



**Australian Government**

**Department of Education, Employment  
and Workplace Relations**

# **Teaching and Learning Languages: A Guide**

**Program example**

---

**French middle years**



Research Centre for  
**Languages  
and Cultures**

© Commonwealth of Australia 2008

This work is copyright. It may be reproduced in whole or in part for study or training purposes subject to the inclusion of an acknowledgment of the source and no commercial usage or sale. Reproduction for purposes other than those indicated above, requires the prior written permission from the Commonwealth. Requests and inquiries concerning reproduction and rights should be addressed to Commonwealth Copyright Administration, Attorney General's Department, Robert Garran Offices, National Circuit, Barton ACT 2600 or posted at <http://www.ag.gov.au/cca>.

**Disclaimer**

The views expressed in the publication do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

**Acknowledgment**

This work was funded by the Australian Government Department of Education, Employment and Workplace Relations.

## Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

### Programs

The collection of programs includes primary, middle and senior secondary long and short-term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the *Guide*.

### A selection of teachers' work

This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing, and evaluating what they teach, how they teach and who they teach.

### About the examples

- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.
- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, classroom teaching, learning and assessment practices that you can use in your own context.
- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.
- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

## PROGRAM DESCRIPTION

|                    |                        |
|--------------------|------------------------|
| <b>Language</b>    | French                 |
| <b>Level</b>       | Year 7                 |
| <b>Example</b>     | Short-term program     |
| <b>Annotations</b> | In text<br>End of text |

## Teacher profile

My name is Ans van Heyster. I was born in the Netherlands and migrated to Australia in February 1980. I started university in the city of Nijmegen at age 25 having worked for nine years before that while going to night classes for my matriculation levels. I studied Political Science and International Relations, gaining a Masters degree in early 1980. In December 1980 I was awarded a Diploma of Education at the University of Tasmania. I moved to Australia for the love of my partner who is Australian. Together we have four sons who speak, read and write Dutch as well as English. In addition, all our children have studied or are still studying a third and in one case a sixth language. At home we speak Dutch, as well as English, as my partner's Dutch is very good. Apart from French, I teach German and Italian and Dutch. I can also read literature in these languages.

As a child I travelled to Germany regularly as we had cousins living there. My earliest memories of another language are of playing in the streets with my German cousins and their friends. My cousins grew up bilingually (Dutch and German). My parents do not speak another language. They only went to school until Grade 7 and then entered the work force. I did not travel to France until I was 19 years old because my family did not have the money to travel.

Through all these years in Australia my base-culture has remained Dutch. As soon as the plane touches down in Amsterdam I am totally at home. Nobody in the Netherlands ever hears that I have been living abroad for so many years and I am proud of that. My family in the Netherlands is very important to me; without them I feel I would lose the base of my existence. In Australia I am always 'the other'. I don't mind that. Sometimes it is an advantage; for example, when it suits me not to understand something. Now I am getting older I am afraid at times that one day my health may not allow me to travel any more. That would be like losing a leg. How could I live in only Australian culture and equally, how could I live in only Dutch culture? Such is the tension in a migrant's life. Sometimes I wonder whether the price for being interculturally quite competent is too high.

I love teaching languages and exploring the world in that way with my students.

## School context

### The school

The school is a small Year 7–10 high school in an outer suburb of Hobart. It is located in a socially disadvantaged area and the school has a 'high needs index', which means that more than half of the families at the school do not pay school fees due to low incomes. There are currently 250 students at the school. This year we have three grade 7 classes, two grade 8 classes, three grade 9 and three grade 10 classes. Next year (2007) there will be one fewer class as we will only have two grade 7 classes. The rate of absenteeism is, on average, 20%.

In the 1980s there were many migrant children amongst the students. In the last 15 years or so the school became very mono-cultural in that there were very few, if any, students from a non-English speaking background. All this changed in 2004 when the first African refugee children arrived. We now have 16 African students from four different countries and a full-time ESL teacher. This year all Humanities (English and SOSE) teachers incorporated a unit of work on 'Valuing Diversity' in their program.

**Comment [D1]:** Notes the teacher's own intraculturality as part of the contextualising of this programme i.e. how it informs the teacher's stance and design choices.

**Comment [D2]:** This statement provides a linguistic and cultural profile of the school and its relatively recent changes in student population. It provides further background information which influences the directions taken by the teacher.

## Languages at my High School

Currently there is one language taught at our school: French. In 2006 all grade 7 and 8 students study French for one term (we have three school terms in Tasmania) for two lessons of 90 minutes per week. In grade 9 and 10 the study of a language is optional. The school has a small senior class of six students. For 2007 some changes will take place. Students in grades 7 and 8 will study 2 languages, French and German, for 10 weeks for each of the languages for 2 lessons of 70 minutes per week.

Languages are a very valued part of the curriculum at our school. The principal, senior staff and other staff are very supportive of teaching and learning languages. Languages have been part of collaborative and trans-disciplinary units of work for some years now as we have participated in the Silliss (Supporting Intercultural Language Learning in Secondary Schools) and TICLL (Tasmanian Intercultural Language Learning) projects in 2005 and 2006 respectively. Students at our school come from a number of feeder schools. Two of those schools have no languages program, one does French and two do German. There is also a number of students that enrol at our school when moving from other parts of the city and Tasmania. These students may have learned another language.

## The students

At the start of the unit there were 21 students in the class. In November a new student, a refugee girl from Africa, joined the class. This new student has not taken part in the unit. She has no English at all and was taught individually by the ESL teacher. All other students have an English-speaking background. Features of the class include:

- Up to four students have special literacy lessons, sometimes during French lesson time.
- One student has been absent for the duration of the unit.
- Two students have been absent very regularly.
- Two students displayed challenging behaviour regularly.
- There are only six girls in the class.
- Many of the boys are very boisterous and competitive.
- Many of the boys love music.

Of the 14 students who filled in the student survey form, four had not had any experience learning another language. One student had learned some Japanese, three had studied some French and six had studied German for two years or more. It is safe to say that, whatever their experiences, the amount of foreign language learning has been very limited as some of our feeder schools allow students to opt out of doing a language in grades 5 and 6, while other schools have had an interrupted language program.

Survey forms, with a covering letter, were sent out to all students in the class. Not all forms were returned, despite frequent reminders. Great care has been taken not to include work samples or photos of students whose parents have not given permission for publication of their child's work and images.

**Comment [D3]:** This statement highlights the importance of contextual variables on the curriculum and teacher's practice.

**Comment [D4]:** This statement provides a linguistic and cultural profile of the student group. It reflects the teacher's knowledge of students' backgrounds and informs how the program is developed and implemented. Of particular concern here is students' behaviour and attendance as they influence both opportunities and constraints on teaching and learning.

## **Program**

### **The ILTLP project**

This unit of work has been taught to one grade 7 class during Term 3. As I did not have a grade 8 class at this time, and only a very fractured and small senior class, this was the only class I could do the project with. We started the unit on October 19 (after some teething problems deciding what exactly we would do) and finished it on December 14. There were several interruptions to the program, ranging from attending the National Languages Seminar in Canberra to bereavement leave. The total number of 90-minute lessons was 13. This includes the teaching of specific vocabulary related to the unit.

At the beginning of the term the class was enthusiastic and motivated to learn French and I wanted the theme of this project to support this. Overall the students have worked well, although there have been a few very difficult lessons where a lot of time had to be spent on behaviour management.

In order to keep track of our reflection work, students were issued with a diary 'Mon Journal' (my diary). All student reflection has been done in this booklet.

We wrote all new vocabulary on our '*Rouleau de Vocabulaire*' (vocabulary scroll). (Cut up butchers' paper lengthwise and tape together to make a long scroll)

### **Resources**

All music resources used in this unit of work are available from:

Cavilam  
1 Avenue des Célestins – BP 2678  
03206 Vichy Cedex France  
Email: [info@cavilam.com](mailto:info@cavilam.com)  
Sites: [www.cavilam.com](http://www.cavilam.com) and [www.leplaisirdapprendre.co](http://www.leplaisirdapprendre.co)

## Assessment

Two Tasmanian assessment documents have been used:

1. The Tasmanian Languages (LOTE) Proficiency Outcomes have been used to assess language outcomes: oral Interaction, reading and responding and writing. For this unit of work with this class the Foundation level was used.

