



Australian Government

Department of Education, Employment
and Workplace Relations

Teaching and Learning Languages: A Guide

Program example

French senior years



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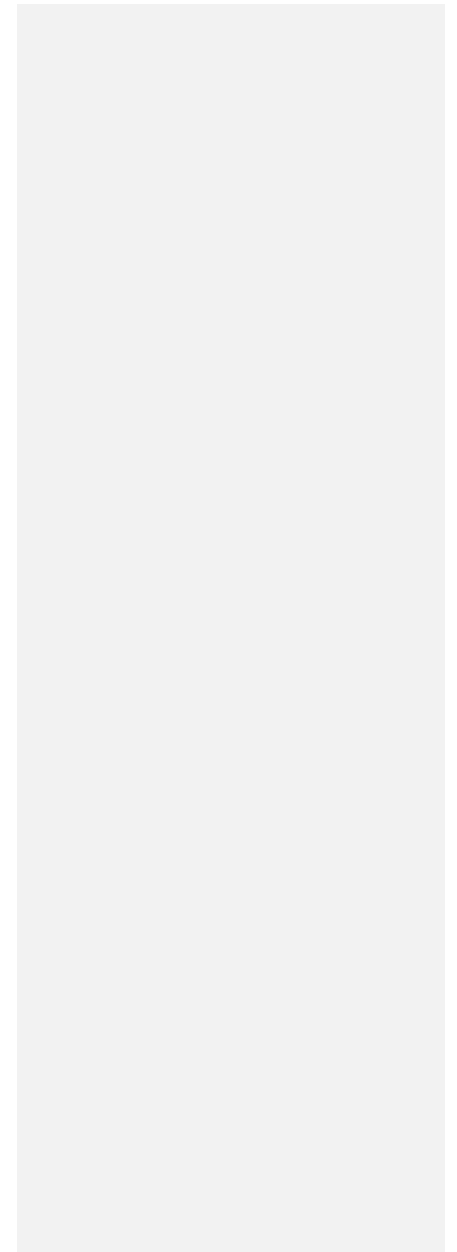
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Introduction to examples

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

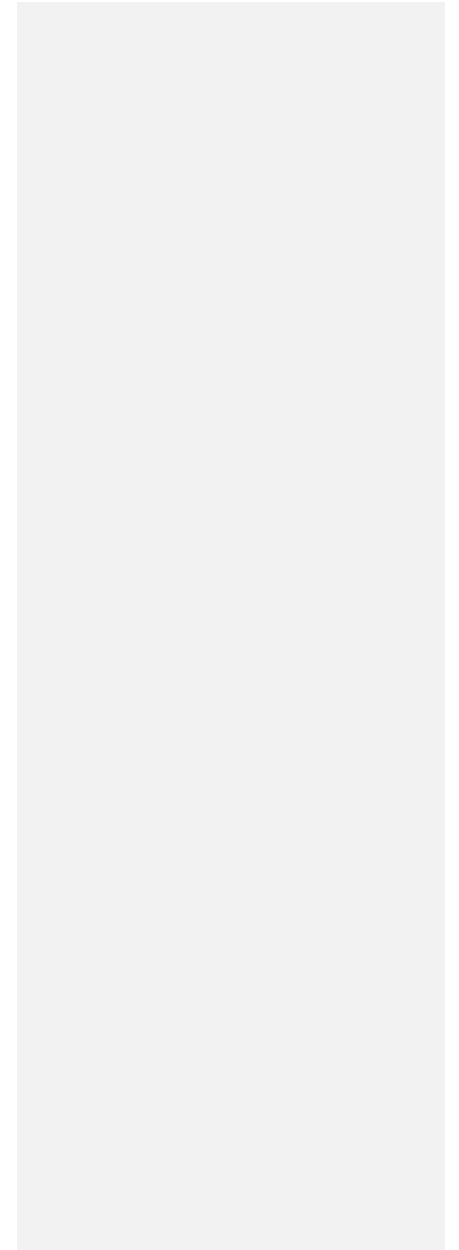
This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, 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 11
Example	Long-term program
Annotations	In text End of text



