French

FRN215123

Course Implementation Guide

Tasmanian
Government

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Course Implementation Guide

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About this document

This course implementation guide supports the [course document](#)[1]. It supports teachers to create active and engaging learning experiences.

The course document on the Office of Tasmanian Assessment, Standards and Certification's website must be used when planning, delivering and assessing this course.

The Department for Education, Children and Young People's [A Pedagogical Framework](#)[2] has informed this resource.

Focus area support

This is a Discipline-based course.

Learners will learn about:

- Exploring concepts through language structures detailed in the course document as well as developing a range of vocabulary and structures that provides access to the topics detailed for the course. Vocabulary and phrases should facilitate access to the concepts and topics and align with the individual school setting and interests of the learners.

- Activities should show learners how to learn a language and encourage them to master structures and vocabulary, including reading, writing, speaking and listening using appropriate terminology to build an understanding of French and English as language systems. In this way learners can develop the capacity to build on their language skills and become independent learners of French.

- Teachers should facilitate an understanding of the inseparable nature of language and culture. Learners are encouraged to explore aspects of French culture through mastery of language and, in the process, develop a better understanding of their own culture, how the concept of culture shapes our lives and interactions with others.

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[1] A 'course document' refers to accredited course information on the [TASC website](#).
[2] https://documentcentre.education.tas.gov.au/_layouts/15/DocIdRedir.aspx?ID=TASED-1629159896-383

Localisation and customisation

Localisation:

For providers with low numbers:

- In some instances, course viability may require French Level 2 learners to be taught in the same classroom as French Level 3.

- The used of blended learning might support learners to record spoken tasks or access learning activities independently.

For providers in isolated areas and providers delivering content remotely:

- Blended learning may provide opportunities to connect with speakers of French in other schools in Tasmania or abroad.

- The use of breakout rooms will provide some learners with a separate space to rehearse spoken responses.

Customisation:

Opportunities exist to customise learning and content throughout the course. For example:

- Concepts and topics in this course provide opportunities for learners to engage with the language and culture of speakers of French who may be part of the school body as well as speakers of French in the wider community.

For providers delivering multiple levels in a single class:

- For providers delivering French Level 2 and French Level 3 in the same classroom, the key concepts (Identity, Responsibility, Legacy) remain consistent elements in each module at both levels but will be explored through the use of a limited range of introductory vocabulary, characters and grammatical structures in Level 2. Learners in Level 3 could practise and refine their language skills by providing peer feedback to learners in Level 2. Class discussions conducted in English on intercultural understanding and metalinguistic awareness could involve both Level 2 and Level 3 learners together.

Course delivery advice

Module	Indicative Times
Module 1: Identity	50 hours

Module 2: Responsibility	50 hours
Module 3: Legacy	50 hours

Teaching and learning

Module 1: Identity

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic French

2. communicate in basic spoken French to exchange information, opinions, ideas and experiences

3. analyse and respond to written texts presented in basic French

4. communicate in basic written French to express information, opinions, ideas and experiences

5. use learning and management strategies

6. use language to express ideas related to self, family and friends and other concepts related to identity

Module 1: Teaching strategies

The teacher should provide support so that the learner can develop vocabulary and structures to communicate in French about the module topic of identity, and subtopics of self, family relationships and friendship. The teacher will need to provide learners with specific strategies to master the grammar, formulaic expressions and vocabulary for this module. The teacher should provide support through modelled use of language structures and scaffolding so that the learner can complete tasks. Learning activities should provide the learner with opportunities to think creatively and critically, and to encourage them to excel.

The teacher should enable opportunities for meaningful classroom discussion about language and culture. Intercultural understanding can be demonstrated by modelling acceptance and valuing of alternative perspectives. The teacher will also need to explicitly provide examples of metalinguistic language. This will enable learners to talk about both French and English as language systems.

