RATIONALE

The study of LOTE broadens the learner’s perspective of another country’s language and culture in an active and enjoyable environment. The socio-cultural understandings developed in this way promote positive cross-cultural relationships, which can contribute to social cohesion.

LOTE learning recognises and reinforces the culturally diverse nature of Australian society and the fact that Australians use language other than English in a variety of contexts.

IMPLEMENTATION/SITUATIONAL ANALYSIS

French has been a separate Key Learning Area across the school for the last twelve years. The school employs a French teacher to work with the children in Years K-6. Each class has a thirty minute session twice a week. The teacher is beginning to match the appropriate Essential Learning Achievements, the Essential Content and Markers of Progress within the new ACT Curriculum – Every chance to Learn in 2008.

GOALS

The study of French in the school encourages the children to:

- become increasingly aware of a culture and language different to their own;
- improve their basic linguistic competency through a variety of themes and activities;
- experience the pleasure and success of language learning and the transference of this positiveness across the curriculum;
- recognise the similarities and differences in customs and lifestyle and the use of borrowed language and ideas from one culture to another;
- appreciate and respect their own culture, the culture of others and to realise the diversity of the world and the people around them; and
- complement the skills of other disciplines by using familiar themes and games.

OUTCOMES

Communicating in French involves:

- oral/aural interaction;
- reading;
- writing; and
- games and songs.

Learning French also involves an understanding of its sociocultural context.

Oral/Aural Interaction

The students use French to:

- give information in the spoken form;
- communicate in creative and original ways through dialogues and plays;
obtain information by listening and responding; and

listen to stories for enjoyment and to reinforce the vocabulary and structures of the themes.

Level 1 Outcome: Oral Interaction
*Interacts in simple social exchanges and structured learning situations using single words and formulaic expressions.*

Indicators Years K-2
- Participates in a variety of games to learn and retain vocabulary.
- Responds to and with simple greetings.
- Answers basic verbal instructions and questions.
- Gives personal information in an increasingly demanding context.
- Identifies the spoken word and matches it to the visual cue.
- Names parts of the body, colours, a selection of animals, fruit, weather and common place names, using single words, phrases, or sentences.
- Recites days of the week, months of the year, numbers K(1-10), Yr 1 (1-30), Yr 2 (1–50).
- Identifies a selection of verbs and adjectives.

Level 2 Outcome: Oral Interaction
*Interacts in predictable social exchanges and structured learning situations using phrases or short sentences that contain familiar language patterns.*

Indicators Year 2 (Extension)
- Communicates in structured role play using appropriate language from a teacher model.
- Gives detailed personal information on self and some-one else using a learned sentence pattern.

Indicators Years 3-6
- Composes a structured role play with a partner and communicates it to the class, using appropriate language from a teacher model.
- Responds appropriately, in required detail, to questions on a familiar topic in a question/answer format.
- Presents a well rehearsed, detailed profile of a family member/special person/self to either or both a small group or the whole class.
- Responds to greetings and simple questions appropriately and provides additional information when required.
- Understands verbal instructions and follows the directions given in a structured context e.g. mapping.
- Substitutes appropriate words in a given sentence pattern.
- Listens to short spoken texts and identifies single items of information.
- Imitates intonation, rhythm and pronunciation modelled by the teacher, with increasing confidence.
Reading and Responding

The students use French to:

- process and use the information obtained from written texts and transfer this knowledge in a creative way;
- respond personally to a range of material, eg. cue cards;
- read for enjoyment; and
- promote recognition between the written and spoken word.

Level 1 Outcome: Reading and Responding

*Reads short sentences and identifies letters, characters or words.*

Indicators Years K-2

- Recognises language displayed in the classroom.
- Matches words to pictures.
- Sequences written numbers.
- Responds suitably in shared reading.
- Reads aloud with support from the teacher.

Level 2 Outcome: Reading and Responding

*Reads short, repetitive texts of one or two sentences containing familiar language and identifies single items of information.*

Indicators Years 3-6:

- Responds verbally and non-verbally to simple oral questions about a written text.
- Finds key words in a text.
- Reads aloud with reasonable accuracy of pronunciation.
- Connects the visual and written cue.
- Understands with increasing confidence the conventions of basic print.

