



Australian Government

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

Teaching and Learning Languages: A Guide

Program example

French primary years



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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

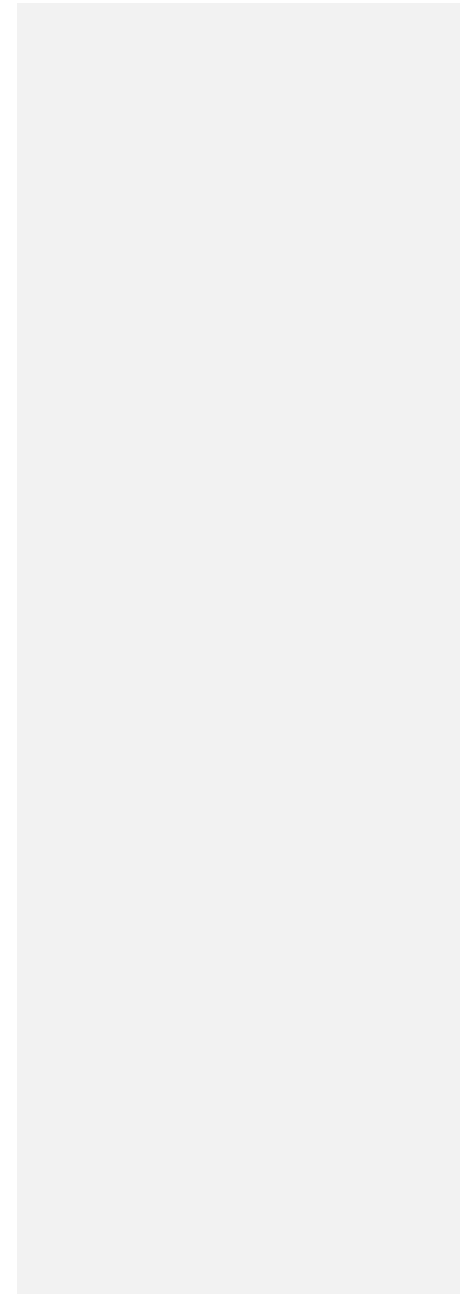
This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning,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

Language	French
Level	Year 2
Example	Where do people live? Short-term program
Annotations	In text End of text



Year 2 French Program 30 minutes per week for 1 term	
On habite ou? Where do people live?	
Lesson	Resources
1	<p>Key idea: How might [population size] influence the way towns and cities look?</p> <p>Interactions 'This term we will be learning about where and how people live. Remember that France is much smaller than Australia but many more people live in France than live in Australia. <i>La France est petite mais la population est grande.</i> <i>L'Australie est grande mais la population est petite.'</i></p> <p>'Talk about what you notice about/in the photos. Which one is in Australia and which one is in France?'</p> <p>In response to student observations ask: 'How do you know? Where can you see that? What makes you say that? Can you give me an example? Is there anything interesting about this?'</p> <p>'As we learn to talk about housing in French I'd like you to think about what is <i>c'est le/la meme</i>, the same and what is <i>c'est special</i>, different ,about housing in France and Australia, and also think about how this affects the way people live.'</p> <p>'Read aloud together the following text about Susan, discussing the meaning of each sentence. Use the surrounding words, the photo, words that look or sound a little bit like English and words you already know to help you.'</p> <p>Students are likely to notice that Toulouse has more houses, a big river and bridge. It appears busy and crowded while Adelaide has tall buildings in the middle, trees, open spaces and is spread over a greater area. Students may recognise the place names, greetings, pronouns and words such as <i>escalier, jardin, petite, grand</i>. Give students the opportunity to work out the meaning as best they can before offering the vocabulary list for support.</p> <p>In response to these observations follow-up questions may be asked such as: 'Are the tall buildings in the Adelaide photo houses? What else could they be? How do you know? Why do you think Adelaide is more spread out? How can the same number of people fit in a smaller space? Why?'</p> <p>'Later we will start to think about how we might have to live differently if we lived in Toulouse'</p>
	<p>Aerial photos of Toulouse and Adelaide</p> <p><i>Text 1</i> <i>Bonjour, je m'appelle Susan</i> Hello, my name is Susan <i>J'habite a Adelaide, dans le quartier de Salisbury, en Australie.</i> I Live in Adelaide, in the suburb of Salisbury, in Australia <i>Voici ma maison</i> Here is my house</p> <p><i>Il n'y a pas d'escalier</i> There is no staircase</p> <p><i>Il y a un jardin</i> There is a garden <i>Ma maison est petite mais le jardin est grand.</i> My house is small but the garden is big.</p> <p>Vocabulary list also provided</p>

Comment [A1]: Active Construction/ Making connections. Students are given the opportunity to discover meanings for themselves in the context of a simple text. They are encouraged to draw upon prior knowledge to strengthen their understanding of the new. The focus for this initial part of the unit is on language awareness.