The teacher will need to support the learner through regular learner-teacher communication. This will ensure learning intentions and success criteria are understood throughout the module. The

teacher and learner will need to work together to reflect on progress and to review learning strategies.

Work requirements for this course: The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module. Work requirements in this course are not tied to specific modules and may be undertaken across *any* module(s) in *any* order. Teachers must ensure all concepts from all modules (Module 1: Identity; Module 2: Responsibility; and Module 3: Legacy) are covered within the work requirements *at least once*. It is possible for a work requirement to be based on more than one concept.

Module 1: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections:

- Encourage learners to share why they are interested in learning a language, or if they have a connection to French language and culture.

- Share with learners and invite them to discuss some of the personal, social and economic benefits of learning another language.

- Explore where the French language is used throughout the world, globally, or within their local community.

The what and how for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information. They also describe opportunities to create, transfer and deepen knowledge and understanding:

Interacting in basic French

- Support learners to build their understanding of vocabulary and language structures related to identity, and module topics of self, family relationships and friendship. Vocabulary and language structures can be developed through teacher-led activities, classroom routines, or through blended learning (for example, Canvas quizzes).

- Develop French pronunciation and listening skills through alphabet reciting, tongue-twisters, teacher/peer-led spoken activities.

- Practise spoken dialogues in small groups/pairs to exchange information about themselves, their family and friendships.

- Share information about themselves and others through written and spoken formats.

- Share thoughts about families in popular culture and television. Learners could match teacher written sentences to images. Learners could then be challenged to construct written and oral sentences to share a little bit about characters within the family. Learners could form a multi-modal response to share with others.

Analysing basic French

- Prompt learners to read or view information from two different modes and then create a response in English. For example, listen to a short factual audio clip about family life in a French-speaking community, and a letter from a French speaking learner sharing a bit of information about their home life. Challenge learners to identify key points of information. For reflection, have learners make comparison with their own context.

- Build comprehension skills by reading and viewing profiles of French speakers describing themselves, family or friends. Provide opportunity to reflect on intercultural understanding, such as similarities and differences, diversity of French speakers. The profiles could be written as blog posts, letters, emails, or script of a speech.

- Prompt learners to reflect on similarities and differences of the French and English language. Learners might notice aspects of formal and informal language use such as Tu or Vous.

- Explore aspects of French culture and discussing what is familiar or unfamiliar such as body language and gestures.

Creating meaning in basic French

- Support learners to write profiles or emails to exchange information about themselves or others.

- Share thoughts and findings through discussions, conversations and presentations.

- Select a series of images or slides on the topics of self, family or friendship and make comparison to their peers in French-speaking communities.

ᐃInteracting, analysing and creating adapted from the CCAFL framework, 2021

Module 1: Focus area guidance

Specialist knowledge:

- Support learners to use vocabulary and structures relating to the concept of identity for reading, writing, speaking, viewing and listening, such as name, age, where they live, describing personality and personal details.

- Build understanding and knowledge of how language and culture can influence meaning for example, formal and informal structures, nonverbal communication, titles of address, and expressions that reflect culture.

Theories and concepts:

- Support learners to apply grammatical structures relating to the concept of identity so that they can convey meaning in spoken and written language, for example present tense of regular verb and common irregular verb constructions, first, second and third possessive constructions, negative construction of present tense verbs.

- Prompt discussion and reflection on intercultural understanding related to identity, such as similarities and differences between themselves and peers in French-speaking countries and regions.

Methodology and terminology:

- Provide strategies for learning a language, for example, recall of key vocabulary and grammar relating to identity, and pronunciation of sounds.

- Learners use appropriate terminology to reflect on how their own language and the French language are similar or different, for example cognates and faux amis (false friends).