Level 3 Outcome: Reading and Responding

*Reads short texts of several linked sentences containing familiar language and identifies main ideas and some supporting information.*

Indicators Years 4-6

- Reads and recognises known words in different themes.
- Reads simple texts both self-composed and given to others.
- Works out important points from simple sentences.
- Displays enough understanding to illustrate a course of events from the written word.
Writing

The students use French to:

- complete sheets for consolidation of vocabulary and as a record of progress;
- keep a personal record of material covered; and
- express personal feelings and emotions in a variety of forms.

**Level 1 Outcome: Writing**

_Writes letters, characters or words using a small repertoire of well-rehearsed language._

**Indicators Years K-2**

- Labels pictures with the appropriate words.
- Copies words from various sources.

**Level 2 Outcome: Writing**

_Writes phrases or short sentences using well-rehearsed language to convey simple information._

**Indicators Years 1-2 (Extension)**

- Designs posters on topics with details from various sources supported by drawings for extra detail.
- Reproduces basic print and punctuation.
- Writes a simple dialogue using models.

**Indicators Years 3-6**

- Reproduces variations on basic rehearsed language.
- Writes short texts on familiar topics with teacher support.
- Creates simple texts using models based on known formula.

**Games/Songs/Activities**

The students use French:

- to consolidate on a regular basis;
- for enjoyment within class and between classes; and
- for interaction.

**Sociocultural Context**

Through the study of French students are encouraged to:

- develop an understanding of some of the everyday life patterns through themes of people of French speaking countries; and
- gain an insight into the cultural traditions and language, eg., Bastille Day celebrations, Christmas, New Year, special feasts and birthdays.
CONTENT

The French program is based on a spiral curriculum. Topics are covered at each year level with increased knowledge and skills being required as children move through the program.

There is exposure to everyday language and situations:

- greetings
- colours
- numbers
- fruit
- classroom
- clothes
- adjectives
- the body

Familiar language and structures are built on from one topic to another. This consolidates and reinforces known concepts, giving the children confidence and knowledge to speak creatively and realistically in an increasingly more demanding context.

There is a progression from simple one word responses to questions such as ‘What do you want?’ ‘A hat’ (Year 2), to sentences – ‘I want a blue spotty hat’ (Year 4).

A familiar topic such as animals (cat, dog etc), is extended to types of animals (wild, native, farm, pets); habitat description; physical (long skinny tail etc); personality (timid, lazy etc).

A self portrait begins simply with ‘I have black hair and green eyes’ to become more descriptive ‘I have thick wavy black hair, green eyes, earrings, a scar on my cheek and a tattoo on my left hand’.

The result is a situational dialogue of varying degrees of difficulty depending on the experience of the class.
Other examples of complementary topics include:

- weather;
- months;
- clothes;
- family members;
- places, directions;
- buying food/clothes/ticket;
- lost person; and
- restaurant scene.

Throughout the program the children progress from:

- listening and speaking;
- to listening, speaking and reading (stencils, word/gap exercises, cue card matching, picture/word or sequencing plays);
- to composing (from teacher guided structured models to free composition).

The language concepts developed throughout the program include:

- Singular $\rightarrow$ Plural
- Positive $\rightarrow$ Negative
- Adjectives $\rightarrow$ Agreement in number and gender
  - Position of adjectives
- Verbs $\rightarrow$ Infinitive to conjugation of je, tu, il/elle
  - Definite and indefinite article

Throughout the program children respond orally:

- Individually;
- As part of a team, creating dialogues in groups; and
- During interclass activities.

Teaching / Learning strategies include the use of:

- flash cards;
- cue cards;
- stories;
- games (Simon says, verb charades, buzz, whisper, hide and seek, guess the number etc);
- nursery rhymes;
- role play;
- songs;
- the text Ca Bouge for Years 5 & 6;
• feasts;
• stencils;
• listening exercises;
• word searches/cross words; and
• book work.

STUDENT ASSESSMENT

The assessment of students is a continuous process focussing on their participation and effort. Information is based upon:

• teacher observation and anecdotal records;
• samples of student work;
• checklists;
• major assignments; and
• participation in class activities.

REFERENCES

LOTE - a Curriculum Profile for Australian Schools
Curriculum Corporation 1994

LOTE - Curriculum Framework
ACT Department of Education and Training 1994

Every Chance to Learn – Curriculum Framework for ACT schools
ACT Department of Education & Training 2007.