SACE SEMESTER LEARNING AND ASSESSMENT PLAN 2007

Semester: 1		Language: French Continuers		Level: Stage 1	
Resources: <i>Ça y est!</i> (text and workbook); <i>Senior Tapis Volant</i> (text and workbook); <i>texts from a variety of sources including the Internet</i>					
Theme: <i>The Individual</i> TOPICS <i>School Experiences</i> <i>Daily routines</i> <i>Personal relationships</i> <i>Personalities</i> (T1 Wk 2–6)	Assessment	Sequence of main learning tasks and methodology		Grammar and linguistic elements and features	
	Oral presentation: Talk to the class and the teacher about yourself, your daily routine, transport arrangements to school or work, (work or) school progress, and future directions or possibilities. Then talk about a friend, and conclude with comments about life as a (young) person generally. (3-4 mins) (Term 1 Week 7)	<ul style="list-style-type: none"> Learn vocabulary and verb structures dealing with school, youth, routines. Practise asking questions of another about their life and routines. Read and respond to a young person's view of being young in Paris; note the cultural differences from your own situation. Communicate your daily routines, family situations and responsibilities. Listen to people talk about their routines and unexpected changes. Compare life of Australian and French exchange students. Learn some colloquial language used by young people <i>C'est cool!</i> and demonstrate through writing how they can be used. Write down your routines, school subject strengths and weaknesses. Describe people's personalities. 		Revision of present tense Reflexive verbs Revision of perfect tense Use of negatives with the perfect Revise future tense	
Theme: <i>The French-speaking Community</i> TOPICS <i>Routines and transport</i> <i>Education</i> <i>Student exchanges</i> <i>Family Life</i> <i>Morocco and Travel</i> <i>African Cuisine</i> (T1 Wk7–11)	Oral presentation: Give a short presentation with illustrations about life in a francophone city/region and explain why you chose the topic. (3-4 mins) (Term 2 week 1)	<ul style="list-style-type: none"> Learn vocabulary dealing with travel, food, cuisine and relevant verb structures. Read postcards, accounts of places abroad and Morocco specifically and respond to them through discussion focused on cultural aspects. Read and listen to accounts of family life, young people living away from home; note the cultural settings and respond in writing to these. Write about your family, responsibilities and problems. Interview others and report what you and they used to do when young. Research a francophone region, its customs, cuisine, family life and prepare an oral presentation on this. Learn the language and requirements for overseas travel. Listen to people speak about their life in the family, city or country. Read and discuss the 'mini-gastronomic tour' of French-speaking regions. 		Use of perfect and imperfect tenses	
	Writing in English: Write an article in English on the place you have researched explaining what you learnt and the obvious differences with your region. (250 words) (Term 2 Week 2)			Expressions <i>venir de, falloir, avant de</i> Direct and indirect object pronouns The use of Y and EN	

Comment [D1]: Task types as prescribed by Assessment Authority

Comment [D2]: Emphasis on grammatical structures as an organising feature and basis for program sequence

Comment [D3]: Language variation e.g. informal and formal register

Comment [D4]: Culture as context, settings, its influence on human behaviour and practices

Semester: 1 continued		Language: French Continuers		Level: Stage 1	
Resources: <i>Ça y est!</i> (text and workbook); <i>Senior Tapis Volant</i> (text and workbook)					
Theme: <i>The Individual</i> <i>The changing world</i>		Assessment		Sequence of Main Learning Tasks and Methodology	
TOPICS <i>Personal relationships</i> <i>Personalities</i> <i>The future</i> (T2 Wk 1-6)		Written Task: Write a story with conversation between a French-speaking exchange student and Australian student at a party who discuss friends, dating, and give advice. Where possible, highlight any cultural differences. (250-300 words) (Term 2 week 6)			
				Grammar and Linguistic Elements and Features Revision of direct and indirect object pronouns Revision of articles du, de la etc. Adverbs Relative pronouns <i>qui, que, dont</i> More negatives Agreement with past participles revised Conditional tense The pluperfect tense	
Theme: <i>The Individual</i> <i>The Changing World</i>		Text Analysis: Listen to two texts in which young people discuss friendships and outings. Some questions on the text are answered in English, some in French. (Term 2 week 5)		<ul style="list-style-type: none"> • Read letters from young people regarding their problems. • Learn structures for giving advice, opinions, and doubts both orally and in writing. • Listen to people talk about their views on the future. • Discuss with peers their views of personal characteristics, future prospects, relationships. • Read about and respond to young people's parties; note cultural differences expressed. • Discuss the culture of gift-giving; respond to a 'French' situation. • Write short letters of advice in response to young people's relationships. 	
TOPICS <i>Personal relationships</i> <i>Personalities</i> <i>Youth fun activities</i> (T2 Wk 1-6)					

