

TEACHER EDUCATION JUNIOR SECONDARY DIPLOMA TRAINING CURRICULUM – FRENCH AS A FOREIGN LANGUAGE

INTRODUCTION

This program is meant to train teachers of French who will deliver a world-class international education through the provision of high-quality services with noble foreign language skills applicable in our global society. It is a recommendation that students who are beginning this course should have previously learnt French at a level corresponding to the requirements of the program of study for Zambian colleges in Modern Foreign Languages within the National Curriculum. In other words, candidates beginning this course should have achieved an equivalent level of general education (“O” level or its equivalent if foreign).

ASSESSMENT

All examination papers are set entirely in the target language (FRENCH). All questions requiring written answers, including questions testing Listening and Reading comprehension, are to be answered in the French language. Bilingual Dictionaries are not permitted in the examination except in Translation.

GRAMMAR

Continuous Assessment: 100%

	YEAR 1	YEAR 2	YEAR 3
Tests per term:	3 - 45%	3 -45%	2 -40%
Assignment per term:	2- 30%	2 -30%	1 -35%
Mid-year Examination:	25%	25%	25%
End of year / Diploma Examination:	100%	100%	100%

FRANCOPHONE LITERATURE AND CIVILISATION

Continuous Assessment: 100%

	YEAR 1	YEAR 2	YEAR 3
Tests per term:	2-40%	2-40%	2-40%
Assignments per term:	2-35%	1-35%	2-35%

Mid-year Examinations:	25%	25%	25%
End of year /Diploma Examinations:	100%	100%	100%

METHODOLOGY

Continuous Assessment: 100%

	YEAR 1	YEAR 2	YEAR 3
Tests per term:	2-30%	2-30%	2-30%
Assignment per term:	2- 35%	2-35%	1-35%
Mid-year Examinations:	25%	25%	25%
Peer Teaching:	-	10%	10%
End of year/Diploma Examinations:	100%	100%	100%

GENERAL OUTCOMES

- Formulate hypotheses on how the French language functions
- Identify and recognise the roles of various grammatical aspects in oral and written French
- Listen to, read and comprehend simple dialogues, texts, articles and short stories in French
- Express themselves in both written and spoken French using appropriate language registers
- Use cross-cutting issues to teach French language skills
- Produce learning/ teaching materials
- Use a variety of teaching materials (television, radio, internet, textbooks, newspapers, songs, games and ICT)
- Formulate appropriate language assessment tools in order to effectively evaluate pupils' performance
- Develop abilities to teach French through lesson preparation, class control/management, record control etc
- Carry out an action research on language teaching and learning
- Effectively use different approaches of teaching French as a Foreign Language
- Discuss language policy issues in Zambia

- Explain language learning theories
- Identify and discuss the Francophone cultural and sociological aspects in relation to the *Zambian* context
- Choose materials to widen their knowledge of the francophone world
- Develop a positive reading culture
- Compare and contrast different styles of writing by different authors (short/long sentences, flashback technique etc)
- Produce original literary work both oral and written French

AIMS

This syllabus is designed for students who are studying French as a foreign language. The aim is to develop an ability to use the course content to teach effectively in junior secondary schools for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as s progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages. In other words, this course aims to produce professionally competent teachers of French for junior secondary school; that is to say grade 8-9.

It further aims to balance knowledge, understanding and skills in this program and qualification to enable students become effective teachers and to provide a solid foundation for their continuing educational journey.