2. In order to have some guidance in assessing the intercultural work one of the Key Element Outcome documents of the Tasmanian Essential Learnings was used. (The Essential Learnings are currently under review). This document states progression statements for the outcome 'Valuing diversity'. Two statements in particular seemed relevant for this unit of work: Standard 3.2 and Standard 4.1.

Some 'learning to learn' activities were included in the ILTLP unit. For this purpose graphic organisers were translated into French. Examples of these are included in this write-up.

During small group work students were observed to see whether they participated. A student name list to be ticked off was used to this end. Students who were not seen to participate were spoken to individually after class. It was made clear to all students that participation and communication are key elements in group work and that all should take responsibility for the work of the group.

Frequent opportunities for reflection were included. Apart from two occasions all reflection work was done after small group and/or class discussions. This was done so that all students could take part in reflection. Participation was therefore crucial to students' ability to reflect. Students who found it difficult to reflect on the work being done (perhaps because of low participation) were given a chance to talk about the reflective task before having to complete it.

**Comment [D5]:** Developing assessment in a range of ways that goes beyond official documents.



**Tasmanian Languages (LOTE) Proficiency Outcomes**  
(Chinese, French, German, Indonesian, Italian, Japanese)

| <b>Foundation: Oral interaction</b>  |   |  |
|--|---|--|
| <b>lower</b>   | <b>middle</b>   | <b>upper</b>   |
| Responds in simple social exchanges and structured learning situations using single words and formulaic expressions.   | Interacts in simple, predictable social exchanges and structured learning situations using phrases or short sentences that contain well-rehearsed language patterns.  | Interacts in predictable social and learning situations with teacher support, incorporating familiar language items into well-rehearsed language patterns.   |
| <i>These indicators are only some examples of what students may be able to do at each level.</i>   |   |  |
| <p>Students:</p> <ul style="list-style-type: none"> <li>• discriminate sounds and sound combinations to recognise some common words and phrases in connected speech</li> <li>• recognise the difference between questions and statements</li> <li>• rely heavily on teacher and contextual support to assist communication (repetition, gesture, pictures)</li> <li>• attempt to respond in the target language on hearing it</li> <li>• give two- or three – word responses in structured learning situations</li> <li>• imitate gestures in simple or familiar contexts to assist communication</li> <li>• begin to use language that suits the social situation with teacher support (e.g. greetings)</li> <li>• respond to routine courtesy exchanges and predictable questions</li> <li>• respond non-verbally in structured learning situations</li> <li>• imitate models of speech with approximate pronunciation.</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>• respond to simple classroom instructions</li> <li>• imitate intonation, rhythm and pronunciation modelled by the teacher</li> <li>• respond to simple questions, needing repetition and simplification</li> <li>• use intonation to convey questions or statements</li> <li>• with teacher support use and respond to forms of address, greetings and courtesy phrases</li> <li>• make simple requests using learned sentence patterns</li> <li>• listen to short spoken texts and identify single items of information.</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>• ask and respond to simple questions, with teacher support</li> <li>• begins to recognise opportunities for self or peer-correction of spoken language or sign formation</li> <li>• follow a short sequence of well-rehearsed instructions</li> <li>• substitute new words into well-rehearsed phrases or sentences</li> <li>• take part in simple, clearly structured and well-rehearsed oral or signed interaction</li> <li>• listen to others read simple texts or watch simple signed passages and understand the gist</li> <li>• begin to distinguish the stress, rhythm and intonation patterns in a basic sentence</li> <li>• begin to use socio-culturally appropriate language in familiar language situations (e.g. some forms of address and greetings that may denote kinship, status, age, gender).</li> </ul> |

**Tasmanian Languages (LOTE) Proficiency Outcomes**  
(Chinese, French, German, Indonesian, Italian, Japanese)

| <b>Foundation: Reading and Responding</b>   |  |  |
|---|--|--|
| <b>lower</b>  | <b>middle</b>  | <b>upper</b>   |
| Identifies letters, characters or words.  | Reads short, repetitive texts of one or two sentences containing familiar language and identifies single items of information.   | Reads short texts of several linked sentences containing familiar language, and identifies main ideas.   |
| <i>These indicators are only some examples of what students may be able to do at each level.</i>  |  |  |
| <p>Students:</p> <ul style="list-style-type: none"> <li>• identify letters, symbols or common characters in alphabetic, phonetic or syllabic systems</li> <li>• read aloud, demonstrating initial awareness of pronunciation, tone and stress</li> <li>• use clues from context to infer meaning (use illustrations to predict what the text might be about)</li> <li>• respond suitably in shared reading (by laughing, joining in, and repeating parts of the text)</li> <li>• recognise language displayed in the classroom (on labels, charts, pictures)</li> <li>• use information from a text to draw or label charts</li> <li>• rely heavily on teacher support and frequent repetition when reading.</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>• use contextual clues to infer meaning (identify initial letters or characters to guess the meaning of words)</li> <li>• make connections between illustrations and written text</li> <li>• respond verbally or nonverbally to simple oral questions about written texts</li> <li>• read aloud, with near approximation of correct pronunciation, rhythm, tone and stress</li> <li>• use knowledge of letters and sounds to read new words</li> <li>• find key words in a text</li> <li>• understand basic print conventions when reading (pause at full stops).</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>• read and recognise known words in familiar contexts</li> <li>• read simple texts to others</li> <li>• extract basic information from simple sentences</li> <li>• begin to use strategies to interpret written texts (e.g. refer to class charts)</li> <li>• begin to identify words from the target language which are used in English or other languages</li> <li>• read a simple narrative and present the sequence of events in pictures</li> <li>• identify the main idea in simple texts</li> <li>• with support, identify some aspects of the target culture as represented in texts (ways of life of peers)</li> <li>• begin to use punctuation to assist meaning.</li> </ul> |

**Tasmanian Languages (LOTE) Proficiency Outcomes**  
(Chinese, French, German, Indonesian, Italian, Japanese)

| <b>Foundation: Writing</b>   |   |  |
|--|---|--|
| <b>lower</b>   | <b>middle</b>   | <b>upper</b>   |
| Copies or writes letters, characters or words using a small repertoire of well-rehearsed language.   | Writes phrases or short sentences using well-rehearsed language to convey simple information.   | Writes sentences using familiar language to convey simple information.   |
| <i>These indicators are only some examples of what students may be able to do at each level.</i>   |   |  |
| <p>Students:</p> <ul style="list-style-type: none"> <li>• contribute to shared writing activities</li> <li>• produce written symbols with the intention of conveying an idea or message</li> <li>• copy words from various sources</li> <li>• use drawings to provide more detail about their writing</li> <li>• rely heavily on teacher support when writing</li> <li>• write characters of scripted languages with correct stroke order</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>• reproduce basic print and punctuation conventions of written language</li> <li>• show an awareness of the sound-symbol relationships by attempting their own spelling of words</li> <li>• use models to create their own simple texts (labels, simple captions for pictures and photographs)</li> <li>• with teacher support, write short texts on familiar topics</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>• begin to spell some common words correctly in own writing</li> <li>• begin to demonstrate control of well-rehearsed language structures, patterns and print conventions when writing</li> <li>• begin to use simple conjunctions (e.g. 'and')</li> <li>• with support, contribute to the writing of class or group texts.</li> </ul> |