Module 1: Recommended resources

- [Introduce yourself in French | Super Easy French 62 - YouTube](#)

- [How to Name Family Members in French | Super Easy French 111 - YouTube](#)

- [How To Talk About Your Emotions and Feelings in French | Super Easy French 110 - YouTube](#)

- [Languages online - UK version](#)

Module 2: Responsibility

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic French

2. communicate in basic spoken French to exchange information, opinions, ideas and experiences

3. read and respond to written texts presented in basic French

4. communicate in basic written French to express information, opinions, ideas and experiences

5. use learning and management strategies

7. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility.

Module 2: Teaching strategies

This module continues to develop and build upon the content from module 1. The teacher should support the learner to make connections to prior and new language content, intercultural understanding and metalinguistic awareness. Revision and maintenance of language content from module 1 will also support the learner throughout module 2.

The teacher should facilitate opportunities for the learner to develop language structures and intercultural understanding for module 2 - responsibility. Topics included are home life and daily routine, community, education and part-time employment. Modelled examples and explicit teaching will support new vocabulary and language structures.

Teacher and peer feedback should facilitate progress in learning. Learners should be supported to actively listen to each other and provide ideas, suggestions and feedback. The learner may require some strategies to build resilience and overcome challenges as the course increases in complexity. The teacher must gather evidence and data of learning progress and achievement. This evidence can be used to guide learners' growth and provide feedback. The teacher should engage learners in dialogue. Teacher prompts will extend and deepen learner thinking and refine understanding.

Work requirements for this course: The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module. Work requirements in this course are not tied to specific modules and may be undertaken across *any* module(s) in *any* order. Teachers must ensure all concepts from all modules (Module 1: Identity; Module 2: Responsibility; and Module 3: Legacy) are covered within the work

requirements *at least once*. It is possible for a work requirement to be based on more than one concept.

Module 2: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections.

- Discuss personal, community and global perspectives of responsibility through French language and culture.

- Have learners use module topics to explore how their lives and personal responsibilities are similar or different to the lives of peers in French-speaking communities.

The what and how for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information. They also describe opportunities to create, transfer and deepen knowledge and understanding.

Interacting in basic French

- Continue to work with learners to build their understanding of vocabulary and language structures related to responsibility, and module topics of home life and daily routine, community, education and part-time employment. Vocabulary and language structures can be developed through teacher-led activities, classroom routines, or through blended learning (for example, Canvas quizzes).

- Develop spoken French skills through dialogues and role-plays.

- Support classroom discussion so that learners can use French language to share aspects of their home life, daily routines, community, education and part time employment. Learners should also be supported to enquire in French about the lives of their peers. Learners could practise in small groups or with a partner to develop their delivery and fluency of responses. Blended technology such as Canvas or similar Learning Management Systems may support recording and retaining samples for learner self-assessment and teacher assessment.

- Challenge the learner to follow instructions in French. Create instructions using prepositions and have learners respond by acting them out.

Analysing basic French

- Read texts such as diary entries, emails or informal letters about school or home-life in French-speaking communities. If possible, learners could use French to contact peers who have conducted an exchange in French speaking-countries and communities to hear about their experiences.

- Read and view brochures of schools and communities written in French.

- View videoclips, listen to audio files and read scripts of French-speaking youths sharing information about their home life, daily routine, community, education or part-time employment. Prompt learners to consider what is similar or different to their own lives.

- Examine authentic timetables or diagrams about education, school subjects and public transport in French-speaking communities. Have learners reflect on the situation in their local area for comparison.

Creating meaning in basic French

- Create text and sound files to share information or to contact speakers of French inside and outside of the classroom. Learners could create brochures about their school or local community to share with peers in French-speaking communities.

- Create written or multimodal responses to teacher provided stimuli about home life, daily routine, community, education or part-time employment. For example, a letter to a potential homestay family in a French-speaking community about daily routine.

Module 2: Focus area guidance

Specialist knowledge:

- Support learners to use vocabulary and structures relating to the concept of responsibility for reading, writing, speaking, viewing and listening to French language.

- Provide strategies to interpret spoken, written and nonverbal interactions.

- Enable learners to develop their awareness of the French sound system, for example pronunciation, rhythm, intonation, fluency and delivery.