KEY COMPETENCES

- Develop the ability to communicate effectively using the French language in various communicative spheres
- Offer insights into the culture and society of countries where the French language is spoken
- Develop awareness of the nature of language and language learning/ teaching
- Encourage positive attitudes towards speakers of other languages and an emphatic approach to other cultures and civilisations
- Provide enjoyment and intellectual stimulation
- Develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum

- Form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

WRITERS

MR MUNKOMBWE S.P.G – DAVID LIVINGSTONE COLLEGE OF EDUCATION

MRS SINKAMBA M.M.J - ZAMBIAN OPEN UNIVERSITY

YEAR 1

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
1.1 MORPHOLOGY	1.1.1 Fundamentals of Morphology	1.1.1.1 Define Morphology as a language concept 1.1.1.2 Provide reasons for correct spelling 1.1.1.3 Understand the word categories and word forms 1.1.1.4 Apply the concept of word formation appropriately 1.1.1.5 Distinguish standard words and their non-standard forms 1.1.1.6 Work independently with the rules of the French Orthography	<i>This is meant to enrich the teacher's knowledge</i>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
1.2 SYNTAX	1.2.1 Parts of Speech	<p>1.2.1.1 Distinguish parts of Speech in their basic form</p> <p>1.2.1.2 Use the correct grammatical forms of nouns, adjectives, personal pronouns, prepositions, adverbs, tenses and modes</p> <p>1.2.1.3 Apply the appropriate conjunctive expressions in speaking and change them accordingly</p> <p>1.2.1.4 Master the basic syntactic grammar</p> <p>1.2.1.5 Compare word meanings (antonyms, synonyms, hypernyms and hyponyms)</p> <p>1.2.1.6 Compare and classify words according to generalized meaning (action, circumstance, thing, quality)</p> <p>1.2.1.7 Apply syntactical concepts in various communicative situations</p>	<ul style="list-style-type: none"> • Dialogue Learners to engage in a thematic conversation in pairs • Role play Learners to apply the notions learnt in a play or a sketch • Puzzle Learners to find the correct words to solve a puzzle <ul style="list-style-type: none"> • Listen & Apply the notions from a CD • Discussion Learners to discuss the various concepts about the parts of speech • Group work Learners to discuss in small groups different grammatical concepts • Pair activity Learners to work in pairs in order to carry out the required tasks • Games Learners to put the learnt concepts into play • Songs Learners to use the thematic songs to enforce the concepts learnt

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
	1.2.2 Verbs	1.2.2.1 Classify verbs according to their respective groups. 1.2.2.2 Form sentences with appropriate verbs and tense in their contexts 1.2.2.3 Appreciate the variations of the tenses; Present ,Future, Perfect and Imperfect Tense 1.2.2.4 Differentiate the aspect of action and passivity of a verb. 1.2.2.5 Distinguish the aspects of Perfect and Imperfect tenses 1.2.2.6 Apply the grammatical rules in accordance with the Past Participle in the formation of the Past tense	<ul style="list-style-type: none"> ● Puzzle Learners to engage actively in finding the correct verbs and tenses ● Question-Answer Learners to find correct answers to the given questions ● Role play Learners to take up different roles to apply the notions in a play ● Discussion Learners to discuss the concept of verbs and tenses ● Dialogue Learners to apply the correct verbs in a communicative situation ● Pair /Group work Learners to discuss in pairs or small groups the different categories of verbs ● Songs Learners to use the thematic songs to enforce the concepts learnt

