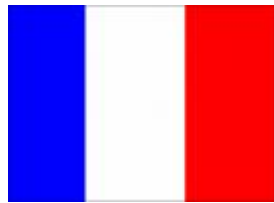


**St. Nathy's College**



**Subject Department Plan for French**

**2009-2010**

## **St. Nathy's College Mission Statement**

St. Nathy's College was established to act as a Centre of Learning.

We strive to achieve this within a fostered Christian environment which equally provides for the faith and personal development of each student.

All of our school endeavours and activities are directed towards these objectives.

### **Relationship of Language Policy to school's Mission Statement**

This language plan relates to school's mission statement by promoting learner autonomy and equipping students with life skills as well as language skills.

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## **Subject Aims:**

**1.** To foster in learners such communicative skills in French as will enable them to:

- Take full part in classroom activities conducted in French.
- Participate in normal, everyday transactions and interactions both spoken and written, both at home and abroad.
- Extract information and derive enjoyment from mass media and literature
- Consider as a realistic option the possibility of pursuing leisure activities, further studies and or career opportunities through the medium of French.

**2.** To give pupils a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of French and thus to contribute to their understanding of the workings of human language in general.

**3.** To help learners develop strategies for effective language learning.

**4.** To equip learners with a broad acquaintance of the cultural, social and political complexion of countries in which French is a normal, medium of communication and thus to help raise their awareness of cultural, social and political diversity generally.

**5.** To encourage all students through utilisation of reading, written, aural and oral skills to achieve their maximum potential in their chosen foreign language.

**6.** To promote an appreciation of and an understanding of the culture, peoples and lands of France and Germany.

**7.** To promote learner autonomy and to enhance students chances of success by equipping them with the skills to find their own way.

8. To liaise regularly with our colleagues in other departments, SNA's, learning support staff and guidance counsellors in order to maximise our students' potential.

9. To remain committed to the life-long learning and regular updating of our professional development.

### **Subject Objectives:**

Basic Communicative Proficiency based on:

1. Meeting & getting to know people and maintaining social relations.
2. Making plans and discussing future action.
3. Understanding, seeking and giving information on climate and weather.
4. Coping with travel and transport.
5. Buying goods and services.
6. Dealing with emergencies.
7. Facilitating, encouraging or impeding an action.
8. Understanding and expressing feelings and attitude.
9. Making a conversation.
10. Engaging in discussion
11. Passing on messages.

### **Language Awareness:**

1. Learning about language from material
2. Exploring meaning
3. Relating language to attitude.
4. Talking and writing about experiences in French.
5. Consulting reference material.

## **Cultural Awareness:**

1. Learning in French about present day culture.
2. Reading modern literary French texts.
3. Describing and discussing everyday life in French.
4. Understanding, describing and discussing aspects of relations between France and Ireland
5. Understanding, describing and discussing in general terms issues that transcend cultural differences.

## **Time Allocation:**

- First Year French: 2hrs 35mins (average)
- 2<sup>nd</sup> Year French: 2hrs 20mins (average)
- 3<sup>rd</sup> Year French: 2hrs 30mins (average)
- 4<sup>th</sup> Year French: 3hrs 15mins (average)
- Leaving Cert:

## **Options Structure:**

All choice subjects including French are provided on the basis of bands. These bands vary from year to year depending on the demand for certain subjects.

## **Timetabling:**

The timetabling of French is determined by the subject bands and varies from class to class.

Morning classes: 9:15 - 12:55 = 40 minutes.

Afternoon classes 1:30 - 3:50 = 35 minutes.

### **Grouping of Pupils (Mixed ability, Streaming):**

All first year students study French. First year students also have the option of studying German as a choice subject. French is offered at all levels and it is possible for students to take more than one modern language at both junior and senior level. All students are encouraged to study at least one foreign language for the Leaving Certificate.

### **Student Access to Subject/Level:**

All students have access to at least one modern language. Students are offered the possibility of studying more than one modern language at both junior and senior levels.

### **Class Organisation:**

A roll is called at the beginning of each class. There is a base language room/laboratory. A large, detailed map of France is prominently displayed. A large number of posters and charts are displayed on the walls including examples of pupils work in an effort to create an authentic learning environment. There is a “coin de lecture” in classrooms with resources such as dictionaries and DVDs and other materials.

By displaying students projects and authentic material in individual classroom, every effort is made to create appositive learning environment which facilitates the communicative approach. All students sit facing the board in accordance with the seating plan. The seating is rearranged sometimes to facilitate group work when engaging in cultural activities.