Comment [A4]: Repetition of the same structure in multiple contexts (in the introduction and in the text) reinforces the new language

Comment [A2]: Anticipating what students are likely to notice gives the teacher the opportunity to prepare follow-up responses/enrichment activities to their statements/questions

Comment [A3]: Here the teacher flags the further development of ideas and the intercultural focus of the learning to come.

2	<p>Key idea: What are houses and apartments like?</p>	
	<p>Interactions Re-read together text 1 from last week. 'Later you will write a similar description for your house.'</p> <p>Read and talk about the meaning of Text 2, using the vocabulary list to help you. Remember to look for clues, words you already know, words that look similar to words you already know, place names and anything else that helped you last time'</p> <p>Talk about the photo. Where else can you see buildings like this? What do you think goes on in this building? Have you been into a building like this? What was it like? Do you know anyone who lives in a building like this? What is this type of building called?'</p> <p>Read both passages as a class, then, in pairs: 'Look at what is written and at the pictures on the two pages we have just been reading. What are they about? Who are the two people? Are they describing something? What are they describing? Are there any words in the passages that are the same? Are there any words that you don't understand? What is the same in the descriptions? What is different?'</p> <p>Students may notice</p> <ul style="list-style-type: none"> lots of windows, no garden, main street, multi storey building, fountain, roundabout, flowers in the window in the apartment small, no stairs, garden, 'normal' house, trees, fence, garage, car in the house picture <p>Ask students: 'Why are there so many windows? Are all of those windows in Cecile's house? Who do the windows belong to? Where else would you see buildings like this? Tell me about the garden; why do you think one has a garden and one doesn't? What is the same? Why do you think Cecile is telling us what is not in her house?'</p> <p>Revisit the idea of relative physical sizes and populations of Toulouse and Adelaide. Make sure students know which city is which and which house is in which city.'</p>	<p>Text 2 <i>Passage 1</i> <i>Bonjour, je m'appelle Cécile.</i> Hello, my name is Cécile <i>J'habite à Toulouse, en France.</i> I live in Toulouse, in France. <i>Voici l'immeuble où j'habite. Il y a cinq étages.</i> Here is the (high-rise) building where I live. There are five floors.</p> <p>(photo)</p> <p><i>Passage 2</i> <i>Mon appartement est petit et est au troisième étage.</i> My apartment is small and is on the third floor. <i>Il y a un escalier et un ascenseur.</i> There is a staircase and a lift. <i>Il n'y a pas de jardin.</i> There is no garden.</p>

Comment [A5]: Language awareness continued. Giving students the responsibility for deciphering meaning for themselves while providing them with some suggestions for how they might do this engages students and helps them to remember the new language.

Comment [A6]: Connecting with students' own experience helps students make sense of new concepts.

Comment [A7]: Here the teacher has framed the expected answers which enables her to scope possibilities for the learning.

Comment [A8]: Students are asked several questions to help develop their skills in interpreting a text. Later, when doing text analysis students will have more understanding of what to look out for.

Comment [A9]: Anticipating potential misunderstandings before they occur keeps students engaged and on the 'right track'.