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
	1.2.3 Types of Punctuation	1.2.3.1 Identify the different punctuation marks 1.2.3.2 Recognize the function of each punctuation mark 1.2.3.3 Apply the punctuation marks in various sentences 1.2.3.4 Arrange isolated information to form a coherent text while adhering to the rules of inter-linking sentences using the punctuation marks	<ul style="list-style-type: none"> • Analysis Learners to describe the different punctuation marks • Discussion Learners to discuss the specific function for each punctuation mark • Practical exercise Learners to add the correct punctuation marks in a given text • Question-Answer Learners to be given specific questions on the topic
1.3 PHONETICS	1.3.1 Basics of Phonetics	1.3.1.1 Describe the different branches of phonetics 1.3.1.2 Pronounce and read correctly in terms of phonetics an appropriate vocabulary range 1.3.1.3 Distinguish the various sounds 1.3.1.4 Use the suitable organs in the production of different sounds 1.3.1.5 Differentiate a word's phonetic and written form 1.3.1.6 Divide words into phones distinguishing long and short vowels	<i>This is meant to enrich the teacher's knowledge</i>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
		1.3.1.7 Write words in phonetic transcription and vice versa 1.3.1.8 Modulate a coherent speech (accent, intonation and pace)	
1.4 COMPREHENSION	1.4.1 Listening	1.4.1.1 Understand familiar words and simple sentences related to the topics being covered 1.4.1.2 Understand simple instructions and sentences and respond appropriately 1.4.1.3 Distinguish between the written and spoken form of a word 1.4.1.4 Understand the meaning of a simple, slow and carefully pronounced conversation between two people 1.4.1.5 Understand the content and meaning of simple authentic listening materials and use them appropriately in their activities	<ul style="list-style-type: none"> • Audio-visual Learners to listen and watch television clips or listen to an audio text from a CD or a radio • Listening to a story being read Learners to listen attentively to a story read and discuss the main ideas of the passage • Group work Learners to listen to short messages in small groups and discuss • Question-Answer Learners to answer correctly questions posed based on the audio material
	1.4.2 Reading	1.4.2.1 Read aloud texts of appropriate length, fluently and phonetically correct	<ul style="list-style-type: none"> • Reading Learners to read isolated new words found in the text from a book, magazine, newspaper or

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
		1.4.2.2 Understand the content of simple texts from authentic written sources and answer the questions related to it 1.4.2.3 Infer a likely meaning of new words from context 1.4.2.4 Provide a brief summary of the content of a written text	other sources based on various issues such as health, technology, governance, gender, etc <ul style="list-style-type: none"> • Discussion Learners to discuss the new words found in the documents read • Guided reading Learners to read different texts guided by the teacher • Think-Pair-Share Learners work in pairs to analyse the content of the texts read and share with their fellow learners
	1.4.3 Discourse analysis	1.4.3.1 Analyze the content of a given text 1.4.3.2 Generate new ideas from the text read 1.4.3.3 Reproduce a coherent and sequential thematic passage	<i>This is meant to enrich the teacher's knowledge</i>
1.5 ORAL SKILLS	1.5.1 Speaking	1.5.1.1 Form a simple oral message related to a situation from family, school life and other studies theme areas 1.5.1.2 Request simple information 1.5.1.3 Participate actively in a thematic conversation on greetings,	<ul style="list-style-type: none"> • Value line Learners to apply their oral language skills to defend their opinions in a given topic • Question-Answer Learners to answer correctly the given questions orally • Casual Dialogue

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		<p>identification, family relationships, possession, professions, etc</p> <p>1.5.1.4 Use the appropriate range of lexical and grammatical notions to engage in a dialogue</p> <p>1.5.1.5 Distinguish standard and colloquial speech and use standard language tools appropriately in view of the communicative intent</p> <p>1.5.1.6 Use appropriate verbal, non-verbal and paralinguistic means of communication in both prepared and improvised oral presentations</p>	<p>Learners to engage in a communicative situation comfortably</p> <ul style="list-style-type: none"> • Role play Learners to take up different roles in a conversation • Thematic songs Learners to learn and sing songs on specific topics • Discussion Learners to engage freely and confidently in a discussion • Debate Learners to express their opinions in a given topic • Ice breaker Learners to contribute fruitfully in the different prompts brought up by the teacher • Interviews Learners to participate in oral interviews • Telephone communication Learners to practice imaginative telephone conversation
1.6 WRITING SKILLS	1.6.1 Writing	<p>1.6.1.1 Form a simple written message or a short text on specific theme</p> <p>1.6.1.2 Arrange information in a text with a view</p>	<ul style="list-style-type: none"> • Quick-write Learners to write correctly any given words from a dictation • Acrostic