| SOCIAL RESPONSIBILITY  | KEY ELEMENT OUTCOME   |   |  |   |  |
|--|---|---|--|---|--|
|  | Understands the interdependence of our world, values its diversity and acts for a more inclusive society  |   |  |   |  |
| VALUING DIVERSITY  | STANDARD 1  | STANDARD 2  | STANDARD 3   | STANDARD 4  | STANDARD 5   |
| <p><b>PERFORMANCE GUIDELINES</b></p> <p>Students who value diversity:</p> <ul style="list-style-type: none"> <li>Describe the complex ways in which people are both similar and different.</li> <li>Acknowledge and celebrate diversity and difference in self and others.</li> <li>Have the courage to promote difference when achieving personal and shared goals.</li> <li>Develop understanding of causes and consequences of discrimination and inequities based on difference.</li> <li>Develop strategies that work toward social justice and the peaceful resolution of conflict.</li> </ul> | <p>Understands that self and others have unique characteristics.</p> <p><b>Illustrative examples of performance</b><br/>Students demonstrate <i>aspects</i> of this learning when they:</p> <ul style="list-style-type: none"> <li>Describe personal interests and attributes.</li> <li>Celebrate the diversity of individuals in the family or place of care, e.g. relationships, language, food, games, clothing, texts, celebrations.</li> <li>Show interest in the customs, language and experience of others.</li> <li>Listen respectfully when others are sharing their experiences.</li> <li>Discuss and challenge unfair attitudes or actions.</li> </ul> | <p>Understands that individuals have differences and similarities.</p> <p><b>Illustrative examples of performance</b><br/>Students demonstrate <i>aspects</i> of this learning when they:</p> <ul style="list-style-type: none"> <li>Describe and celebrate cultural differences: e.g. family and community practices and celebrations.</li> <li>Acknowledge and celebrate the diversity of individuals in the class and school setting and describe some features of similarity and difference of another generation or culture: e.g. language, pastimes, lifestyle, artefacts.</li> <li>Describe or roleplay situations in which peers are treated unfairly or excluded, and the reasons for that situation.</li> <li>Contribute to resolution of personal and class-level conflicts: e.g. class discussions, sharing, helping others, practising strategies, discussing texts.</li> <li>Collaboratively establish plans and procedures to reduce the possibility of conflict occurring in the classroom: e.g. class forum, class rules, encouraging others.</li> </ul> | <p>Understands that whilst difference enriches culture, it may lead to misunderstandings which can be resolved by individual and group action.</p> <p><b>Illustrative examples of performance</b><br/>Students demonstrate <i>aspects</i> of this learning when they:</p> <ul style="list-style-type: none"> <li>Examine similarity and difference between themselves and others, identifying some of the underlying values and practices: e.g. identify and challenge stereotypical ideas and beliefs.</li> <li>Explore, interpret, describe and value similarity and difference in relation to culture, language, ethnicity, Aboriginality, gender or disability.</li> <li>Work productively with others to achieve established group goals and utilise the strengths of others.</li> <li>Describe school situations where discrimination, oppression and inequities occur, and interpret the perspectives of both those causing the action and those suffering from it: e.g. playground rules, bullying, protecting younger students' rights, student-led resolution in conflict involving peers, class meetings, 'in your shoes' games.</li> </ul> | <p>Understands the value of diversity, recognises interdependence and sources of inequity, and takes informed action.</p> <p><b>Illustrative examples of performance</b><br/>Students demonstrate <i>aspects</i> of this learning when they:</p> <ul style="list-style-type: none"> <li>Investigate and describe differences between and among cultures and socio-economic groups: e.g. gender roles, work, sport, social and political roles, legal status, customs, cultural practices.</li> <li>Investigate and celebrate Australia's rich cultural and ethnic heritages, including contemporary discussions about Australian identity and future.</li> <li>Recognise others' strengths and weaknesses in establishing roles to attain common goals, including taking an active role in planning for action on school-level issues: e.g. taking responsibility for group planning, organising activities for fundraising, class parties, school improvement projects, SRC.</li> <li>Describe perspectives of opposing groups involved in a local, national or global issue or conflict, and evaluate possible courses of action: e.g. discrimination, refugees, poverty, conflict, globalisation, resource rich and resource poor, environmental degradation.</li> </ul> | <p>Understands global interdependence; values and celebrates diversity; and uses strategies to create a more inclusive world.</p> <p><b>Illustrative examples of performance</b><br/>Students demonstrate <i>aspects</i> of this learning when they:</p> <ul style="list-style-type: none"> <li>Identify and explore how individuals and communities are interdependent. Can define the value of the contributions of individuals and groups: e.g. international cooperation, economic, social, political, cultural, environmental links.</li> <li>Analyse and compare how countries' political and legal institutions respond to alternative opinions and attitudes: e.g. detention centres, reconciliation, terrorism, pressure groups, ethical issues.</li> <li>Evaluate ways in which conflict can be peacefully resolved in various contexts (e.g. workplace, Arab/Israeli conflict), negotiating a communication mode appropriate to cultural contexts.</li> <li>Identify and compare the core values underlying a range of groups in Australia today (e.g. religious groups, political parties, unions, employer organisations, cultural and ethnic groups), using case studies, guest speakers, debates, forums, youth parliaments, media studies.</li> <li>Identify and critically analyse cultural stereotypes. Develop understanding and empathy for others: e.g. media, age, disability, gender, sexuality, race, socio-economic status, religion, culture.</li> </ul> |

### Task 1: Types of music I like (one 90-minute lesson)

The purpose of this task is to engender interest and motivation on the students' part by starting with something they know and like.

**Comment [D6]:** This lesson is designed to connect with students' backgrounds and interests, positioning them as central to the learning.

#### Activity 1

- In pairs students discuss the following question: *Tu aimes quelle musique?* (What music do you like?)
- After 5 minutes teacher will ask the question in French and record your answer.
- Start your answer with 'J'aime.....'
- Teacher draws up table on board, in French.
- Use types of music as headings, leaving space for music types to be added. Students may respond in English or French, but must start answer with 'J'aime (I like).
- Teacher repeats answer in French and records student's name in appropriate column.
- Tell students we will be working on what it's like to be a teenager in France and in Australia, using French modern music, including video clips.

#### Activity 2

Students work in small groups.

- Students hear the beginning of 10 different songs. Six songs are French ones, chosen by the teacher; four are songs in English, from the collection of one of the students.
- Students are given a worksheet to record names of songs and singers. These are written on board by teacher.
- The last column is for the students to fill in, using the vocabulary learnt in Activity 1 (see above). See the page titled *C'est quel type de musique, cette chanson?* (What type of music is this song?)
- Students reflected on work (see below for questions) in their groups before writing down answers in the Journal.

**Comment [D7]:** Students' experiences are fore grounded and validated through this process.

#### Reflection questions

- Does everybody in your group like the same music?
- Why do you think this is so?
- Do you think all teenagers in Tasmania and in Australia like the same music?
- Why do you think this is so?

**Comment [D8]:** The inclusion of reflection questions of this kind is a means of probing students' understanding and encouraging them to reason for themselves.

**Comment [D9]:** Reflection on cultural variability.

#### Teacher Reflection

Both activities worked well. Students were interested; they love music and were keen to explain to me what 'fun music' is like (I had never heard of it). They spoke English to each other and when explaining things to me or asking me something. The first few students answered the question 'Tu aimes quelle musique?' in English except for starting their answer with 'J'aime...'. After a while, when several music types had been used in French, they answered the whole sentence in French. At the end of this activity one student said 'But how can we listen to French modern music; don't they only have classical music and that?' Hearing this comment I knew I would be able to hold their interest, at least in the lessons in which we were going to listen to French music. The comment also told me that our students live in a small world and that this unit would make their world bigger.

**Comment [D10]:** The teacher is actively listening to student feedback and documents this in order to build on their observations and concerns.

