LinguaVille, the Australian National Curriculum Years 4, 6, 8 & 10

Introduction

LinguaVille's modules develop oral communication, reading, and writing skills. Students will build on and apply their knowledge of their second language whilst exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings (which include a selection of short stories, articles, and poems) will serve as stepping stones to oral and written activities.

This document shows you, the teacher, the Head of Department or Headmaster just how flexible LinguaVille is in supporting the requirements of language learning within the Australian education system.
LinguaVille's modules and exercises emphasise the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak a second or subsequent language through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations. LinguaVille further emphasise these skills using a broad-based theme such as adolescence. Students will expand their knowledge of the language by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.
The pages that follow show what you as a teacher are required to teach and we explain how LinguaVille achieves that aim. Easily. Simply. Effectively.

LinguaVille

A synopsis

LinguaVille consists of five distinct levels that will start by providing the very first 150 words right through to 'college level'. It is a long term, in depth National Curriculum solution to help the teacher develop a distinct but fully flexible learning program, enabling a delivery of a successful teaching year.

After being provided with the first few words - LinguaVille builds the words up to over 1,000. We then start putting those words into a true text situation. Using Multiple Choice, Word Order, Fill-in-Words, Cloze Procedure, Verbs, Text Adventure, Dictation and other modules, we start the learning process – whilst still providing you the opportunity to override, merge, combine your own ideas and National Curriculum requirements with ours to create the ultimate learning experience.
The words we learn in Multiple Choice turn into sentences in Word Order. We test those sentences in Fill in Words by removing key words. We test the students' knowledge, comprehension and retention by removing those key words in our Cloze Procedure. Our Text Adventure turns those simple sentences of text into passages of text and Dictation checks our grammar, our understanding, our spelling and aural skills.
This is LinguaVille. A fully integrated Reading, Writing, Listening and Speaking computer assisted language learning suite that is fully flexible to the teacher, the language department and the school. Complete with our Authoring System we enable you to totally bespoke the students' learning experience into a 100% accurate National Curriculum solution.
Our Teacher's Dashboard enables you to assign years, classes, teachers and students to their given areas, and for you then to distribute work to an individual, a small selected group, a class or a year the work you have created in LinguaVille's Authoring System.   There you can use our data, your data or merge the two. You can adapt our data to help you. Linguaville is THAT flexible.

Teacher Dashboard

For the Education Sector LinguaVille provides our unique Teacher Dashboard. This is our Local Management System to enable the Language Department to create their own lessons, issue, monitor and track homework. We will also be releasing shortly our Homework Buddies feature where the teacher will have full control over it. It is totally secure within the school.

It should be noted at this point that access to LinguaVille is limited to only your school pupils, providing a totally secure environment. Access to non-school pupils is not possible as you have a protected access to our server.

Teachers enter the data about the school and assign pupils to languages, teachers, years and classes. A teacher can therefore issue homework to a class, a year, a single person, a group of persons either within a class, a year or a school.

The Teacher Dashboard is your Local Management System to enable distribution of bespoke exercises a teacher may write, distribute to any combination of students.

Our Authoring System

LinguaVille enables you to have complete and total control of any exercise or lesson you wish your students to undertake. It's as simple as that. Our Authoring system is the way you can tailor-make your lessons to address any issue you want. Exclusive to the Schools Sector the Authoring System is located within our Teacher's Dashboard.

Teachers can use our pre-recorded data, write and record their own exercises, amend our pre-recorded data and mix and merge to provide the bespoke teaching solution that will ensure you meet all of the criteria in the above pages.

Modules available to the teacher are as follows:

- ✓ *Multiple Choice*
- ✓ *Word Order*
- ✓ *Fill in Words*
- ✓ *Cloze Procedure*
- ✓ *Verbs*
- ✓ *Text Adventure*
- ✓ *Dictation*
- ✓ *Phrase*

Whatever your curriculum will dictate specifically for you to teach, using LinguaVille's Authoring System will enable you to create that bespoke exercise or lesson to suit your school needs.

Year 4

Communicating

Socialising

4.1 Use simple language in routine exchanges such as asking each other how they are, offering wishes and providing personal information.

Communication skills are developed within the Travel Centre's phrases and LinguaVille's school building which has a number of modules, split into levels to progressively develop communication, politeness and friendship. LinguaVille's core is based on certain key processes: Reading, Listening, Hearing and Responding, and the development of our Phase II Homework Buddies, will enable complete interaction with teacher-nominated buddies.