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		<p>towards its thematic and sequential purpose</p> <p>1.6.1.3 Apply their knowledge about language and style to write a grammatically and factually correct text</p> <p>1.6.1.4 Appreciate the distinction between formal and informal letters</p> <p>1.6.1.5 Distinguish the particular features of the various written materials</p>	<p>Learners to use the given letters to come up with appropriate words</p> <ul style="list-style-type: none"> • Simulation Learners to write contextual passages on specific topics • Practical work Learners to exercise their skills of writing essays, articles, reports, formal and informal letters
1.7 FRANCOPHONE LITERATURE AND CIVILISATION	1.7.1 Introduction	<p>1.7.1.1 Define literature</p> <p>1.7.1.2 Appreciate the value of studying literature</p>	<i>This is meant to enrich the teacher's knowledge</i>
	1.7.2 Forms of Literature	<p>1.7.2.1 Understand the forms of literature; Oral and Written</p> <p>1.7.2.2 Distinguish the features of each form of literature</p> <p>1.7.2.3 Distinguish different types of fiction and non-fiction texts</p>	
	1.7.3 Functions of Literature	<p>1.7.3.1 Differentiate the functions of literature</p> <p>1.7.3.2 Recognize the features of each function</p>	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
		1.7.3.3 Appreciate the value of each function	
	1.7.4 Literary terms and concepts	1.7.4.1 Distinguish the basic features of a novel which are characterization, setting, narrator, audience, narrative point of view, plot, subject, theme 1.7.4.2 Differentiate the basic literary types and genres and compare them and their functions 1.7.4.3 Identify the principal literary styles and their major representatives in French and world literature	
	1.7.5 Study of an African play	1.7.5.1 Identify the different types of novels according to the theme and tone 1.7.5.2 Describe the figures of speech used in the literary text 1.7.5.3 Chose and analyse one of the following novels: <i>XALA</i> , <i>Trois Prétendants...un Mari</i> , <i>Les soleils des</i>	

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		<p><i>Indépendances, Le Docker Noir</i></p> <p>1.7.5.4 Reproduce a text from the content read and describe in simple terms the structure and language used in the novel</p> <p>1.7.5.5 Interpret the content read in their own words</p> <p>1.7.5.6 Distinguish the basic features of an author's distinctive style</p> <p>1.7.5.7 Formulate orally and in writing personal impressions from the content read</p> <p>1.7.5.8 Articulate personal opinions on the content of the novel read</p> <p>1.7.5.9 Distinguish fine and popular literature while supporting personal opinions with substantial arguments</p>	
1.8 METHODOLOGY	1.8.1 Reasons for learning and teaching foreign languages	1.8.1.1 Understand the reason for teaching and learning foreign languages in Zambia from the political, social and economic point of view	<i>This is meant to enrich the teacher's knowledge</i>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
	1.8.2 Language policy concepts and issues	1.8.2.1 Identify the various aspects of a language as medium of instruction 1.8.2.2 Explain the distinctions regarding the language aspects : first language, Second language, foreign language, lingua-franca, national language, national official language 1.8.2.3 Understand the language policy and the issues emanating from it in terms of policy formulation processes	
	1.8.3 Language situation in Zambia	1.8.3.1 Understand the status of languages in Zambia: English as the national official language, local official languages, second and foreign language 1.8.3.2 Interpret the French Curriculum 1.8.3.3 Appreciate the content of the French syllabus outline for Junior Secondary	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR J.S. SCHOOLS
	1.8.4 Panorama of learning and teaching French as a foreign language	1.8.4.1 Acquire knowledge on the status of the French language in Zambia, Africa and the world	<i>This is meant to enrich the teacher's knowledge</i>
1.8.5 Language learning theories	1.8.5.1 Understand the learning theories governing the teaching and learning of French in line with Behaviorism and Cognitivism 1.8.5.2 Compare the acquisition of mother tongue with that of French as a foreign language 1.8.5.3 Apply the language learning theories appropriately		
1.8.6 Language teaching theories and approaches or methods	1.8.6.1 Apply the appropriate methods in language teaching	<ul style="list-style-type: none"> • Grammar translation • Direct approach • Oral approaches (situational, Audio visual, Audio-lingual) • Communicative • Integrative (Text based. Task based) • Eclectic 	