## C'est quel type de musique, cette chanson?

**Comment [D11]:** The structure provided in this table form allows students to use more limited language to express meanings.

| Numéro   | La chanson s'appelle..... | Chanteur/chanteuse/<br>band | Type de musique |
|----------|---------------------------|-----------------------------|-----------------|
| 1 un     |                           |                             |                 |
| 2 deux   |                           |                             |                 |
| 3 trois  |                           |                             |                 |
| 4 quatre |                           |                             |                 |
| 5 cinq   |                           |                             |                 |
| 6 six    |                           |                             |                 |
| 7 sept   |                           |                             |                 |
| 8 huit   |                           |                             |                 |
| 9 neuf   |                           |                             |                 |
| 10 dix   |                           |                             |                 |

June 2006

**Task 1 Learnings**

| Language focus   | Intercultural focus  | Principles   | Resources   | Assessment   |
|--|--|--|---|--|
| <p>Present tense<br/>Expressing likes (J'aime...)<br/>Music vocabulary</p> | <p>Activating existing cultural knowledge to explore variability within own culture.<br/>Reflecting on variability and understanding reasons for it.</p> | <p>Active construction, generating own ideas about music.<br/>Social interaction, exchanging ideas and thoughts about music; negotiating similarities and differences within group.<br/>Reflection on variability within their own culture and understanding the reasons for it.</p> | <p>Whiteboard, pen<br/>Digital camera<br/>CD tracks of 10 songs, 6 French, 4 English. Any songs could be used for this.<br/>CD player<br/>Worksheet</p> | <p><b>Formative</b> : teacher is provided with opportunity to gauge students' likes in music (to be used later when making selection of French music).<br/><b>Formative</b>: students provide teacher with vocab about types of music to be used later on in the lesson.<br/><b>Formative</b>: the answers to the reflection questions will give an indication of students' thinking about cultural variability within their own culture. Make note on each students' participation and discuss individually with students who do not participate. Participation is of the utmost importance. Everybody has something to contribute.</p> |

**Comment [D12]:** This table provides a structure for the teacher to consider a number of aspects of programming including making explicit a focus on language and the intercultural, articulating connections with the Principles of Intercultural Language Learning and planning both formative and summative assessment as key points for learning.

**Comment [D13]:** The emphasis here is on creating a culture of inclusion and prioritising student involvement as most important. There is a strong emphasis on valuing what students can contribute and interaction as central to language learning.

**Task 2** What is it I like about this song: *Toc Toc*? (One 90-minute lesson)

The purpose of this lesson is to focus students' attention on a French modern song and to learn vocabulary which will allow them to express an opinion on the song. Aspects of the song are used to generate discussion about language.

After revising numbers by playing some games we worked with the song *TocToc* in this lesson.

- Listen to the song. Do we recognise words?
- Hand out text. Do we recognise more words? Underline them.
- Are there any words you can guess the meaning of? Underline them.
- What do you think 'toc toc' might mean?
- These are special words called onomatopoeia.
- Do you know words like that in English? Help students along with animal sounds if necessary.
- What does 'Oh là là' mean? When do French people say it?
- This type of expression is called an exclamation. Do you know other exclamations in French? In English?
- Discuss meaning of song using English translation.
- Discuss worksheet *Toc Toc* (see page 25: *Comment s'appelle cette chanson?*)  
What is this song called? *Qu'est-ce que tu aimes de cette chanson?* What do you like about this song? *De quoi parle-t-on dans cette chanson?* What is this song about? Vocabulary: *les chanteurs* - the singers, *les paroles* - the words, *l'amour* - love, *la haine* - hate, *la jalousie* - jealousy, *la colère* - anger; *la solitude* - loneliness, *la critique sociale* - social criticism, *l'engagement social* - social commitment)
- Write new vocab on our Rouleau de Vocabulaire.
- Listen to the song again and fill in worksheet.

The above lasted about 60 mins.

For the remainder of the lesson we went to the computer room to investigate some more examples of onomatopoeia.

**Comment [D14]:** This sequence focuses on developing students' language awareness and extending comprehension skills.

**Comment [D15]:** Connection with language awareness in students' first language

**Comment [D16]:** A focus on language use as well as meaning of individual words.

**Comment [D17]:** Using technology to supplement other resources.



## Task 2 Learnings

| Language focus   | Intercultural focus  | Principles  | Resources   | Assessment   |
|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Recognition of words in song.</li> <li>• Aspects of language: onomatopoeia, exclamations.</li> <li>• Development of music vocab (see worksheet <i>Toc Toc</i>, page (to be put on computer).</li> </ul> | <ul style="list-style-type: none"> <li>• Activating existing knowledge of linguistic features (onomatopoeia and exclamations).</li> <li>• Noticing cultural and linguistic similarities and differences.</li> <li>• Comparing cultural and linguistic similarities and differences.</li> <li>• Reflecting on the question as to why different languages hear the same sounds differently.</li> </ul> | <ul style="list-style-type: none"> <li>• Active construction: making own meaning from lyrics; constructing own collection of onomatopoeia.</li> <li>• Social interaction: working collectively to understand meanings; making and listening to hypotheses.</li> <li>• Making connections: noticing similarities and differences between French and English.</li> <li>• Reflection: the ways in which a language feature is used.</li> </ul> | <ul style="list-style-type: none"> <li>• Chart to record answers</li> <li>• CD player</li> <li>• CD <i>Toc Toc</i></li> <li>• Text of <i>Toc Toc</i>, French and English</li> <li>• Website: French animal sounds</li> <li>• Computer</li> <li>• Task sheet: animal sounds</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Formative:</b></li> <li>• Check that students can handle the music vocabulary.</li> <li>• Check students' participation in class discussion.</li> <li>• Check students' work on the animal sound task.</li> <li>• Listen to students' contributions on the outcome of the animal sounds task.</li> </ul> |

**Task 3 What is it I like about this song: *Tellement N'Brick* ?**  
(one 90-minute lesson)

*The purpose of this lesson is three-fold: to offer students the experience of listening to a very different type of modern French song; to compare the two songs 'Toc Toc' and 'Tellement N'Brick'; and to ask students to reflect on the work they are doing.*

- Listen to the song *Tellement N'Brick*.
- Is there something unusual about this song? (in two languages: French and Arabic) (see text).
- What can you say about the music? Explain *rai* music (musical influences from North Africa and India).
- Why would a French singer also sing in Arabic? Discuss French colonial history, immigration and multiculturalism.
- Listen to the song again; put up your hand when you hear the changeover from Arabic to French.
- What is it in the language that makes you recognise the **changeover**?
- Do you recognise any words? Underline.
- Look at the English translation.
- Listen to the song again and fill in the worksheet.
- Let's compare the two songs: look at the table on the board.
- *Quelles sont les similarités et les différences entre les deux chansons?* (What are the similarities and differences between the two songs?)
- Ask students for differences and similarities. Fill in table.
- Reflection: ask students to answer the reflection questions in their Journal.

**Comment [D18]:** This sequence of teaching emphasises linguistic and cultural variation and how languages and cultures change according to place and time.

**Reflection questions** (referring to the work on the previous two **songs**)

- What is similar about these two French songs and Australian songs you know?
- What is different about them?
- Can you think of where these similarities and differences might come **from**?

**Comment [D19]:** Developing ideas by synthesising experiences.

**Comment [D20]:** These questions develop from comparing similarities and differences to considering origins or causes of these.

