LANGUAGES-FRENCH

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.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. 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 only 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 and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, 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, culturally and economically, 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 and 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 in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They socialise, express feelings and opinions, and use expressive and descriptive language to participate in different modes of imaginative and creative expression. They initiate conversations and discussion (such as Qu'est-ce que vous pensez au sujet de ... ? A mon avis ...), change or elaborate on topics (for example, Oui, mais … d'autre part ...), and provide feedback and encouragement (for example, En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They locate and evaluate information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use présent, passé composé, imparfait and futur proche tenses in their own texts, and the conditional tense to express intention or preference (for example, Je voudrais aller au cinéma ce soir). They use with support futur and plus-que-parfait tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes.

Students explain differences between spoken and written French, and identify the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They provide examples of the blurring of these differences in modes of communication such as text messages, emails or conversation transcripts. They describe how languages change, borrow from, build upon and blend with each other (for example, le franglais). They demonstrate understanding of the power of language to shape relationships, to include and exclude. They use appropriate terminology to explain some irregularities of grammatical patterns and rules (such as irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. They reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:
- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:
- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:
- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:
- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves
   - reflection on the experience of communicating
   - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 9 and 10 Level Description

The nature of the learners
At this level, students bring existing knowledge of French language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of French in these.

French language learning and use
This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use French to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

Contexts of interaction
Learners interact with peers, teachers and other French speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional French experience through community events such as film festivals, interschool events or cultural performances.

Texts and resources
Learners use texts designed for language learning such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young French speakers in France and other francophone regions, such as video clips, magazine features, television programs or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

Features of French language use
Learners expand their knowledge and control of grammatical elements such as verb tenses (*l'imparfait, le futur simple, le conditionnel*) and emphatic, direct and indirect object pronouns. They extend their knowledge of text types and language functions by maintaining a balance between form-focused activities and communicative tasks and performance. Task characteristics and conditions involve collaborative as well as independent language planning and performance, and strategic use of language and cultural resources. Tasks involve interpreting, creating, evaluating and performing. Learners engage in critical analysis of texts such as posters, advertisements or news reports, identifying how language choices reflect perspectives and shape meaning.

Learners examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support
Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, e–journalling).

The role of English
English continues to be used for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about their experience of learning French, and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as 'stereotypes', 'difference', 'diversity' and 'values'. It allows for a degree of expression and debate that is beyond learners' communicative capabilities in French.

Year 9 and 10 Content Descriptions

Communicating

Understanding

Socialising
Discuss and compare young people's interests, behaviours and values across cultural contexts, using formal and informal registers.
[Key concepts: perspectives, generation, change, cultural diversity; Key processes: exchanging, responding, discussing]

Engage in shared activities such as planning and managing events, exchanging resources and information.
[Key concepts: communication, collaboration, information exchange; Key processes: calculating, predicting, planning]

Compare and reflect on the experience of learning and using French.
[Key concepts: metalanguage, reflection, awareness; Key processes: expressing, reflecting, analysing]

Informing
Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented.
[Key concepts: standpoint, representation, cultural literacy; Key processes: researching, comparing, analysing]

Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes.
[Key concepts: content, audience, mode; Key processes: selecting, designing, aligning]

Creating
Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence.
[Key concepts: culture, humour, expression, tradition; Key processes: interpreting, analysing, evaluating]

Create imaginative texts involving moods and effects designed to engage different audiences. [Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining]

Translating
Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another.
[Key concepts: culture, text, context, perspective; Key processes: comparing, analysing, critical and cultural reading]

Create glossaries to interpret cultural aspects of contemporary and traditional French texts.
[Key concepts: representation, critical and cultural literacy; Key processes: referencing, explaining, interpreting]

Reflecting
Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making.
[Key concepts: reciprocity, understanding, intercultural experience; Key processes: communicating, observing, reflecting, analysing, responding]

Reflect on own cultural identity and how it shapes personal ways of communicating and thinking.
[Key concepts: identity, culture, communication; Key processes: reflecting, explaining]

Systems of Language
Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression.
[Key concepts: liaisons, accents, expression, style; Key processes: recognising, classifying, discriminating]

Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning.
[Key concepts: grammatical analysis, register, tenor; Key processes: identifying, defining, classifying]

Analyse how different types of text incorporate cultural and contextual elements.
[Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying]

Language variation and change
Analyse and explain how and why language is used differently in different contexts and relationships.
[Key concepts: genres, register, variation; Key processes: grammatical and lexical analysis]

Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange.
[Key concepts: globalisation, exchange, influence; Key processes: mapping, classifying, analysing]

Identify examples of French language used to influence social and cultural relationships and practices.
[Key concepts: authority, language as power, inclusion, exclusion; Key processes: scanning, selecting, analysing]

Role of language and culture
Understand that language and culture are interrelated, that they shape and are shaped by each other.
[Key concepts: culture, language, meaning; Key processes: discussing, reflecting, comparing]