YEAR 2

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
2.1 SYNTAX	2.1.1 Parts of speech	2.1.1.1 Distinguish parts of Speech in their basic and complex forms 2.1.1.2 Use the correct grammatical forms of pronouns according to their gender and number 2.1.1.3 Apply correctly the notions on language registers 2.1.1.4 Describe the distinctive aspects of direct and indirect speech 2.2.1.1 Master the complex syntactic grammar of verbs according to their categories	<ul style="list-style-type: none"> • Dialogue Learners to engage in a thematic conversation in pairs • Role play Learners to apply the notions learnt in a play or a sketch • Puzzle Learners to find the correct words to solve a puzzle • Discussion Learners to discuss the various concepts about the parts of speech • Question-answer Learners to find correct answers to the given questions • Games Learners to put the learnt concepts into play • Songs Learners to use the thematic songs to enforce the concepts learnt
	2.2.1 Verbs	2.2.1.2 Compare word meanings in terms of antonyms, synonyms and hyponyms according to the various communicative situations 2.2.1.3 Compare and classify words according to their generalized and specific meaning in a specific context such as distance and numeracy, transport, immigration and customs	<ul style="list-style-type: none"> • Puzzle Learners to engage actively in finding the correct verbs and tenses • Question-Answer Learners to find correct answers to the given questions • Role play Learners to take up different roles to apply the notions in a play • Discussion

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
		2.2.1.4 Apply syntactical concepts in various communicative situations	Learners to discuss the concept of verbs and tenses <ul style="list-style-type: none"> • Dialogue Learners to apply the correct verbs in a communicative situation • Pair /Group work Learners to discuss in pairs or small groups the different categories of verbs • Songs Learners to use the thematic songs to enforce the concepts learnt
2.3 PHONOLOGY	2.3.1 Fundamental principles of Phonology	2.3.1.1 Describe phonemes and syllables 2.3.1.2 Recognize the pitch and intonation in a speech 2.3.1.3 Execute correctly the acquired skills in a language practical work	<i>This is meant to enrich the teacher's knowledge</i>
2.4 TRANSLATION	2.4.1 Basics of Translation	2.4.1.1 Describe concepts of translation 2.4.1.2 Recognize the value of bilingual translation 2.4.1.3 Use appropriately the translation techniques in practical exercises	<i>This is meant to enrich the teacher's knowledge</i>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
2.5 COMPREHENSION	2.5.1 Listening	<p>2.5.1.1 Interpret unfamiliar words and complex sentences related to topics such as hotel and restaurant, time and weather, family relationships, health, etc</p> <p>2.5.1.2 Understand given instructions and sentences from the oral source and respond appropriately</p> <p>2.5.1.3 Understand the meaning of a wide range of words pronounced in a conversation between two or more people</p> <p>2.5.1.4 Comprehend the content and meaning of complex authentic listening materials and use them appropriately in the given practical activities</p>	<ul style="list-style-type: none"> • Group work Learners to listen to short messages in small groups and discuss • Question-Answer Learners to answer correctly questions posed based on the audio material • Audio-visual Learners to listen and watch television clips or listen to an audio text from a CD or a radio
	2.5.2 Reading	<p>2.5.2.1 Read aloud texts of appropriate length, fluently and phonetically correct</p> <p>2.5.2.2 Understand the content of complex texts from authentic written sources and answer the questions related to it</p> <p>2.5.2.3 Infer a likely meaning of new words from context</p>	<ul style="list-style-type: none"> • Read aloud Learners to read aloud isolated new words found in the text from a book, magazine, newspaper or other sources based on various cross-cutting issues • Question-Answer Learners to read a given text and answer the questions posed by the teacher • Group / Pair work