### Task 3 Learnings

| Language focus  | Intercultural focus  | Principles   | Resources   | Assessment   |
|---|--|--|---|--|
| <ul style="list-style-type: none"> <li>Practising music vocab (see previous tasks).</li> <li>Recognising two different languages in the one song.</li> <li>Recognising vocabulary and phrases to do with love.</li> </ul> | <ul style="list-style-type: none"> <li>Activating existing knowledge of linguistic features (different languages sound differently).</li> <li>Noticing cultural similarities and differences (French modern songs sometimes are sung in more than one language).</li> <li>Comparing cultures (do we have English songs in Australia in which two languages are used?)</li> <li>Reflecting on variability (reflecting on similarities and differences in French and Australian songs).</li> </ul> | <ul style="list-style-type: none"> <li>Active construction: making own meaning from lyrics.</li> <li>Social Interaction: working collectively to understand meanings; making and listening to hypotheses.</li> <li>Making connections: noticing similarities and differences between language use in French and Australian songs; connect with learning about colonialism in general and French colonialism in particular.</li> <li>Reflection: on reasons for similarities and differences between Australian and French modern songs.</li> </ul> | <ul style="list-style-type: none"> <li>CD player</li> <li>CD of song <i>Tellement N'Brick</i></li> <li>Text of song, both in French and English</li> <li>Worksheet</li> <li>Table (chart) on butchers' paper</li> <li>Students' journals</li> </ul> | <ul style="list-style-type: none"> <li><b>Summative:</b> recognition of music vocabulary used in worksheet (reading and responding).</li> <li><b>Formative:</b> students' participation in <u>discussion</u>.</li> </ul> |

**Comment [D21]:** Resources include stimuli for learning, scaffolds and student created products.

**Comment [D22]:** Consideration of formative assessment is particularly useful for eliciting intercultural language learning as this is often incidentally revealed and highly individualised. Documenting students' input into discussions can provide a meaningful form of evidence of learning.

## Intermezzo 1

(Three lessons of 90 minutes, devoted to clothing vocabulary and phrases)

*The purpose of these lessons is to give the students the opportunity to learn a new set of vocabulary and phrases as well as adjectival endings using colours. These lessons were fairly straightforward. Below is an overview of what we did and how we did it.*

**Comment [D23]:** This lesson is designed to build students' language repertoire through exercises using predicting, question and answer and rehearsed language.

### Lesson 1

- Before the lesson starts, put up twenty different items of clothing on a string in the classroom.
- Teacher keeps asking the question 'Qu'est-ce que c'est?' (What is that?) while pointing at an item of clothing.
- Students repeat question and the answer given by the teacher: C'est un/une..... Ce sont des..... (That is, those are.....)
- For each item teacher puts a label on the piece of clothing.
- When all items are labelled, teacher asks individual students the same question.
- Take labels off. Teacher asks the same question, students answer with the help of a commercially available poster.
- Computer room: students use the 'Linguascope' website to reinforce vocab by playing Memory, Hangman and a host of other games.  
(This is a British website and costs about \$90 per year; payments every two years. The website has just about any topic you may want to use. There are also sections in English (ESL), German and Spanish.)

**Comment [D24]:** Teaching vocabulary in context

**Comment [D25]:** Using technology as a learning tool

### Lesson 2

- We had to take the clothes down at the end of the last lesson (shoes were a bit smelly!)
- Teacher wrote all items of new vocab on sticky notes. One item per note.
- Put notes up around the room on the walls, cupboards and door.
- Play music, use energetic music, any type. Students walk around the room and read the notes.
- Play music long enough for them to have a look at each note at least three times.
- Stop the music. Students sit down.
- Teacher asks: *Où est le/la.....? Où sont les.....?* (Where is the.....; Where are the.....?)
- Students answer: *le/la..... est là; les..... sont là!* (The..... is/are there.....!) and point.
- Teacher asks: *Qu'est-ce que tu portes?* (What are you wearing?)
- Students answer: *Je porte un/une/des.....* (I am wearing a.....)
- Revise colours. Use coloured pencils or paper or anything else.
- Teacher tells students what she is wearing, making sure to use masculine and feminine words, singular and plural.
- What do we hear in the colour words?
- Yes, the endings of adjectives are different for masculine and feminine words, in singular and plural.
- Put chart on board. Explain.
- Teacher asks students again: *Qu'est-ce que tu portes?* (What are you wearing?)
- Students are encouraged to answer using the colours.
- Hand out A4 sheets with pictures from a clothing magazine.
- Explain the questions: *Qu'est-ce qu'il/elle porte?* (What is he/she wearing?)
- In pairs students work on describing what the people are wearing.

- Students who have completed two sheets may write the new vocab on our 'Rouleau de Vocabulaire' or start work on writing tasks (see next lesson).

### Lesson 3

Students find it very difficult to listen to the teacher and to each other. Therefore we do a reflective task on listening. I translated the headings of the task in French, students fill in the chart in English.

- Explain listening task.
- Hand out the chart; explain the meaning of the French words. (For a collective response, see next lesson.)
- Ask students to fill in chart. Collect.
- Conversation question: *Qu'est-ce que tu portes aujourd'hui?* (What are you wearing today).
- Variation: *Qu'est-ce que tu portes le week-end?* (What do you wear at the weekend?).
- Model questions and answers several times.
- Students practise these questions and answers in pairs.
- On computer: students do clothing exercises from website: [www.eduweb.vic.gov.au/languagesonline](http://www.eduweb.vic.gov.au/languagesonline)
- Last 20 minutes of lesson: students do the writing exercises printed from the above website and the Linguascope website.

**Comment [D26]:** Purpose of learning task is clear and linked to students' needs.

**Comment [D27]:** Supporting vocabulary development using technology.

### Task 4 Would I like to celebrate a wedding in Mali? (one 90-minute lesson)

Song: *Beaux Dimanches* by Amadou et Miriam

*The purpose of this lesson is to acquaint students with music and visuals from a French speaking country in Africa (the singers are famous in France). At the beginning of the lesson we looked at our collective ideas about what listening 'looks like, sounds like and feels like'. As we can see, students agree that listening means that one person speaks and the others listen. There is no lack of understanding; it is however, very difficult to put into practice.*

- Play the video clip *Beaux Dimanches*. This is about a wedding celebration in Mali.
- Play clip again. Ask students what they see: *Qu'est-ce qu'on voit?* (What do we see?) In small groups students write down on A3 paper what it is they see.
- Do we recognise any words? Yes, the word for Sunday!
- Teacher asks: *Qu'est-ce que vous faites le dimanche?* (What do you do on Sundays?)
- Students call out and teacher puts on board. (Students could do this in French as we had worked on the topic of leisure time earlier in the term.)
- The idea was that the teacher would ask students to write down (in pairs) what they do on other days of the week. However, students were very unsettled and teacher had to wait many times before being able to proceed. Listening tasks are definitely needed. This part of the plan was not carried out.
- Class discussion (first in small groups and then a spokesperson from each group telling the class about the discussion in his/her group) focussed on the following questions:
  - What strikes you about this marriage celebration?
  - How is it similar to a marriage celebration in your family?

**Comment [D28]:** Purpose is clearly stated and linked directly to previous learning i.e. clear sequence.

**Comment [D29]:** Teacher notes how the teaching sequence is increasing in complexity i.e. how this builds on previous learning and assumed knowledge.

**Comment [D30]:** Recognising the learning how to learn needs of students as a priority for effective classroom culture and language learning.

**Comment [D31]:** Discussion of text noticing and comparing.

- How is it different?
- Are marriage celebrations the same everywhere in Australia?
- What is the same? What is different?
- Why do you think this is **so**?

The general consensus was that a Mali marriage celebration is different in the following ways: food eaten, clothes worn by guests, transport to wedding, music, not held in a church. It is similar in the following ways: bride wearing a white dress, bride being too late, people eating and being happy together. All students agreed that not all wedding celebrations are the same in Australia and that it all depends on what you want and how much money you have and whether you are religious or not. **Several** students mentioned that weddings in Australia are the same in that people get together and are happy.

#### Reflection questions

- What would you like about celebrating a marriage in Mali?
- What would you not like?
- What do you think a person from Mali might like about participating in a marriage celebration here in Australia?
- What do you think they wouldn't like?
- Do you think all Mali celebrations are like **this**?
- What do you think might be similar?
- What might be different?

**Comment [D32]:** Interpretative question inviting students to reflect from their own position.

**Comment [D33]:** Students are expressing their understanding of diversity of cultural practices in their own and others' cultures.

**Comment [D34]:** These questions as a set invite students to evaluate cultural practices of another culture. Students need to adopt an outsider's perspective and decentre from their own culture.