Comment [D5]: Connecting with students' interests

SACE SEMESTER LEARNING AND ASSESSMENT PLAN 2007

Semester: 2		Language: French Continuers	Level: Stage 1
Resources: <i>Ça y est!</i> (text and workbook); <i>Senior Tapis Volant</i> (text and workbook); <i>texts from a variety of sources including the Internet</i>			
Theme: <i>The French-speaking community</i> TOPICS <i>Lifestyles</i> <i>Subtopics:</i> <i>Youth activities</i> <i>Cultural subgroups</i> <i>Paris events</i>	Assessment Writing in French As a young Australian in Paris, students write a letter in response to a complaint about youth behaviour in the Pari-Roller event in Paris. Address the complaint and provide your understanding of the cultural context of the complaint.	Sequence of main learning tasks and methodology <ul style="list-style-type: none"> • Read about and respond through discussion on smoking in France and Australia. • Listen to and fill in the gaps of a song <i>Tomber la Chemise</i>. Discuss its cultural context. • Respond to an article in writing about 'dreadlocks' and their cultural origins in a modern world. Respond in English and French. • Read about and respond to texts dealing with cafés, music and getting about in Paris. • Prepare an oral summary in French about the subgroups of young people in your community and their activities (e.g. skate-boarders, emos) • Read about and listen to young Parisians talk of their outings. • Write in French about some typical outings and activities with friends. • Talk about the Pari-Roller event in Paris after reading materials. • Watch a DVD about off-beat characters in Paris. • Discuss in pairs the cultural aspects of the topics studied these past few weeks. What is your intercultural understanding? Write down your conclusions in English. 	Grammar and linguistic elements and features More on perfect tense More on reflexive verbs More on imperfect tense Adjectives and adverbs Expressions using <i>après avoir/être + past participle</i> Negatives Expressions using <i>en ...ant</i> Expressions using <i>pendant que...</i>
Theme: <i>The French-Speaking Community</i> TOPICS <i>Historical Influences</i> <i>Subtopics:</i> <i>French explorers in Australia</i> <i>World War I and Northern France</i> <i>Australian connections with WW I</i> (T3 Wk 1-5)	Reading and Responding Students read extracts about soldiers in WWI in France and respond to a series of questions in English which incorporate cultural aspects of the Anzac experience. Term 3 week 5	<ul style="list-style-type: none"> • Learn vocab and verb structures dealing historical narrative. • Read and respond to examples of historical correspondence. • Write a 60-word "biography" in French of an imagined character from birth to death. • Read, discuss and respond to the story of De La Pérouse. • Revise perfect and imperfect tenses. • Listen to an account of Louis XIV and respond. • Revise reflexives in the present and past tenses. • In groups of four, talk about a series of photographs and what they represent (ANZACS in France). • Write down in English your understanding of Australia's connection with Northern France. • Read, discuss and respond to accounts and recent celebrations of 'diggers' in France during WW1, in English and French, in particular <i>Villers-Bretonneux and Bullincourt</i>. • Reflect and prepare oral presentation on the intercultural aspects of 	More on direct and indirect object pronouns Relative pronouns More Adjectives and adverbs Agreement of past participle Negatives

Comment [D6]: Exploring the nature and impact of context on meaning

Comment [D7]: Personalising, connecting with students' lifeworlds

Comment [D8]: Consolidating language and learning to this point.

