "Développement des Compétences en Formation d'Adultes", lui a permis de mettre en place des séances de formation basées sur des méthodes interactives, motivantes et innovantes.



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Musique en Formation Linguistique

Archimède

EUE ÉDITIONS
UNIVERSITAIRES
EUROPÉENNES



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Musique en formation linguistique professionnelle

Une approche innovante

Nowadays, due to globalisation and the opening of European frontiers, French companies are more and more interested in having their employees trained in foreign languages. However, despite the array of methodologies that exist in this field, trainers are still trying to find THE way to motivate the trainee and to incite him to become fully engaged in the language learning process. It is in this context that we introduce an innovative training sequence in which music plays a central role. The aim of this research is to conduct an inquiry into the potential efficiency of such an approach from a pedagogical systems design perspective. This study shows the motivating aspect that music can get in English as a foreign language training. Translated from French by Pascal ARCHIMEDE.



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Pascal ARCHIMEDE is a self-employed ESL (English as a Second Language) trainer. He has a Professional Masters 2 Degree in Educational Sciences. His expertise in "Skills Development in adult training" along with considerable field experience have enabled him to implement interactive training sessions based on innovative methods.



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