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
		2.5.2.4 Provide a brief summary of the content of a written text on topics such as health, technology, governance, gender, economy, culture, etc	<p>Learners to be given short texts to read and discuss in pairs or small groups</p> <ul style="list-style-type: none"> • Bingo <p>Learners to read the words on the given cards and to match with those being read by the teacher</p> <ul style="list-style-type: none"> • Summary <p>Learners to answer questions in summary form based on the content read</p>
	2.5.3 Discourse analysis	2.5.3.1 Analyze the content of a given text 2.5.3.2 Generate new ideas from the text read 2.5.3.3 Reproduce a coherent and sequential thematic passage	<p><i>This is meant to enrich the teacher's knowledge</i></p>
2.6 ORAL SKILLS	2.6.1 Speaking	2.6.1.1 Request specific information on a given theme 2.6.1.2 Participate actively in a thematic conversation 2.6.1.3 Use the appropriate range of lexical and grammatical notions to engage in a dialogue 2.6.1.4 Distinguish standard and colloquial speech and use standard language tools appropriately in view of the communicative intent	<ul style="list-style-type: none"> • Role play / Interviews Detailed thematic Conversation <p>Learners to take up different roles in a conversation on various issues</p> <ul style="list-style-type: none"> • Dialogue on Permission, Prohibition, Possibility, Impossibility, Hotel, Restaurant, etc

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
2.9 WRITING SKILLS	2.9.1 Writing	<p>2.6.1.5 Use appropriate verbal, non-verbal and paralinguistic means of communication in both prepared and improvised oral presentations</p> <p>2.9.3.1 Form a detailed written message or a short text on specific themes</p> <p>2.9.3.2 Arrange information in a text with a view towards its thematic and sequential purpose</p> <p>2.9.3.3 Apply the knowledge about language and style to write a grammatically and factually correct text</p> <p>2.9.3.4 Understand the content in important documents such as Immigration and Customs forms, and know how to fill them in</p> <p>2.9.3.5 Distinguish the particular features of the various written materials</p>	<ul style="list-style-type: none"> • Exposé Learners to write a text on a given topic and present it to their peers • Expository Teacher to demonstrate the correct writing skills to the pupils • Summary Learners to read and paraphrase a text according to their own understanding • Free writing Learners to write imaginative texts in terms of notices, reports, invitation, advert and filling in important documents at the Post the Immigration and Customs Offices
2.9 FRANCOPHONE LITERATURE AND CIVILISATION	2.9.1 Introduction to African Literature	2.9.3.1 Define literature in general and African literature in particular	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
		2.9.3.2 Appreciate the value of studying African literature	<i>This is meant to enrich the teacher's knowledge</i>
	2.9.2 Study of an African Novel	2.9.2.1 Understand the forms of African literature 2.9.2.2 Distinguish the features of each form of African literature 2.9.2.3 Distinguish different types of fiction and non-fiction texts 2.9.2.4 Study and critique one of the following novels: <i>Le Mandat, L'Enfant Noir or XALA</i>	
	2.9.3 Introduction to Poetry	2.9.3.1 Describe Poetry 2.9.3.2 Explain the basic literary terms and concepts of poetry 2.9.3.3 Analyze the styles and tones in French Poetry 2.9.3.4 Apply the concepts of poetry to generate appropriate literary texts	
2.9 METHODOLOGY	2.9.1 Schemes of work	2.9.1.1 Describe schemes of work 2.9.1.2 Recognize the value of scheming in teaching French 2.9.1.3 Design schemes of work 2.9.1.4 Discuss the Management of schemes	<i>This is meant to enrich the teacher's knowledge</i>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
	<p>2.9.2 Records of work</p> <p>2.9.3 Lesson plan</p> <p>2.9.4 Teaching techniques</p> <p>2.9.5 Lesson observation in the neighboring schools</p>	<p>2.9.2.1 Describe Records of work as a concept in teaching French</p> <p>2.9.2.2 Recognize the value of record-keeping in teaching French</p> <p>2.9.2.3 Design a records of work document</p> <p>2.9.3.1 Describe lesson plans</p> <p>2.9.3.2 Analyze the format</p> <p>2.9.3.3 Recognise the administrative details included in the lesson plan</p> <p>2.9.3.4 Understand the sequencing activities</p> <p>2.9.3.5 Discuss the aspect of evaluation in a lesson plan</p> <p>2.9.3.6 Find the follow up activities</p> <hr/> <p>2.9.4.1 Discuss various teaching techniques such as simulation, role play, group work, ice breaker, dialogue, debate, etc</p> <p>2.9.5.1 Observe critically the dispensation of a lesson and discuss the findings</p>	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
	2.9.6 Peer teaching	2.9.5.2 Recognise the positive points gathered and correct the negative ones 2.9.6.1 Observe and discuss lessons taught by fellow students	
<h2>Teaching practice 2nd Term</h2>			
	2.9.7 ICT in a foreign language class	2.9.7.1 Appreciate the use of ICT tools in teaching French. 2.9.7.2 Use word processing, internet, power point presentations in teaching French	<i>This is meant to enrich the teacher's knowledge</i>
	2.9.8 Interpreting the French curriculum	2.9.8.1 Analyse the content of the Junior secondary School French Syllabus	