Theories and concepts:

- Support learners to apply grammar structures relating to the concept of responsibility so that they can convey meaning in spoken and written language, for example comparative structures and increasing range of regular and irregular verbs.

- With learners, analyse how verb tenses can impact meaning.

- Enable learners to explore perspectives of responsibility in French-speaking communities, and how their experiences may vary.

Methodology and terminology:

- Provide a range of opportunities for learners to develop their skills and build resilience across reading, writing, speaking, viewing and listening tasks.

- Developing terminology so that the learner can describe how their own language and French language work, change or adapt.

Module 2: Recommended resources

- [Apprendre le français FLE gratuitement, cours de français avec TV5MONDE](#)

- [What Is Your House Like: Home and Furniture Vocabulary in French | Super Easy French 113 - YouTube](#)

- [The French Describe Their Weekend | Easy French 116 - YouTube](#)

- [Mt morning routine in French & how to use French Pronomial verbs! French vlog with subtitles - YouTube](#)

- [How To Commute in Paris: Bike, Metro, Bus | Super Easy French 115 - YouTube](#)

- [What Do French Kids Pack In Their School Bags? | Super Easy French 101 - YouTube](#)

Module 3: Legacy

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic French

2. communicate in basic spoken French to exchange information, opinions, ideas and experiences

3. read and respond to written texts presented in basic French

4. communicate in basic written French to express information, opinions, ideas and experiences

5. use learning and management strategies

8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy.

Module 3: Teaching strategies

This module continues to develop and build upon the content from modules 1 and 2. Regular feedback will identify content and skills that need revision or further scaffolding.

The teacher will need to provide specific strategies for mastering the grammar, formulaic expressions and vocabulary for this module. Module topics include the arts, entertainment, media, sport and travel. The learner will need to develop and incorporate new language knowledge, skills and intercultural understanding from module 3.

Throughout the module, the teacher should provide opportunities to discuss language and culture. The teacher can model acceptance and value of diverse perspective. Learners should be given opportunities to share their ideas and expertise amongst peers, or with other speakers of French.

The teacher and learner might also identify criterion that needs revisiting for a final endpoint of assessment.

Work requirements for this course : The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module. Work requirements in this course are not tied to specific modules and may be undertaken across *any* module(s) in *any* order. Teachers must ensure all concepts from all modules (Module 1: Identity; Module 2: Responsibility; and Module 3: Legacy) are covered within the work requirements *at least once*. It is possible for a work requirement to be based on more than one concept.

Module 3: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections:

- Discuss personal, community and global perspectives of legacy through French language and culture.
- Have learners share and reflect on their own personal interests to generate curiosity across the module topics of leisure time, the arts, entertainment, media, sport and travel.

The what and the how for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information.

Interacting in Basic French

- Continue to work with learners to build their understanding of vocabulary and language structures related to legacy, and the module topics of leisure time, the arts, entertainment, media, sport and travel. Vocabulary and language structures can be developed through teacher-led activities, classroom routines, or through blended learning (for example, Canvas quizzes).

- Support learners to share their experiences or future plans using written and spoken French.

- Facilitate opportunities for learners to share their perspectives and opinions of the module topics using spoken and written basic French.

- Have learners create and share directions with each other to move around locations or interactive maps.

Analysing basic French

- View videoclips, listen to audio files and read scripts of French-speaking youths sharing information about their leisure time, the arts, entertainment, media, sports and travel. Prompt learners to consider what is similar or different to their own lives.

- Supply a range of authentic texts such as brochures, catalogues, magazines, newspapers. Analyse language content and aspects of the text such as purpose, context, process, product and audience. Have learners share what they notice about leisure time, the arts, entertainment, media, sports and travel in French-speaking communities.

- Challenge learners to research information from French-speaking communities about the module topics. Have learners write notes using English about what they've read.

Creating meaning in basic French

- Support learners to write a travel-blog or diary about a past trip.