2. Follow teachers' instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission, attracting attention, rehearsing and repeating new language.

LinguaVille methodology, within all levels of achievement throughout LinguaVille's School Building modules, constantly instructs, questions and commands, encouraging the student to practice key processes of requesting, clarifying and responding. As students follow the natural progression of each level the key concepts of learning strategies and support are increased to reflect increased vocabulary and understanding. Students learn throughout the modules using various techniques to ask for help and assistance, permission and attracting the attention of a person within various environs, and can rehearse and repeat their new language with the help of our audio tools.

3. Use simple statements, questions and directions in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items.

Key processes for this task of contributing, collecting and exchanging are dealt with in question format within the modules located in the School Building. Hobbies, likes and dislikes are also discussed within the Travel Centre building, and our Teacher Dashboard enables he teacher to create specific tasks or group activities as required, to support in-class activities too.

Informing

4.4 Locate specific points of information in different types of texts relating to social and natural worlds.

The question scenarios located in both exercise and test mode encourages a student's concentration in developing key processes for reading, selecting specific information and organisational techniques. New modules coming on board in Phase II will further enable the student to develop swapping of information for similar words and meaning, building their development in texts relating to social and natural worlds.

5. *Present factual information about self, others, home and school life, using graphic support such as photos, maps or charts.*

From simple building blocks of learning located in Class I, the student is taught various means and ways to identify one self. Key concepts of home, school and general information are learned in exploring the initial levels within the Standard Level, but increased and expanded in subsequent levels. The student is able to select, present and compare him or herself to another, though not currently by selecting own graphic support, unless enabled by the teacher in class.

Creating

4.6 Participate in interactive stories and performances, acting out responses, identifying favourite elements, making simple statements about characters or themes.

Because of the flexibility within the Phrases 'Travel Centre' the student is able to participate in an imagined or real capacity. The student is taught through our Aural and Translations Modules within the Travel Centre to interpret and deal interactively with scenarios.

7. *Create short imaginative texts that allow for exploration and enjoyment of language.*

Specifically, our Word Order and Cloze Procedures modules deal extensively with sentence building to create an imaginative text. By using LinguaVille's dictionaries, key processes for experimenting and playing with words develop a student's enjoyment of his or her language development.

Translating

4.8 Identify high-frequency words and expressions in simple texts such as captions, story titles or recurring story lines, noticing which ones are difficult to translate.

Key processes are used in noticing, explaining and comparing texts by using high-frequency words – and then developing the history of that sentence by substituting words by use of LinguaVille's dictionary. Recurring story lines using high-frequency words can be replaced to develop and extend a student's vocabulary, and students can notice which words are difficult to map onto translated definitions.

9. *Use a mix of French and English to create bilingual versions of texts such as picture dictionaries, action games or captions for images.*

LinguaVille's unique Playground contains educational games that encourage bilingualism where they are able to select and mix words. Captions for images are introduced at a basic level within Class I and our Beginners' level and games are available up to the complex advanced stages. Our two dictionaries enable support and provision of words for the level the student is currently studying.

Reflecting

10. *Notice changes in own and others' ways of communicating when using French in different situations, describing how this looks and feels.*

A student is introduced to the key processes of reflection, imagination and the ability to compare text throughout LinguaVille's modules and exercises located within the School Building. Concepts of self, difference (and awareness) and communication are learned, developed and with Phase II words can be removed and replaced by an extended vocabulary.

11. *(Students to) Explore (their own) sense of identity and how this includes ways of using language with different people.*

Verb usage (polite, personal, professional) is studying and developed through LinguaVille's two sets of verbs – one located within the School building in exercise and test modes; the second is to be found within LinguaVille's Library. Key Processes of being able to notice, identify and describe contexts enable students to develop the ability identifying language usage. By using LinguaVille's Travel Centre phrases a student is able to process and identify who they are in their subsequent language.

Understanding

Systems of language

4.12 Practise the pronunciation of vowel sounds, letter combinations and intonation patterns and recognise and write high-frequency words and expressions in familiar contexts.

From Class I pronunciation of letters and throughout LinguaVille, all words and letters are accompanied by sound – key processes of alphabetic recognition (language dependency), discriminating between sounds (a, à and á to name but a few) along with the recognition of words develop key concepts of pronunciation, accent, spelling and writing skills.