3	<p>Key Idea: what is my house like?</p> <p>Interactions</p> <p>Read aloud together the two descriptions (Susan's house, Cécile's apartment).</p> <p>Task: Students write their own text by filling in the gaps in the worksheet using the vocabulary list as a support.</p> <p>Give adjectives <i>moyen, moyenne</i> (average), remind students about <i>très</i> (very) ... if students request it, supply appropriate adjective of colour for the house and garden)</p> <p>Students may choose from:</p> <p><i>grande, petite, moderne</i> (modern) , <i>confortable</i> (comfortable), <i>vieille</i> (old), <i>belle</i> (beautiful) + adjectives of colour for the house</p> <p>and</p> <p><i>grand, petit, beau</i> (beautiful), <i>naturel</i> (natural), <i>pavé</i> (paved) + adjectives of colour for the garden.</p> <p>Remember the connecting words <i>et</i> (and) and <i>mais</i> (but).</p> <p>The adjectives can be written on the whiteboard under the heading <i>maison</i> (house) and <i>jardin</i> (garden) with both French and English provided as well as the connecting words. Students may notice <i>belle/beau</i> for 'beautiful' when describing house/garden, use the opportunity to talk about the masculine and feminine forms, ask students why it might be like this; ask them to find other examples.</p> <p>Task: Students draw their own house and label it with their French sentences.</p>	<p style="text-align: center;">Worksheet VOICI MA MAISON Here is my house</p> <p><i>Bonjour, je m'appelle</i> Hello, my name is <i>J'habite à Adelaïde, dans</i> <i>le quartier de</i> I live in Adelaide, in the district of <i>en Australie</i> in Australia. <i>Voici ma maison.</i> Here is my house. <i>Ma maison est</i> My house is..... <i>Mon jardin est</i> My garden is </p>
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Comment [A11]: A language practice activity reinforces the sentence structure.

Comment [A10]: Planning for and using opportunities to reinforce (or introduce) grammar points as they arise in context makes the learning more meaningful for students and they are likely to remember them when they can apply the new learning immediately.

4	<p>Key idea: what is it like to live in a house or an apartment?</p> <p>Interactions Discuss living in a house and living in an apartment.</p> <p>'What do you think it would be like to live in an apartment? How would it be different from living where you are now? How would it be the same as where you are living now? How/where do you play at your house? How/where would you have to play in an apartment? How would it be the same/ different for your pets? Where would your neighbours be?'</p> <p>Continue description and illustration of own house. 'Make sure that you have used French words to finish off the sentences. Look at the board. Which are the French words? (<i>the ones in blue</i>) Which are the English words? (<i>the ones in black</i>) Which are the words for describing a house? (<i>on the left of the board</i>) Which are the words for describing a garden? (<i>on the right of the board</i>) And here are some joining words you can use (<i>in the middle of the board</i>).'</p>	
5	<p>Key idea: What would be the same as living in Australia and what would be different?</p> <p>Interactions <i>Assessment tasks</i> While activities below are going on, individual students are being interviewed about what they have been learning in French lessons this term and what they think living in France would be like. What would be the same as living in Australia and what would be different?</p> <p>'When your house description is complete, onto the large A3 sheet which is labeled <i>une maison</i> (a house), <i>un appartement</i> (an apartment), <i>les deux</i> (both), stick each of the eight pictures from the smaller A4 sheet; under the heading which you think is appropriate. What are the pictures on the A4 sheet? Where do you think the pot plant would belong? In the house? In the apartment? Or both? Why? How about the fruit tree? ...' Continue giving examples until all students understand what is required. Explain that there is no correct or incorrect answer to the activity but that you want to know <i>why</i> students think some things belong in a house or in an apartment. Ask them to think about <i>where</i> in a house/apartment the item might go.</p> <p>When both the house description and the picture sorting activity are complete, students go through work in folder and complete anything that is unfinished.</p>	<p>Worksheet <i>une maison</i> (a house) <i>un appartement</i> (an apartment) <i>les deux</i></p> <p>Pictures of a large garden, a big family, a pot plant, pets, a swing set, stairs, a bbq and a fruit tree to be placed under one of the three headings. Students provide a rationale for their choices.</p>

Comment [A12]: Students are engaged in a comparison task, reflecting on the differences and similarities of living in a house/apartment and are asked to put themselves into the experience and articulate how they would feel about it. This enables the students to begin to understand about diversity and how they respond to it.

Comment [A13]: The assessment focus is on comparison.

6	Key idea: reflecting on living in houses and apartments	
	<p>Interactions Discuss under which heading each of the eight pictures was glued and why.</p> <p>Give out student reflection sheet and read through it with the students. Students mark their responses as we read each statement to ensure that they know which aspect of the unit is being referred to in the statement. Some Year 2 students may need to be assisted with the writing.</p> <p>Complete the following statements in French: Some people <i>en Australie habite</i> Some people <i>en France habite</i>..... <i>J'habite</i> <i>Cecile habite</i>..... <i>Susan habite</i>..... <i>La France est</i><i>mais les population est</i>..... <i>L'Australie est</i>.....<i>mais les population est</i>.....</p> <p>Complete the following in English: Living in a house like mine is..... because..... Living in a house like Cecile's might be..... because.....</p> <p>Answer the following questions: Do all Australians live like Susan? Do all French people live like Cecile?</p> <p>How do you think Cecile might play differently from Susan?</p> <p>Do you think there is anything else that Cecile would do differently from Cecile because she lives in an apartment? Why?</p> <p>Do you think there is anything Susan would do differently from Cecile because she lives in a house? Why?</p> <p>Would you like to live in house or an apartment? In France or Australia and why?</p>	

