Year 7 and 8 (Year 7 Entry)

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Language learning broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that are increasingly interconnected and interdependent across the world. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of the concept of language diversity and the openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners’ understanding of themselves, their own values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, economically and culturally, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition of understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country and their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to the development of intercultural capability in communication with each other, teachers and online French 'ads'. They learn to act with each other, teachers and online French 'ads'. They learn to act with each other, teachers and online French 'ads'. 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### Year 7 and 8 (Year 7 Entry) Level Description

**The nature of the learners**

Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Students' textual knowledge developed through English literacy learning supports the development of literacy in French. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

**French language learning and use**

- Learners are encouraged to take risks in listening to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. There is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression, and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how French is used differently in different contexts and how French speakers communicate in ways that may be different to their own. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently.

- They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

**Contexts of interaction**

- The French classroom is the primary context for language and culture experience, with ICT resources and community links providing access to additional resources and experiences. Learners may communicate with peers in France or other francophone contexts using teacher-guided ICT resources such as wikis, emails or online chat. They may also access French-language events or resources in the wider community, such as inter-school activities, film festivals or cultural performances.

**Features of French language use**

- Students become familiar with the sounds of French, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation (attention, menu). They approximate the pronunciation and phrasing of single words and short phrases, including vowel sounds such as -eau, -e, -ère and -eau, and unfamiliar consonants such as r and soft g. They understand and apply elements of French grammar such as subject-verb-object word order, simple verb forms, gender and number agreement of nouns and adjectives, pronouns and prepositions. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They create their own texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

**Level of support**

- Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring; explicit instruction and feedback; structured opportunities for understanding and practising new language, and the chance to revisit, recycle and review. Learners need access to a range of engaging and accessible support resources and materials, including print and digital texts, audio recordings, word banks, graphic organisers and dictionaries.

**The role of English**

- Learners are supported to use French as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is used for discussion, clarification, explanation, analysis and reflection. Learners develop a metalinguage for thinking and talking about language, culture and identity, and about the experience of learning and using French.

### Year 7 and 8 (Year 7 Entry) Content Descriptions

#### Communicating

<table>
<thead>
<tr>
<th>Socialising</th>
<th>Understanding</th>
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<tbody>
<tr>
<td>Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes. [Key concepts: family, friendship, home; Key processes: interacting, describing]</td>
<td>Create engaging and imaginative creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects. [Key concepts: imagination, creativity, character, expression; Key processes: participating, responding, evaluating]</td>
</tr>
<tr>
<td>Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating. [Key concepts: tasks, performance, transact, collaborative learning; Key processes: planning and managing tasks, acting]</td>
<td>Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences. [Key concepts: adaptation, mode, genre, performance; Key processes: interpreting, creating, experimenting, presenting]</td>
</tr>
<tr>
<td>Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission. [Key concepts: roles, routines, interaction patterns; Key processes: participating, interacting, contributing, responding]</td>
<td>Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not. [Key concepts: translation, equivalence; Key processes: comparing, translating, interpreting, explaining]</td>
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#### Informing

| Locate factual information from a range of texts and resources and use the information in new ways. [Key concepts: concepts from learning areas such as health or environmental studies; Key processes: researching, reading/listening, ordering, classifying] | Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated. [Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining] |
| Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms. [Key concepts: community, traditions, environment; Key processes: composing, presenting, informing] | Reflect on own and others’ ways of expressing identity, and consider the relationship between language, culture and identity. [Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, adjusting] |

#### Systems of Language

| Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation. [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] | Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs. [Key concepts: grammar, gender, number; Key processes: noticing, applying, explaining] |

#### Language variation and change

| Recognise that French language use varies according to context, situation and relationship. [Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining] | Understand the dynamic nature of French and other languages. [Key concepts: language contact, word borrowing, globalisation; Key processes: observing, identifying, classifying] |

#### Role of language and culture

| Explore the relationship between language and culture. [Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining] | Recognise that French is both a local and a global language. [Key concepts: first language, global language, dialects, creoles, accents; Key processes: mapping, comparing, distinguishing] |