13. *Notice and use elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts*

LinguaVille's modules process and develop the ability to recognise, name and identify words. From simple verb pronouns to sentence construction these are learned and tested throughout LinguaVille's modules located within the School Building. Words are identified as male and female within our Library building's dictionaries. Concepts of sentence, gender and numbers are learned progressively and constantly throughout the Levels of learning established within LinguaVille.

14. *Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, comparing with similar texts in English.*

A student is taught how to notice what is written, to compare against other texts or audio and to decide both the mode and medium key concepts. The student can then respond in both audio and text formats through LinguaVille's School Building and Playground games. Multimodal techniques are encountered by the student in exercise and test modes, levels of learning, the modules themselves and the progressive learning within LinguaVille.

Language variation and change

4.15 Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning.

All of LinguaVille's audio work has been recorded by native artists to ensure variation, register and tenor of the spoken word are observed. The student is allowed to observe the differences in register and variation in each recording they come across, and can then repeat that exercise themselves in both exercises and test modes.

16. *Understand that languages change over time through being influenced by each other and that French has influenced many languages including English.*

LinguaVille's Multi-directional dictionaries can show a student the development and similarity of words between languages, and can show the localisation of a same word. In Phase II our phonetics will demonstrate this further but the student is able to use the dictionaries to identify the chosen word, and see its differences from similar languages. The Dictionaries can also show English to Australian and be able to demonstrate in both text and aural formats the pronunciation and spelling of the word.

17. *Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages.*

LinguaVille identifies the connection between French and other languages available within LinguaVille through its Library portal. A student can participate in language lessons using the Dictionary to collect such data, map it and subsequently identify and group it. Using these words as part of communicative skills through Phrases located within our Travel Centre and develop communication through our Phase II Homework Buddies.

Role of language and culture

4.18 Notice differences between French, Australian and other cultures' practices and how these are reflected in language.

Translations (and subsequent recordings) used within LinguaVille are from mother-tongue speakers who translate – bearing in mind their culture and the language. Therefore the process of identifying, describing or discussing a culture is a fundamental prerequisite of translations. Concepts of culture, practice and beliefs can be identified through translations – and subsequently through exercise and test modes.

Year 6

Communicating

Socialising

6.1 Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy.

LinguaVille's School Modules provide statements using key processes such as expressing, comparing and socialising. The modules concepts deal with communication between individuals, peers, and groups expressing interests and exchanges. The Travel Centre puts its phrases into conversational text to bring exercises into real life scenarios.

3. Use questions, statements and responses to participate in tasks and learning activities, to indicate understanding and to monitor and evaluate learning.

LinguaVille's School Building contains modules in 3 levels of learning; and along with the Playground's Word Search, all questions specifically relate to using questions, statements and/or requiring responses. Key Processes of Discussing, Planning, Monitoring and Reflecting are carried out throughout LinguaVille's modules in both exercise and test modes. Students are taught words according to their level of learning and we deal with such concepts as being mindful of text, learning vocabulary, processing information and revealing outcomes.

6.3 Use action-oriented language to participate in tasks such as organising displays, developing projects or budgeting for events.

From menus to purchasing an item at a post office (for example), various role scenarios are in-situ within LinguaVille's Modules to tackle processes of planning, organising and budgeting. The role play within LinguaVille's Travel Centre phrases deal with task, collaboration and budgets – increasing a student's vocabulary and understanding of these processes.

Informing

6.4 Gather and compare information from a range of sources relating to social and cultural worlds.

Key processes of researching, reading, listening, collating and evaluating are all part of the LinguaVille Methodology. Concepts such as environment, communication and social behaviours are learned at an early stage and progressively updated throughout LinguaVille's Modules – learning such things as ways to speak to people, introducing yourself, etc.

4. Convey information in different formats to suit specific audiences and contexts.

Various exercises throughout LinguaVille's modules and levels located in LinguaVille's School Building deal specifically with organising, comparing and selecting. These key processes are fundamental. Concepts such as content, audience and purpose are dealt within these scenarios, for example, creating a gift wish-list to show your family for an up and coming birthday.

Creating

6.6 Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings.

LinguaVille's Text Adventure Module is our main 'storyboard' where we deal with such concepts as plot, characters, imagination and feelings. Processes of interpreting, expressing and comparing are dealt though not just within this module but throughout LinguaVille's questions and answers. It is part of LinguaVille's Methodology to set a scene to enable a better understanding of the environment of any storyboard.