**Comment [D35]:** Activates thinking about variability.

#### Task 4 Learnings

| Language focus   | Intercultural focus  | Principles  | Resources   | Assessment   |
|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Days of the week.</li> <li>• Leisure activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Activating existing knowledge: wedding celebrations/parties.</li> <li>• Noticing cultural similarities and differences (weddings).</li> <li>• Comparing cultures (Mali, West Africa, and Australia).</li> </ul> | <ul style="list-style-type: none"> <li>• Active construction: making own meaning from lyrics; constructing new sentences using the model in the song.</li> <li>• Social interaction: working collectively to understand meanings; making and listening to hypotheses.</li> <li>• Making connections: connect with learning about life in an African country (this learning is very real in our school since we have 16 students from Africa).</li> <li>• Reflection on others' perception of own culture (differences and similarities).</li> <li>• Reflecting on variability.</li> <li>• Responsibility: setting personal goals for improving listening; engage in a discussion about how we can collectively improve our listening skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Video clip <i>Beaux Dimanches</i></li> <li>• DVD player</li> <li>• Text song</li> <li>• Vocabulary list song</li> <li>• Chart with collective responses about what it means to be listening to each other</li> <li>• Students' journals</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Formative:</b> students' participation in 'how to improve our listening' discussion.</li> <li>• <b>Formative:</b> students' language work on the days of the week and leisure pursuits.</li> <li>• <b>Formative:</b> students' reflective work in journals.</li> </ul> |

## Intermezzo 2 Teach body parts (one 90-minute lesson)

*The purpose of this lesson is to teach the students the parts of the body to be able to extend students' learning while enjoying another song/video clip.*

- Teachers and students stand up.
- Teacher touches part of body calling out the name. Students repeat.
- Do this several times, faster and faster.
- Sing the 'Tête, épaules, genoux et pieds' song (Head and shoulders, knees and toes).
- Several times, faster and faster.
- Put poster of Pierre (life size) up.
- Distribute cards with names of body.
- Students to stick their card(s) on the appropriate spot (using Velcro).
- Students to draw a person in their books, labelling the body parts.
- First student to finish may write new vocab on the scroll.
- When finished, students go to computer room and, using the Linguascope website, practise body part vocabulary.

**Comment [D36]:** Teacher moves in and out of different focuses in planning to allow for time to develop language to use in subsequent activities.

## Task 5 What do young people wear in France? (one 90-minute lesson)

Song: *Foyalé* by Sol en Si

*The purpose of this lesson is to acquaint students with a modern French song through watching a video clip. Students view young musicians performing and see what they are wearing. This song will allow us to practise clothing and body part vocabulary in context.*

- Do the body part routine as a warm-up (moving, touching body part while calling out names plus 'head and shoulders' song).
- Students work in small groups.
- Each group has one yellow A3 sheet with 'ON VOIT' (we see) written at the top
- Watch and listen to *Foyalé* video clip.
- Write down on sheet what it is you see, discuss with members of your group.
- Groups report to class.
- Each group now receives one pink A3 sheet with 'ON PENSE' (we think) written at the top.
- Watch and listen to song again.
- Write down what you think; discuss with group members.
- Groups report to class.
- Each group receives a green A3 sheet with 'ON S'ETONNE' (we wonder) written at the top.
- Write down what you and your group wonder about in relation to this video clip (song) on teacher-prepared posters titled, 'ON VOIT', 'ON PENSE' and 'ON S'ETONNE'.
- Groups report to class.
- Hand out text. Which words do you recognise? Underline. What sort of words are they? (body parts).
- What type of word is connected with each body part that is mentioned? (Verb)
- Discuss song and its meaning with the students. (No translation, general information giving and answering students' questions.)

**Comment [D37]:** Language awareness and attempting to work from students' knowledge and points of interest and understanding of the text.



- Students work on two sheets with body parts and verbs, according to model in song.
- Each group gets an A3 sheet with '*ON PORTE*' (people are wearing) written at the top.
- Play clip one more time; students record what people are wearing.
- Small groups discussion on the following questions:
  - Are the clothes people are wearing different from what young people wear here?
  - Why do you think this might be so?
  - Do all young people in Australia wear the same clothes?
  - Why do you think this might be so?
  - Do you think all young people in France wear the same clothes?
  - Why do you think this might be so?
- Small groups report to class.
- Class discussion.

## TASK 5 Learnings

| Language focus   | Intercultural focus  | Principles   | Resources  | Assessment   |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Body parts.</li> <li>• Clothing.</li> <li>• Verbs (present tense).</li> </ul> | <ul style="list-style-type: none"> <li>• Activating existing knowledge: what people are wearing.</li> <li>• Noticing similarities and differences in dress.</li> </ul> | <ul style="list-style-type: none"> <li>• Active construction: making own meaning from lyrics.</li> <li>• Social interaction: working collectively to understand meanings.</li> </ul> | <ul style="list-style-type: none"> <li>• Video clip <i>Foyalé</i></li> <li>• DVD player</li> <li>• Text song</li> <li>• Worksheets on body parts and verbs</li> <li>• A3 sheets: <i>On voit, On pense, On s'étonne.</i> (we see, we think, we wonder)</li> <li>• A 3 sheets: <i>On porte</i> ...(people are wearing...)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Summative:</b> clothing words, listed on the A3 sheets while watching video clip.</li> <li>• <b>Formative:</b> body part and verb work sheets.</li> <li>• <b>Formative:</b> participation in discussion in small groups and class as a whole.</li> </ul> |

### Tasks 6 and 7 (two 90-minute lessons)

*The purpose of these lessons is for students to show what they have been learning over the past week. There are two tasks: the first one is compulsory and for the second one, students have a choice out of three). The first task, 'the Rap', is carried out in small groups. The second task is an individual one).*

#### **Rap**

- Students work in small groups.
- Each group receives an A3 sheet to write their rap on.
- Students are encouraged to choose one aspect of their learning for a rap verse.
- Teacher to assist and encourage where necessary/desirable.
- Students work to the beat of an instrumental rap tune.
- At the end of the lesson the students reflect on the way they have been working using the WEB sheet in their Journal. Today they use this sheet for the first time. For each part of the web they indicate how well they have worked. They decide which aspect/element they need to improve on. The further towards the outer part (i.e. where the different elements are described) the better. In the last lesson students will revisit their web and indicate whether they have improved. (The five elements/aspects are: communication, participation, reading and writing, listening and speaking and doing my best.)
- After the lesson the teacher types up the verses of each group, this becomes our 'Rap des Ados' (Rap of the Adolescents).

#### **Choice**

- Students work individually in the computer room.
- Teacher assists if and when necessary.

**Comment [D38]:** The teacher provides a number of choices within the overall purpose of the assessment. This responds to students' preferences and encourages them to take responsibility for their learning.

## Grade 7

### *C'est comment être ado en France et en Tasmanie?*

During the last few weeks we have been learning about the music French teenagers listen to. We have also looked at what young people wear.

**Comment [D39]:** Explicit links to prior tasks/learning.

Our *Rouleau de Vocabulaire* has become very long, telling us that we have learned many new words. It will be difficult to remember them without looking at the scroll. You will also need the task sheets we have been working on.

In the next two lessons you will be working on two tasks. The lesson after that is sharing time. You will have the opportunity to show your classmates what you have produced.

**Task 1** (This task is compulsory for all students)

**Rap:** In small groups produce a rap showing what you have learned about French modern music, French singers and what French teenagers wear. You may use any words and expressions that we have learned. Be prepared to perform your rap. You have one lesson to work on the rap.

**Comment [D40]:** This series of tasks overall encourages students to use their linguistic repertoire and in particular it validates both languages as a legitimate means of expression.

**Task 2** (Choose from the following options)

**Option 1:** Produce a CD cover (use the computer) for a French-Australian music CD. One side of the cover is for an Australian audience (in English). The other side is for a French audience (in French). You must use images as well as words.

**Comment [D41]:** Providing for choice and personal preferences of students.

**Option 2:** Produce a program for a rock concert. The program is to be bilingual (in French and English) and must contain images as well as text. Use the computer to produce the program.

