# The Method in a nutshell

Active English Sessions are student-centered learning sequences alternating tutored and self-study sessions.

They are typically be spread over 3 weeks.

* **Standard organization and duration of the sequences**

A standard Active English Session is 1h30, starting with the Outcome and Feedback phase of the previous Session, then the Kick-off phase of the new one.

Week 1:

* + Outcome & Feedback for the previous AES (45mn)
  + Kick-off of the new AES (45mn)
    - Self-study 1

Week 2:

* + Review phase (1h30)
    - Self-study 2

Week 3:

* + Outcome & Feedback for the AES (45mn)
  + Kick-off of the next AES (45mn)
* **Kick-off phase**

(Equivalent to “prosit aller”)

A 45-minute taught unit where the students discover and analyze the learning situation, determine the expected outcome, come up with an action plan.

* **Self-Study phase 1**

(aka AERCR, for “activités d’études, de recherches, conception et réalisation)

Typically 1,5 hours of individual work, preferably broken down into several shorter sessions, where each student works individually on the action plan, studies the resources and writes his/her Research and Studies Log.

* **Review phase**

These sessions are also taught units of 1h30 with the same group size and a teacher.

They do not replace the Self-Study phase, they are part of it. The students still have to carry out the action plan individually.

They are to be seen as a "guided self-study" sessions, rather than lessons.

There is no set content for these sessions. It can be individual or group tutoring, remedial or advanced work, some more feedback on a particular point or method, preparation for a project, Q&A sessions, even grammatical input if necessary.

They are the occasion to check the acquisition of the vocabulary and grammar. They can contain a degree of "classic" teaching, but a communicative approach is definitely preferred.

* **Self-Study phase 2**

This second phase is dedicated to preparing the Outcome.

* **Outcome & Feedback phase**

(Equivalent to “prosit retour”)

A 45-minute taught unit, where the group produces the expected outcome and the tutor assesses they mastery of the learning outcomes, giving them feedback and asking them follow-up questions.

**Student roles**

In group sessions, the students alternate in taking the following roles:

* **The Chairperson**

has a crucial role in the working of the group. He/she is in charge of making sure that the stages of the process are respected. He/she presides the discussion on the problem or situation and checks that the elements discussed by the group are written down. He/she brings the group toward clarifying the ideas as they come up or by summarizing them if needed. He/she also makes sure each member of the group participates. He/she may have to moderate those who talk too much and give their chance to those who stay quiet.

* **The Secretary**

is in charge of writing the elements of the discussion on the white board. This gives a concrete basis to the discussion. It is easier to elaborate hypotheses or a project when the discussed elements are written in full view of everyone. This also allows the others to participate actively without having to take notes. The secretary should never discriminate which element to write on the white board. In summing them up, he/she should be as exact as possible about the group’s exchanges.

* **The Scribe**

must record the elements on the white board and make sure that all the participants receive a copy of the minutes. Much like the secretary, his/her role allows the others to exchange ideas without having to worry about taking notes.

* **The Steward**

is the warrant of timekeeping (hence the other name for this role: timekeeper), but more widely, he/she deals with the organizational elements for the group. Any logistics fall onto him/her. He/she is also the liaison to the academic staff for the group. He/she can also coordinate the evaluation by peers and the evaluation of the group in general.

The others are **Participants**.

At each new session, the students switch roles.

You are not expected to teach them these roles: the orientation seminar in the first week of the program is meant for that. Just give them a brief reminder whenever necessary. The only thing they need from you is the right term in English.