YEAR 3

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
3.1 SYNTAX	3.1.1 Parts of speech	3.1.1.1 Use the correct grammatical forms in complex and compound Sentences 3.1.1.2 Understand the types of subordinate clauses 3.1.1.3 Master the complex syntactic grammar 3.1.1.4 Apply syntactical concepts in various communicative situations 3.1.1.5 Explain the distinctive aspects of Direct and Indirect Speech	<ul style="list-style-type: none"> • Dialogue Learners to engage in a thematic conversation in pairs • Role play Learners to apply the notions learnt in a play or a sketch • Puzzle Learners to find the correct words to solve a puzzle • Discussion Learners to discuss the various concepts about the parts of speech • Question-answer Learners to find correct answers to the given questions • Games Learners to put the learnt concepts into play • Songs Learners to use the thematic songs to enforce the concepts learnt
3.2 COMPREHENSION	3.2.1 Listening	3.2.1.1 Understand familiar words and complex sentences related to the topics being covered 3.2.1.1 Understand detailed instructions and sentences and respond appropriately	<ul style="list-style-type: none"> • Group work Learners to listen to short messages in small groups and discuss • Question-Answer Learners to answer correctly questions posed based on the audio material

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
		3.2.1.2 Distinguish between the written and spoken form of a word 3.2.1.3 Understand the meaning of a detailed, fast and carefully pronounced conversation between two or more people 3.2.1.4 Understand the content and meaning of simple authentic listening materials and use them appropriately in their activities	<ul style="list-style-type: none"> • Audio-visual Learners to listen and watch television clips or listen to an audio text from a CD or a radio
	3.2.2 Reading	3.2.2.1 Read aloud texts of appropriate length, fluently and phonetically correct 3.2.2.2 Understand complex and more detailed texts from a book, magazine, newspaper or other sources based on various issues such as health, technology, governance, gender,(cross-cutting issues)answer the questions related to it 3.2.2.3 Infer a likely meaning of new words from context	<ul style="list-style-type: none"> • Read aloud Learners to read aloud isolated new words found in the text from a book, magazine, newspaper or other sources based on various cross-cutting issues • Question-Answer Learners to read a given text and answer the questions posed by the teacher • Group / Pair work Learners to be given short texts to read and discuss in pairs or small groups • Bingo Learners to read the words on the given cards and to match

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		3.2.2.4 Provide a brief summary of the content of a written text	with those being read by the teacher <ul style="list-style-type: none"> • Summary Learners to answer questions in summary form based on the content read
	3.2.3 Discourse analysis	3.2.3.1 Analyze the content of a given thematic oral or written text 3.2.3.2 Generate new ideas from the text read 3.2.3.3 Reproduce a coherent and sequential thematic passage	<i>This is meant to enrich the teacher's knowledge</i>
3.3 ORAL SKILLS	3.3.1 Speaking	3.3.1.1 Form a complex oral message related to a situation from family, school life and other studies theme areas 3.3.1.2 Request complex information on cross cutting issues such as governance, gender, drugs 3.3.1.3 Participate actively in a thematic conversation 3.3.1.4 Use the appropriate range of lexical and grammatical notions to engage in a dialogue 3.3.1.5 Distinguish standard and colloquial speech and use standard	<ul style="list-style-type: none"> • Role play / Dialogue / Interviews / Detailed thematic Conversation Learners to take up different roles in a conversation on various issues