**Option 3:** Produce a Venn diagram poster in French.

In the left part list things associated with teenage life in Australia. In the right part list things associated with teenage life in France. In the middle part which overlaps parts of both circles, list things that you associate with teenage life in both France and Australia. This must be done in French.

*BONNE CHANCE!!!*

## **LE RAP DES ADOS**

**La bouche, la main, le nez, les dents  
C'est craquant**

**Vert, rouge, bleu et jaune, rose  
Noir, blanc et violet, gris et brun**

**La bouche, la main, le nez, les dents  
C'est craquant**

**J'aime le vert et le rouge, le bleu et le rose, oh là là!  
Le jaune et le noir, le blanc et le violet. J'adore le marron!**

**Oh là là! Oh là là!  
Quelle horreur! Quelle horreur!  
Bof! Bof!  
Quelle blague! Quelle blague!  
Boum! Boum!  
Atchoum! Atchoum!**

**Les jambes, les pieds, ça bouge!  
La tête, la bouche, ça bouge!  
Le cou, le bras, ça bouge!  
La gorge et le corps, ça bouge tellement!**

**Une chemise, un pull,  
Un short, une jupe, c'est éclatant!  
Une robe, un short,  
Un jean, un manteau, c'est magnifique!**

**Toc Toc!, Oh là là!  
Tiens, tiens!  
C'est comme ci, c'est comme ça  
Toc toc! Le facteur à la porte**

**Tellement je t'aime  
Tellement je t'adore  
Je pense à toi  
Je rêve de toi**

## Tasks 6 and 7 Learnings

| Language focus  | Intercultural focus   | Principles  | Resources  | Assessment   |
|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>All language learned in the past 6 weeks.</li> </ul> | <ul style="list-style-type: none"> <li>Everything learned in the past 6 weeks.</li> </ul> | <ul style="list-style-type: none"> <li>Active construction: producing own 'product' based on what is learned.</li> <li>Social interaction: task 6: working collectively on rap.</li> <li>Making connections: connecting language and intercultural learnings of past 6 weeks.</li> <li>Reflecting on variability as discussed in the previous 6 weeks.</li> <li>Responsibility: setting personal goals to improve learning; taking responsibility for one's part in collective learning.</li> </ul> | <ul style="list-style-type: none"> <li>A3 sheets to write rap texts in small groups</li> <li>Instrumental rap music cassette</li> <li>Cassette player</li> <li>Computer</li> <li>Students' journals</li> </ul> | <ul style="list-style-type: none"> <li><b>Summative:</b> rap texts (this involves checking students' participation regularly as the rap text is written in small groups: <b>oral interaction, reading and responding, writing.</b></li> <li><b>Summative:</b> Intercultural awareness as expressed through the medium of language (rap plus choice of second activity) and choice of image (second activity).</li> <li><b>Formative:</b> Reflection on individual goal setting using the web.</li> </ul> |

### Task 8 Presentation and reflection

(One 90-minute lesson: the last lesson for this unit of work)

*The purpose of this lesson is to give students the opportunity to present their work to each other, to perform the rap together and to reflect on our work of the last six or seven weeks.*

- Students and teacher sit in a circle with typed up rap text in hand.
- Teacher chants rap lines, repeated by students.
- Any suggestions for change in wording, rhythm? Yes, we will adjust accordingly as we rap.
- Repeating rap several times.
- Finally we are getting quite good at it and with a lot of noise and energy we perform our rap together.
- Students show the class the work they have done on the computer (choice of task, see section Tasks 6 and 7).
- Students open up the page with the square in their Journal and are asked to reflect on (and answer) the questions.

#### Reflection questions

- What is culture?
  - How is teenage life in France similar to here?
  - How is it different?
  - Give reasons for your answers.
- Students open up the page with the triangle in their Journal and are asked to reflect on and answer the questions.

#### Reflection questions

- What did you like best about this unit of work?
- What did you like least about it?
- How would you change it?

**Comment [D42]:** This is a planned opportunity for consolidation of learning to this point and a pause for reflection on achievement. The emphasis is predominantly learning how to learn with some exploration of students' concept of culture.

**Comment [D43]:** These questions move beyond comparison to exploration of 'big picture' issues and concepts.

**Comment [D44]:** Students evaluate their experience and learning i.e. developing responsibility for learning.

## Task 8 Learnings

| Language focus  | Intercultural focus  | Principles  | Resources  | Assessment  |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>All language learned in past 6 weeks.</li> </ul> | <ul style="list-style-type: none"> <li>Everything learned in past 6 weeks.</li> <li>Reflecting on learning of past 6 weeks.</li> <li>Reflecting on own goal setting for learning.</li> </ul> | <ul style="list-style-type: none"> <li>Social interaction: working collectively to understand meanings.</li> <li>Making connections: language and culture.</li> <li>Reflection on variability and on own learning.</li> </ul> | <ul style="list-style-type: none"> <li>Typed up rap text, incorporating group work of previous lesson.</li> <li>Students' journals.</li> </ul> | <ul style="list-style-type: none"> <li><b>Summative:</b> Reflection on unit of work; reflection on culture, cultural similarities and differences.</li> </ul> |



## Teacher Reflection

*I chose this unit of work because I noticed that quite a few boys in the class love music. While in France on an Endeavour Fellowship last January, I had collected some modern French music and video clips and this was a good opportunity to use them with a class of young students. I worried a lot about whether one can do a unit like this with students with very limited knowledge of the language and with a class in which quite a few students struggle with literacy in general.*

**Comment [D45]:** This reflection piece strongly indicates the teacher's focus throughout the unit. In particular, there is focus on her attention to knowing the learners and building on their needs and interests.

*I decided to give it a go since this class was motivated to learn some French and displayed an interest in music. Music seemed a good topic for a boisterous and noisy class. I reasoned that I should be able to teach them at least as much French this way than in a more traditional way as well as addressing some pertinent issues about culture. I knew I had to allow them to speak English as well as French, while always encouraging the use of French. Some students in the class are very reluctant to speak at all, let alone in French.*

*The unit became bigger than anticipated; it seemed to grow as we went along. Students remained interested even though there were a few lessons where I could not get through the work planned because of behaviour problems. It is absolutely necessary to keep units of work like this small. I must never again allow things to become this big!*

**Comment [D46]:** Acknowledging the need to work in a focussed way and take a long term view on learning.

*The reason I am interested in intercultural language learning is that I truly believe culture is embedded in language. As a non-English speaking person living in Australia there are so many examples in my life that illustrate this. It is something that never ceases to fascinate me.*

*Throughout the duration of the unit of work several questions persistently presented themselves:*

**Comment [D47]:** These questions reflect the teacher's awareness of her own learning as a result of this unit and her attempt to develop an intercultural stance.

1. *How do I encourage my students to speak/read/write more French?*
2. *Should I have chosen a topic that would only need very basic language?*
3. *Would they learn more French if I taught them in a more traditional way?*
4. *What would they miss out on if taught more traditionally?*
5. *Is this way of teaching increasing their motivation? (This is an all-important question in a school where motivation to learn languages is quite low.)*
6. *What will they retain most for later life: the actual language or insights into cultural diversity and their own place in the world?*
7. *Will students who are interested in learning a language, increase their motivation with this approach?*
8. *At what point can I ask them to reflect in the target language?*
9. *Is there a relationship between language proficiency and cultural awareness/competency?*
10. *How do I recognise cultural awareness/competency in language work? (See the work samples for Task 8.)*

11. Are culture and language truly inseparable?
12. If the answer to Question 11 is yes, is it possible at all to assess cultural awareness/competency separately from linguistic competence?
13. Is participation in reflective activities sufficient to be assessed as 'satisfactory' for cultural awareness/competency?
14. When does a student show cultural awareness/competency at a satisfactory level?
15. How much can I ask of students who have literacy difficulties and have great difficulty expressing themselves orally?