Comment [D9]: An integrated topic i.e. historical influences on culture

Comment [D10]: Exploring interpretation

Semester: 2		Language: French Continuers		Level: Stage 1	
Resources: <i>Ça y est!</i> (text and workbook); <i>Senior Tapis Volant</i> (text and workbook); <i>texts from a variety of sources including the Internet</i>					
		<ul style="list-style-type: none"> commemorating ANZAC Day and/or war in Europe. Learn structures for and the use of present participle and past participle. Read and respond in English to a quick overview of French history. View a <i>Stella Artois</i> commercial set in WW1. Reflect on the cultural context and your response to it. Write down your reflections about the Australian connections with Northern France. 			
Theme: The French speaking community TOPICS <i>Historical influences</i> <i>Subtopics:</i> <i>Personalities of the past and the present day</i> (T3 Wk6 – 9)	Oral presentation: Describe to the class with a PowerPoint presentation, or using illustrations, a well-known French-speaking historical figure, sports personality or entertainer. Mention some facts about his/her life story and your personal views on his/her respective talents. (2-3 mins) (Term 3 week 10) Written response: Write an article in English for a youth magazine about the life, talents and achievements of a French sports personality, entertainer or historical figure. Comment on what we may learn from this person. (250 words) (Term 4 week 1)	<ul style="list-style-type: none"> Research techniques on the Internet for French personalities. How to summarise points from information. Reading and responding to sketches about five famous French personalities. Revising comparisons and superlatives. Comparing extracts of information from a cultural perspective in writing and speech. Learning useful phrases to mount an argument. Debating a point of view. 	More on the conditional mood Possessive pronouns Demonstrative pronouns and adjectives Verbs and prepositions Revising comparisons		
Theme: <i>The Individual</i> <i>The changing world</i> TOPICS <i>Family and School</i> <i>The world of work and technology</i> <i>Future possibilities</i> (T3 Wk10 – T4 Wk 5)	Conversation: In a conversation talk about your family, school, your subjects, strengths and weaknesses, the exams you will sit for and your future vocational aspirations. (Term 4 weeks 4, 5) Conversation time 5–8 minutes	<ul style="list-style-type: none"> Revision of conditional mood. Exploring what careers are available and preferred in groups. Reading about qualifications for certain jobs. Listening to advice given about careers and responding. Revising demonstrative pronouns. Revising comparisons. A brief oral preparation on comparing two people or occupations. Listening to job interviews and comparing. Reading and responding to a marine biologist. Speaking about school subjects, exams, future plans/possibilities. 	Subjunctive – an introduction Past historic – an introduction		

Comment [D11]: Personalising and consolidating

Comment [D13]: Developing skills in using Internet technology

Comment [D12]: Personalising the learning

Comment [D14]: Opportunity for opinion giving and diverse perspectives

Comment [D15]: Connecting to students' aspirations and interests

Semester: 2		Language: French Continuers		Level: Stage 1	
Resources: <i>Ça y est!</i> (text and workbook); <i>Senior Tapis Volant</i> (text and workbook); <i>texts from a variety of sources including the Internet</i>					
		<ul style="list-style-type: none"> Constructing a CV – cultural perspectives, values. Responding in writing to a job advertisement. Conversation/role play : preparing a first job interview. 			
Term 4 week 6	End of year exam Includes: <ul style="list-style-type: none"> Listening and Responding. Reading and responding to a letter. Reading and responding to information. Writing in French. 	<ul style="list-style-type: none"> Revision of grammar 		Revision of all verb structures, negatives, adjectival agreement, verb agreement, relative pronouns direct and indirect object pronouns.	