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
		<p>language tools appropriately in view of the communicative intent</p> <p>3.3.1.6 Use appropriate verbal, non-verbal and paralinguistic means of communication in both prepared and improvised oral presentations</p>	
3.4 WRITING SKILLS	3.4.1 Writing	<p>3.4.1.1 Form a detailed written message or a long text on specific theme</p> <p>3.4.1.2 Arrange information in a text with a view towards its thematic and sequential purpose</p> <p>3.4.1.3 Apply their knowledge about language and style to write a grammatically and factually correct text such as notices, memorandum, agenda, circular, meeting minutes or reports</p> <p>3.4.1.4 Appreciate the distinction between formal and informal letters</p> <p>3.4.1.5 Distinguish the particular features of</p>	<ul style="list-style-type: none"> • Exposé Learners to write a text on a given topic and present it to their peers • Expository Learners to demonstrate the correct writing skills to their peers • Summary Learners to read and paraphrase a text according to their own understanding • Free writing Learners to write imaginative texts in terms of notices, reports, invitation and advert

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
		the various written materials	
3.5 FRANCOPHONE LITERATURE AND CIVILISATION	3.5.1 Introduction to French literature	3.5.1.1 Appreciate the value of studying French literature 3.5.1.2 Outline the literary periods in the history of French literature 3.5.1.3 Describe themes and ideas in French literature during each period.	<i>This is meant to enrich the teacher's knowledge</i>
	3.5.2 Study of one French novel	3.5.2.1 Critique the French culture in the novel studied: <i>L'Etranger</i> 3.5.2.2 Explain the philosophical theory of <i>L'existentialisme</i> in line with the novel read 3.5.2.3 Reproduce a text based on the content read and describe its literary value in terms of the structure and language used in the novel 3.5.2.4 Interpret the content read in their own words	

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		<p>3.5.2.5 Distinguish the basic features of an author's distinctive style</p> <p>3.5.2.6 Formulate orally and in writing personal impressions from the content read</p> <p>3.5.2.7 Articulate personal opinions on the work in terms of the style and the tone used</p> <p>3.5.2.8 Compare various interpretations of the same topic in literature, drama and film</p> <p>3.5.2.9 Distinguish fine and popular literature while supporting personal opinions with substantial arguments</p>	
3.6 METHODOLOGY	3.6.1 Teaching macro-skills	3.6.1.1 Understand and apply the skills of listening and speaking, extensive and intensive reading and essay writing	<i>This is meant to enrich the teacher's knowledge</i>
	Teaching practice 2nd Term		

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
	3.6.2 Language testing	3.6.2.1 Differentiate assessment and evaluation 3.6.2.2 Recognise the roles or functions of evaluation 3.6.2.3 Classify types of tests and functions 3.6.2.4 Compare the notion of validity and fidelity 3.6.2.5 Apply testing Macro-Skills	
	3.6.3 Materials production	3.6.3.1 Describe activity based learning concepts 3.6.3.2 Apply the zone of proximal in material development 3.6.3.3 Generate the matching outcomes with activities 3.6.3.4 Use the correct criteria of suitability 3.6.3.5 Explain the modes of material presentation	
	3.6.4 Error analysis	3.6.4.1 Describe error 3.6.4.2 Differentiate error and mistake 3.6.4.3 Understand the error types in the phonetic, grammatical, and communicative aspects 3.6.4.4 Explain the stages of analysis	

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	SUGGESTED INSTRUCTIONAL PEDAGOGY FOR JUNIOR SECONDARY SCHOOLS
		3.6.4.5 Apply the skill of correcting errors in remedial works	
	3.6.5 Action research	3.6.5.1 Describe the stages of carrying out a research: Problem identification, design, data collection, data analysis and conclusions 3.6.5.2 Carry out an action research	