| <b>Year</b>                | <b>Textbooks</b>                          | <b>Course Materials</b>  |
|----------------------------|---|--|
| 1st                        | Planète Jeunes                            | Handouts based on: <ul style="list-style-type: none"> <li>• Authentic documents</li> <li>• Relevant extracts from French magazines e.g. Mary, Glasgow “Bonjour” etc.</li> <li>• Authentic listening material.</li> <li>• French language CDs, DVDs.</li> <li>• Websites: <a href="http://www.ft.fs.ie">www.ft.fs.ie</a> etc</li> </ul> |
| 2nd                        | Planète - Ados<br>Ecoutez Bien<br>1       | Handouts based on: <ul style="list-style-type: none"> <li>• Authentic documents</li> <li>• Relevant extracts from French Magazines</li> <li>• Authentic listening material</li> <li>• Variety of French language CDs and DVDs.</li> <li>• Cahier Clé</li> </ul>  |
| 3rd                        | Allons en France II,<br>J’écoute, je lis; | Handouts based on: <ul style="list-style-type: none"> <li>• Authentic documents</li> <li>• Relevant extracts from French newspapers and magazines</li> <li>• Variety of French language CDs and DVDs.</li> <li>• Junior Cert Exam Papers</li> </ul>  |
| Transition Yr.             | Not offered                               | N/A  |
| L.C.A.<br>Year 1<br>Year 2 |   | Appliquons Nous<br>Authentic Documents<br>Variety of French language CDs and DVDs. <a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a><br>Internet for completion of key assignments.   |

| Year | Textbooks   | Course Materials   |
|------|---|--|
| 5th  | *Passe-Partout<br><br>Ecoutez Bien 2  | Handouts based on: <ul style="list-style-type: none"> <li>• Authentic documents</li> <li>• Relevant extracts from French newspapers and magazines</li> <li>• Variety of French language CDs and DVDs.</li> <li>• Websites</li> <li>• Français Plus</li> <li>• Use of Language lab to enhance oral proficiency.</li> </ul>                |
| 6th  | *Passe-Partout<br>*Entendu<br>*Ecoutez- Bien 2<br>Le Français Oral,<br>Français Plus, | Le Francais Oral<br>L.C Exam Papers<br>Handouts based on: <ul style="list-style-type: none"> <li>• Authentic documents</li> <li>• Relevant extracts from French newspapers and magazines</li> <li>• Variety of French language CD's and DVD's.</li> <li>• Websites</li> <li>• Use of French Novel (at discretion of teacher).</li> </ul> |

### **Planning for Students with Special Needs:**

All first year students have the opportunity to study French regardless of academic ability. Every effort is made to make class content accessible at some level for all pupils in order to enable them to achieve a degree of linguistic competence in order with their abilities, needs and interests.

In the case of students with an identified language learning difficulty, a withdrawal system is in place.

### **Cross-Curricular Planning:**

Formal faculty meetings occur every three months. Informal inter-faculty meetings also occur on a regular basis. Cross-curricular co-operation occurs throughout the year on an informal basis and it is particularly evident and appreciated when we are involved in hosting exchange programmes with our partner school: Notre Dame La Riche, Tours, France. French exchange students accompanied by their Irish partners have an opportunity to attend class in all subjects. In this way they gain an invaluable insight into the Irish school system. All French students are warmly received by all subject teachers and every effort is made to help them participate in and learn from the experience. An International quiz is organised with help and co-operation from the Geography department. Co-operation with the English and Music faculties helps to make the farewell party for the exchange students an unforgettable, culturally enriching experience. All French students also have the option of participating in a Cultural Exchange with our partner school Gynasium Leoninum in Germany and many students avail of the opportunity.

Help from the Art faculty is particularly appreciated when helping pupils prepare attractive posters to enhance their French classrooms. When hosting exchange students, suggestions from teachers of Geography, History, Art, English and Music etc are

invaluable when planning itineraries for cultural outings. All pupils are encouraged to have a French pen pal to help them to enhance their linguistic competence and cultural awareness. In recent years the school has participated in the Comenius Project which involved our Irish students communicating by e-mail, letter, text and exchanging information on diverse topics such as folklore, landscape, history, music etc.

### **Subject Planning for a Culturally Diverse Society:**

Our students have the opportunity of participating in cultural exchanges with our partner schools Notre Dame La Riche and Gymnasium Leoninum. Some students have also availed of the opportunity to go on exchange to Brittany in conjunction with the Ballyhaunis Twinning Committee, a long-established, successful twinning association which exists between all neighbouring towns and Guiliers in Brittany. In developing these links with other European countries, we hope to make our students as aware as possible of the value of cultural diversity. In our increasingly diverse society, the opportunities afforded to our students to engage with other countries are invaluable in developing cultural awareness and respect for cultural diversity.

### **Effective Teaching Methodologies:**

- Use of French for classroom management, conduct of lessons and general classroom communication.
- Use of a wide variety of teaching strategies such as pair work, group work, games and role-playing, project-work where appropriate
- Where appropriate, use of song, drama, quizzes, dramatisation of poems with props.

- Teaching the alphabet in French and its regular use for spelling.
- A thematic approach is adopted and every effort is made to integrate the four language skills of speaking, listening, reading and writing.
- Both printed and recorded authentic materials are used in an effort to develop cultural awareness.
- Repetition is used where appropriate to enhance intonation and pronunciation.
- Acquisition and revision of vocabulary and grammar is enhanced by a systematic use of notebooks & folders thematically divided by index.
- Autonomous learning is encouraged and facilitated.

## **French Faculty Members**

Imelda Beirne  
Ríona Burke  
Catherine Farrell  
Mary Finan  
Aileen Kennedy