- Challenge learners to create an email sharing an itinerary for a future trip.

- Conduct surveys of popular after-school activities in the school community. Have learners create a guide to inform peers in French-speaking communities about what they could expect to see in Australia.

- Look through television guides or steaming services for French shows. Have learners write or record reviews about what they have seen.

Module 3: Focus area guidance

Specialist knowledge:

- Support learners to use vocabulary and structures relating to the concept of legacy for reading, writing, speaking, viewing and listening to French language.

- Developing French language to seek and convey opinions.

- Using language to create complex sentences.

Theories and concepts:

- Building learner capacity so that they can use some past and future tenses.

- Exploring how different cultures have different perspectives of leisure, hobbies, travel.

- Summarising learner understanding of cultural contexts, and how this may influence meaning or interpretation.

Methodology and terminology:

- Building strategies for learning a language so that they become independent learners.

- Enabling learners to reflect on their experience of learning and using French language, with appropriate terms.

Module 3: Recommended resources

- Sports | Easy French 6 - YouTube

- Les loisirs et les passe temps - YouTube

- "Le temps libre" - Talking about free time in French - Coffee Break French To Go Episode 10 - YouTube

- Geography Quiz: How Good Are French People ? (Easy edition) | Easy French 156 - YouTube

- Parler de ses voyages et de ses vacances en classe de FLE - Adomania, un partenariat Hachette FLE/TV5MONDE | Enseigner le français avec TV5MONDE

Supporting learner responses

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module. Work requirements in this course are not tied to specific modules and may be undertaken across *any* module(s) and

in *any* order. Teachers must ensure *all* concepts from *all* modules (Module 1: Identity; Module 2: Responsibility; and Module 3: Legacy) are covered within the work requirements at least once. It is possible for a work requirement to be based on more than one concept.

Module 1: Identity

Work requirement 1 of 4

Title: Listen and respond

Mode or format: folio

Description: The folio will include evidence collected at any time over the course. It will be based on concepts from one module or multiple modules as provided by, or negotiated with, the teacher. The folio may consist of either one complete piece or multiple pieces.

The student listens to a passage(s) in spoken French based on the course concepts of the chosen module(s) and demonstrates understanding by responding in English to a series of questions in English. There will be different question types such as:

- those where the answer is readily apparent from the information provided (specific details)

- those where the answer requires an understanding of some feature/s of the text as a section or as a whole, for example, the purpose or gist of the text (general ideas).

Size: approximately 10 short responses. It may consist of either one complete piece or multiple pieces.

Timing: the folio may be undertaken at any time over the course.

Suggested questions include, but are not limited to:

- Comment vous appelez-vous?

- Comment allez-vous?

- Quel-âge avez vous?

- Quelle est votre personnalité?

- Quelle est la date de votre anniversaire?

- De quelle nationalité êtes-vous?

- Où habitez-vous?

- D'où venez-vous?

- Décrivez votre personnalité.

- Comment est votre meilleur(e) ami(e)?

- Décrivez votre meilleur(e) ami(e).

Relevant learning outcomes

1. listen and respond to spoken texts presented in basic French

6. use language to express ideas related to self, family and friends and other concepts related to identity

Scaffolding

- Support learners to work towards this work requirement throughout the module.

- Provide time throughout the module for learners to practice their spoken communication skills with peers or small groups.

- Images may be used to prompt learner responses.

- The teacher can vary the questions as appropriate for individual learners.

Work requirement 2 of 4

Title: Identity – Speaking interview

Mode or format: folio

Description: The folio will include evidence collected at any time over the course. It will be based on concepts from one module or multiple modules as provided by, or negotiated with, the teacher. The folio may consist of either one complete piece or multiple pieces. The teacher conducts an interview in French with each individual learner. The teacher selects one or more topics from the course and advises learners in advance of the interview topic(s). Learners will be supported to build a bank of questions to enable a variety of responses.