Comment [A14]: The use of a reflection sheet as an assessing tool gives the teacher the opportunity to gather information about what the students have made of the learning. Asking open questions allows students to expand on what they think and provides a rationale for their thinking. This enables the teacher to make a judgment about how the students have been changed by the learning.

Comment [A15]: Work-shopping the questions or one-on-one conferencing with students answering the questions verbally may provide deeper, more considered, meaningful responses. Students may have more to say than they can express in writing at this age.

Comment [A16]: Teachers can also ask closed questions as a way of checking the students' ability to use the French they have learnt in context.

Comment [A17]: These questions provide the teacher with information about whether stereotypes have been enforced or prevented while getting students to think about their own stereotypes.

Comment [A18]: These questions go beyond reflecting on the similarities and differences in living in Toulouse/Adelaide by asking students to consider what the consequences of the differences might be.

Comment [A19]: These questions ask the students to place themselves into new experiences and consider how they might be changed by them. Decentring from their own lives provides a new perspective.

<p>Language, culture and learning What is language? What is culture? Understanding learning Understanding language learning Intercultural language learning</p>	<p>Each lesson's objective is framed as a key idea, but these are not always clearly connected to the tasks contained within. The keys ideas are the theme for each lesson.</p>
<p>Teaching and learning Classroom interactions The nature of interactional language Tasks and task types Student engagement Recognising the diversity of learners and their life-worlds Technology in language teaching and learning</p>	<p>Extensive use of questioning is a feature of this unit. Students are asked to notice and to delve more deeply into their observations with further prompts such as 'how do you know, why, where can you see that, what is interesting about...?' At Year 2 it is important to build up the students' target language repertoire and these sorts of questions can be asked (and gradually answered in more depth) in the target language.</p> <p>The unit focuses on how differences in the world affect experiences of living in the world. The teacher has tried to move beyond cultural comparison. Every lesson students are given the opportunity to make connections between their own way of living and apartment living in France. Students are asked to consider how their own lives might be different if they lived in an apartment in Toulouse rather than in a house in Adelaide and how everyday aspects of their lives that they take as normal might be different under different circumstances. Students are also given the opportunity to consider similarities and to discover what might be universal. In this way students can make connections between <i>who</i> they are and <i>how</i> they live.</p> <p>This unit is grounded in the students' own life experiences. Students have experience to draw upon as a basis for understanding new concepts. All can use their own experience as a point of comparison and can therefore engage with the learning. This enables students to be able to appreciate similarities and differences and place themselves into the idea of a new experience.</p>
<p>Resourcing and materials Selecting resources The purposes of resources Adapting resources Using resources critically Relating resources to each other Contemporary resources Learners as resources</p>	<p>The teacher-created resources in this unit focus on language awareness and have been developed with the outcomes in mind. She has made sure that students are provided with formulaic language in multiple contexts so that students see and hear particular vocabulary and structures more than once. In this way the resources suit what she is hoping the students will achieve and the language is accessible to all students working at this level. Students are able to predict meanings and build up their French repertoire. Teacher-created resources also enable the teacher to build upon the language used in prior units so that complexity and sophistication of use is encouraged.</p>

Developing a resource bank	
Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation	The teacher is checking for understanding throughout the unit. This formative assessment enables the students to move from one part of the learning to the next as the lessons build upon one another. The use of a reflection sheet as the final assessment provides students with the opportunity to reflect on what they have learnt and how meaningful it is to their lives. It enables the teacher to check whether stereotypes have been avoided.
Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience	Students are interested in how people live and can therefore connect with this learning. All students come to this learning with experience of how it is to live in a home and can engage with the concept. Students are provided with prompts and clues to use when encountering new language. They are given strategies to discover meaning on their own with supports in place for when they need them. They are encouraged to work together and allowed to take risks in a supported environment. This enables all learners to access the learning and receive help if they need it.
Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry	