*I do not have the answer to all these questions. Throughout the unit of work I told my students that participation was the all-important thing. They needed to listen to others during small group work and they would learn from others if they did. I wanted them to always write something in answer to a reflective question. Despite this, there were students who hardly ever wrote anything. The best responses have come from the most able students in the class (as one would expect). However, I have also seen students who display challenging behaviour in other subjects working really well and trying very hard.*

*Looking at the work of the students on the Venn diagram, and the designing of a CD cover, I cannot detect much evidence of a deeper inter-cultural awareness. There are hints of it; for example, in the Venn diagram and in one of the CD covers (the one with the Eiffel Tower at the top and the kangaroo at the bottom). Do I actually know what I am looking for? Were the tasks not designed appropriately to bring out intercultural awareness?*

*I was extremely pleased with the responses of several students to the last questions in their journals, the ones about this unit of work. The majority of students have enjoyed at least one aspect of it. Several wrote that they would like to learn more about how French teenagers live.*

*As to the quality of students' reflection I believe they answered to the best of their ability. Some questions (for example about comparing types of French and Australian songs) are very difficult to answer and they do not have a lot of experience of 'otherness'.*

*On balance, I am pleased with the students' efforts. I think they worked harder than ever before in a language class and on the whole responded well to the intercultural challenges. They probably learned as much French as in a more traditional class and they may retain some of it better because it was presented in a context they were interested in.*

**Comment [D48]:** Problematising the nature of evidence of learning in particular in relation to intercultural language learning.

**Comment [D49]:** Teacher perceptions of benefits of intercultural language learning i.e. emphasis on language development with potential for more meaningful learning in the longer term.

|   |  |
|---|--|
| <p><b>Language, culture and learning</b><br/> What is language?<br/> What is culture?<br/> Understanding learning<br/> Understanding language learning<br/> Intercultural language learning</p> | <p>In this program language is assumed to be holistic and carries expression of ideas. The choice of music lyrics as the main textual stimulus conveys the view that language is a form of human expression and that it relates to the senses and has impact on people. There is a strong sense of musicality and emotional impact of language as dealt with through analysis of onomatopoeia. The unit includes references to exploring the influence of languages on each other, including the way languages ‘bleed’ into one another (such as the influence of Arabic on French). Students are invited to relate this to English also and consider the multifaceted nature of language. There is a discussion of how languages are influenced by historical events such as colonialism therefore reflecting how language both shapes and is shaped by culture.</p> <p>The final task requires students to create their own rap song. The nature of rap as a form of protest and expression of dissatisfaction is not the focus of this unit; however, there is scope to take this further and enable students to consider their own concerns that could be expressed through such a form.</p> <p>Culture is depicted as varied and located across place and people. The inclusion of a song related to a wedding in Mali as the basis of one of the tasks highlights the diasporic nature of French and provides a basis for considering similarities and differences between cultures (i.e. first and target language cultures) as well as commonality of human experiences such as wedding celebrations across cultures (i.e. Culture in general).</p> <p>There are opportunities for students to form their own opinions in this unit through responding to a number of reflection questions. Students are invited to consider their views and compare similarities and differences between the target language culture and their own. They are able to consider the personal affective impact of the texts. There is opportunity here to extend the learning by inviting students to move between languages and cultures and move outside themselves by, for example, examining an Australian rap song from a French perspective or by considering the content of a rap song from the perspective of people in a different French speaking country.</p> |
| <p><b>Teaching and learning</b><br/> Classroom interactions</p>   | <p>There is evidence of engagement with languages through personal meaning making e.g. noticing, connecting with prior learning, expressing opinions. Students are constantly asked to make their own</p>  |

|  |  |
|--|--|
| <p>The nature of interactional language<br/> Tasks and task-types<br/> Student engagement<br/> Recognising the diversity of learners and their life-worlds<br/> Technology in language teaching and learning</p> | <p>sense of the target language texts and respond with comments reflecting their understanding including linguistic knowledge, observations about language and culture and connections they are making to their knowledge in general.</p> <p>The unit includes specific vocabulary learning e.g. the body parts and clothing in French interspersed with more experiential learning with whole texts.</p> <p>Each lesson includes a number of reflection questions designed to encourage students to form views and justify them. These tasks are in English and enable students to draw in examples from the target language and culture.</p> <p>A major feature of this program is the inclusion of a reflection journal for regular use across the program. This on-going task provides an opportunity for students to document their language and culture learning at regular points, reflect on previous learning, and consider their engagement with learning overall. The task signals the cumulative nature of language and culture learning as well as the importance of thinking about one's learning i.e. valuing reflection as central to learning.</p> <p>This program provides a rich example of attempting intercultural language learning with beginning learners who have limited proficiency and understanding of the target language and culture. It is also an example of attempting a higher linguistic demand of students who are somewhat disinclined. What is apparent is that although the linguistic demands are higher than the teacher would normally expect for students such as this, the sense of achievement of not only language and cultural awareness but also linguistic knowledge is also greater than the teacher expected. The focus on how the learning matters to students as the primary concern (with the linguistic knowledge and processes of engagement as a means to achieve this) provides the driving force for the teaching and interaction. 'Communication' is built into classroom discussion first and foremost rather than in separate communication tasks. This is why the teacher has given such prominence to student participation and listening to others.</p> <p>The program was developed following a profiling exercise in which students provided information about their linguistic and cultural background and previous language learning. The exercise indicated students' varied experiences and exposure to the target language and culture, resulting in an overall</p> |
|--|--|

|  |  |
|--|--|
|  | sense of students as beginners. Hence, the program is pitched at a beginners' level and little differentiation is apparent in this early stage.  |
| <b>Resourcing and materials</b><br>Selecting resources<br>The purposes of resources<br>Adapting resources<br>Using resources critically<br>Relating resources to each other<br>Contemporary resources<br>Learners as resources<br>Developing a resource bank | This unit is based around a selection of video clips and song lyrics selected from the French and English speaking worlds. The texts are contemporary (having been released in popular culture in the past year) and relate to current issues and concerns among young people. This provides an immediacy and relevance for students as they share some concerns and attempt to understand others.   |
| <b>Assessing</b><br>Assessment and learning<br>The assessment cycle<br>Eliciting evidence of students' language learning<br>Judging: considering criteria<br>Validation  | <p>The assessment overview draws on the local curriculum framework statements of outcomes. The outcomes have been adapted to relate to this particular program and the intended learning i.e. made specific to this year level and cohort of students.</p> <p>There is an emphasis on affective learning and learning how to learn throughout the program reflecting the needs of the student group and the experimental nature of the unit with a strong emphasis on listening skills.</p> <p>Reflection questions appear often throughout the unit. The type of reflection is that which encourages students to think about their language learning skills and their learning approach in general i.e. they are predominantly learning how to learn in emphasis.</p>   |
| <b>Programming and planning</b><br>Planning language programs<br>Long-term and short-term planning<br>Planning for conceptual learning<br>The place of context in planning programs<br>Scoping and sequencing of learning<br>Planning interactions           | <p>This program consists of a series of detailed lesson plans covering a term of work with year 7 students. There is no particular description of objectives; however, the overall rationale for the unit is embedded in the context statement and in particular the description of the student group. The program draws on the outcomes statements from the Curriculum Framework which are generalised descriptions. It would be valuable to include statements of the intended language and culture learning as it relates specifically to this unit (i.e. what students will learn as a result of this particular unit).</p> <p>The inclusion of a journal task indicates a concern for students' long-term learning and particularly their understandings of language and culture as of equal concern as their target language</p> |

|  |   |
|--|---|
| Personalising learning experience  | development.  |
| <b>Evaluating language programs</b><br>Evaluation as an ongoing process<br>Evaluation in context<br>Purpose and scope of evaluation<br>Evaluation as inquiry | Throughout the implementation of this unit the teacher recorded her observations and own reflections, including further questions on the process and nature of intercultural language teaching and learning. The journal style commentary is a useful means of evaluating the teaching of this unit and provides key considerations for further development of the teacher's own stance as well as informing future teaching and program development. |