Size: The teacher will ask the learner 8-10 questions using a variety of structures**.**

Timing: teachers will give learners [one week's] advance notice of the interview. The folio may be undertaken at any time over the course as either one complete piece or multiple pieces.

Relevant learning outcomes

2. communicate in basic spoken French to exchange information, opinions, ideas and experiences

6. use language to express ideas related to self, family and friends and other concepts related to identity

Scaffolding

- Support and demonstrate aspects of academic integrity.

- Enable peer review and feedback prior to sharing the final product.

- Provide time throughout the module for learners to develop their recall and pronunciation of key vocabulary or formulaic phrases.

- Assist in sourcing and providing appropriate French language resources.

- Develop language in English that can be used reflect on French and English language as a system.

- Some learners may require support to manage their time on-task.

Module 2: Responsibility

Work requirement 3 of 4

Title: Responsibility – Read and respond

Mode or format: extended response

Description: The response will include evidence collected at any time over the course. It will be based on concepts from one module or multiple modules as provided by, or negotiated with, the teacher.

Learners read a passage written in French and demonstrate understanding by responding in English to a series of questions in English. The passage will include images, tables, diagrams as appropriate. There will be different question types, such as:

- where the answer is readily apparent from the information provided (specific details)

- those where the answer requires an understanding of some feature/s of the text as a section or as a whole, for example, the purpose or gist of the text (general ideas).

Size: approximately 10-15 questions

Timing: this response can be done at any time over the course.

Relevant learning outcomes

3. read and respond to written texts presented in basic French

7. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility

Scaffolding

- Additional practice activities could be delivered prior to the assessment of this work requirement.

- Learners could be supported to highlight on underline key vocabulary or phrases in written texts.

Module 3: Legacy

Work requirement 4 of 4

Title: Legacy – Read and Write, Language and Culture

Mode or format: folio

Description: The folio will include evidence collected at any time over the course. It will be based on concepts from one module or multiple modules as provided by, or negotiated with, the teacher. The folio may consist of either one complete piece or multiple pieces. The folio will contain 2 parts:

- **Part 1: Read and Write**: Learners receive two stimuli written in both French and English on two different course topics, for example, leisure time and holidays. Learners choose ONE of the stimuli and write a response in French. Learners may use paper dictionaries to assist them in writing their response.

- **Part 2: Language and Culture -** This is a written response to explore similarities and differences in language and culture. The learner will provide a response, in English, to compare aspects of Australian and French culture related to the course topics covered in each stimulus. Some examples of vocabulary and expressions used in French should be included.

Size:

- **Part 1: Read and Write -** a response length approximately 100-150 words

- **Part 2: Language and Culture -** approximately 250 words (or equivalent, if multimodal) in English, with relevant examples in French.

Timing: the folio may be undertaken at any time over the course and may consist of either one complete piece or multiple pieces.

Relevant learning outcomes

4. communicate in basic written French to express information, opinions, ideas and experiences

5. use learning and management strategies

8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy

Scaffolding

- Provide opportunity for learners to practise analysing and responding to spoken texts prior to this work requirement.

- Replaying the audio stimulus or pausing at intervals will provide learners time to record their responses.

- Drafting and editing strategies will support writing skills in both English and French.

- Use of monolingual and bilingual dictionaries to build language strategies.

- Peer review and checking will also support editing strategies.

- Time in class to develop vocabulary and language structures through learning activities.

Additional support resources [3]

- [Course Document](#)

- [Sample Scope and Sequence](#)

- [Community of Practice Information](#)

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[3] All resources cited were accessed and checked for accuracy and appropriateness of content in October 2022. Teachers should check the suitability of all recommended resources for their specific group.

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Available at:
https://www.youtube.com/watch?v=QiWI_fXcKSg&list=PLA5UIoabheFMChKPAUUNNEOd7BobVJVoQ
[Accessed October 2022].

[∆] The use of [Language] is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: French

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