Comment [D16]: Exploring culturally constructed nature of texts

<p>Language, culture and learning What is language? What is culture? Understanding learning Understanding language learning Intercultural language learning</p>	<p>There is a marked difference in the treatment of language and culture across the program. The distinction can be characterised thus: in the early part of the program, study of culture is viewed as supplementary to language; in the latter part of the program there is a shift to a view of language and culture being integrally related. For example, the early program includes processes such as 'note the cultural settings' and 'research a francophone region, its customs, cuisine, family life'. Culture here is viewed as additional to language or as a backdrop for language. The notion that culture both shapes and is shaped by language is reflected more in learning processes in the second semester, where learning processes ask students to: 'reflect and prepare oral presentation on the intercultural aspects of commemorating ANZAC Day and/or war in Europe' and 'view...and reflect on the cultural context and your response to it'. These processes invite students to engage personally (i.e. an intrapersonal response) drawing on their own cultural and linguistic identity to express their views and reactions to the content of their learning. Learners are seen as engaging with concepts and developing understandings as well as constructing knowledge about language and use of language.</p> <p>The program includes tasks in English in each semester, largely due to the assessment authority's requirement for each subject to address English literacy demands; however, the tasks are also an opportunity to acknowledge another language, for many students their first language or at least a shared language, as a means of expressing their ideas, particularly where their ideas are more advanced than their linguistic repertoire in the target language.</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>The dominant form of interaction in this program is teacher-directed instruction and explication. In the teacher's view, the interactions are somewhat constrained due to the nature of this class and the teaching context. The fact that the class meets only once a week for an extended lesson presents both opportunities and challenges. For example, students are expected to work more independently and make use of time at home for preparation, particularly for example of oral presentations. One advantage of this is that there is less class time spent on organisational matters (than classes who meet several times a week) and therefore more focus on target language use during the lesson.</p> <p>During a lesson all macro skills are covered as well as some grammar points and cultural understanding. Group work or pair work is done rarely due to individual nature of the assessment requirements and the less established friendships within the class due to the nature of the cohort i.e. enrolments drawn from other day schools. The nature of the students for whom this program is intended i.e. diligent, senior language students, also means that teacher-fronted lessons provide an efficient way of covering the syllabus requirements.</p> <p>The program makes use of the Internet for research tasks in the target language and in English. The intention is for students to independently seek texts in the target language drawn from the target language speaking communities. There is a focus in the program on developing the necessary skills to judge relevance and quality of the authentic texts encountered.</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 Developing a resource bank</p>	<p>The program is organised around the textbook which provides the background to the program but which is supplemented throughout and in particular in the second semester, with an intercultural focus.</p> <p>A range of texts has been included as a basis for engaging with ideas in those texts and as a vehicle for examining language structures in context. The texts are largely drawn from the textbook with a number of additional texts drawn from the French-speaking community. These are particularly evident in the second semester of the program as the teacher experiments with an intercultural stance and attempts to explore the language and culture of the French-speaking community.</p> <p>The textbook is used for two main reasons:</p> <ol style="list-style-type: none"> 1. This is a combined year 10 and 11 class and the textbook pitch is particularly suitable for this group – providing a level of language development which is supportive of year 10s but which can be extended a little and made suitable for Year 11s. The topics are regarded by the teacher as relevant to both teenage and mature-age students e.g. Paris Roller and ANZAC topics. 2. The textbook provides a useful organisational device for students' learning, particularly as they have a class only once a week. <p>The content is largely text-driven also e.g. routines and exchanges and Morocco. The topics provide a basis for what the teacher regards as invaluable learning such as the need to understand French as a diasporic language and the range of Francophone countries, including France. Due to the composition of the class, where three students are of French-speaking background, examining a number of French-speaking countries also validates their background.</p>
<p>Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation</p>	<p>The dominant organisational feature of this program is the assessment requirements of the assessment authority. The program features the major school-based assessment protocols and incorporates skills and knowledge for students to complete the externally assessed examination at the end of the course.</p> <p>Two tasks in particular are noteworthy:</p> <ul style="list-style-type: none"> • The final oral presentation about a famous French-speaking personality. This is linguistically demanding and also provides choice for students. It also includes a social dimension to the learning where students not only listen to each other's presentations but ask questions and discuss what has been learned about the nature of the personalities and why they have had such a high profile in French-speaking countries. • The Paris Roller letter writing task is particularly challenging in terms of the linguistic demands of the authentic letter used as the basis for students' responses. The task requires students to adopt an intercultural perspective and consider their personal and emotional reactions to the content of the letter.

<p>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</p>	<p>This program is based on an underlying sequencing of grammatical structures for senior French. There is a strong recycling of linguistic structures at this level and a major emphasis on the use of perfect and imperfect tenses, direct and indirect object pronouns. The grammar and linguistic structures and features column includes all the grammar they need to know by the end of the year. It currently doesn't distinguish between the 'on-going' grammar that will be part of regular classroom use and revision, and the 'major focus' grammar that the program will include as a distinct and major teaching focus. The column could, for example, be further divided into the grammar that is fore-grounded, for example, perfect/imperfect, future tense, conditional, pluperfect tenses, and that which is back-grounded.</p> <p>This program provides a clear outline of the major tasks to be undertaken by students as well as the linguistic structures and features to be covered. The format, a template developed at the school level and required for use by all teachers, does not provide space for outlining a rationale for features of the program i.e. the learning focus of the program. Many of the aims and objectives can be inferred from the tasks and methodology outline; however, these are largely described in relation to the macro skills and hence tend to be a process or 'doing' frame rather than framed as 'what students learn'. An additional useful insight to read this program and understand its rationale would be a description of the student cohort and how this has influenced the planning process e.g. nature of tasks, choice of texts, interactions and assessment.</p>
<p>Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry</p>	