6. Present, re-interpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts.

Phase II of LinguaVille will bring on-board our Find the Text and Synonyms Modules, where a student can define genre, change a plot and define a character. These modules will develop and enhance a student's process to imagine, create and interpret a situation. Currently, Phrase I exercises within the School Building enable a student to select a correct scene, plot or character (etc) within an exercise or test environment.

Translating

6.8 Translate single words and simple phrases in English and French, noticing which have direct equivalents, are shared by both languages or are impossible to translate.

Translating, Comparing and Interpreting are key processes throughout a range of activities within LinguaVille. The School Building has Dictation Modules, and our Travel Centre contains specific aural and translation exercises to enable students to develop bilingualism. The Library contains our multi-lingual, multi-directional dictionaries for both Junior and (more) Advanced students, where concepts of meanings, translation and word borrowing are also provided within our Main Dictionary.

8. *Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks.*

With the Introduction of LinguaVille's Homework Buddies in Phase II, LinguaVille will be able to get students to create, in their own words, text stories and adventures in response to identifying and classifying a story or scene. Key Processes and Concepts are created and developed naturally through a range of easy to use Modules that are coming online soon.

Reflecting

6.10 Compare ways of communicating in Australian and French-speaking contexts, identifying ways that culture influences language use.

The Travel Centre's Aural and Translation Modules provide ways of comparing communication in *English and/to French speaking contexts. Students are able to accept and learn differences in languages and culture, through key processes, i.e. reflecting, describing and noticing.

10. *Identify aspects of own language use and identity, for example by creating personal or group profiles or portfolios.*

LinguaVille's Primary Aim is that of bilingualism. Through various modules throughout LinguaVille, the student is tasked to carry out activities in Home language, Target language and a Mix of Languages in various ways. This is then extended through exercise and test modes, and the mix of languages encourages true bilingualism. LinguaVille's text adaption feature, either direct or through the Authoring System, enables teachers to create community-based activities to identify community & develop bilingualism through a range of modules.

Understanding

Systems of language

6.12 Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts.

All LinguaVille's Modules are based on LinguaVille's Primary learning methodology; Read, Write, Listen and Speak. All Modules are tested in the target language or mixed language exercises and tests to promote bilingualism, feature a range of texts and contexts, and our audio tools allow the user to recognise and replicate intonation, pronunciation, rhythm, stresses and other patterns of speech.

11. *Combine knowledge of grammatical elements such as tenses with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations. [Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building].*

The School Building's Modules contain a range of vocabulary extension and development methods, and along with LinguaVille's Library of Dictionaries and verbs we are able to natural develop grammatical rules, patterns and exception in real life scenarios. Key Processes for classifying, discriminating and vocabulary building should be learned through the development of lessons, exercises and activities provided within LinguaVille's School Building, Travel Centre and our educational games found within our Playground.

12. *Understand how different French texts use language in ways which create different effects and suit different audiences.*

Within LinguaVille's School Building's modules, are a range of activities that develop knowledge of genres, structure of sentences, developing a story for the audience, sequencing – and then processes of comparing, noticing and explaining are applied to that development.

Language variation and change

6.15 Understand that language is used differently in different contexts and situations.

LinguaVille teaches through real-life scenarios in the Travel Centre, and through a range of exercises in different modules (through scene-based lessons) language, identity, culture and context. The student is taught to observe, compare, analyse and provide answers – thereby explaining. Processes and Concepts are continually addressed within LinguaVille in line with the latest National Curricula, and are changed and replaced to keep up with current trends when necessary.

6.16 Understand that the French language constantly changes due to contact with other languages and to the impact of new technologies and knowledges.

From faxes to modems, dics to DVDs and blue-rays, LinguaVille replaces its text to keep up with current digital media, developing a new language base, whilst observing the differences and keeping older, historical records for identification and classification. From Le Computeur to L'Ordinateur, we see the development from 'Franglais' to new words created in language revisions – implemented within our texts.

14. *Understand that there are different forms of spoken and written French used in different contexts within France and other regions of the world.*

LinguaVille currently has French as spoken in France. We are developing a 'Quebecois' French version.

Role of language and culture

6.18 Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and how these may be differently interpreted by others.

This is not within LinguaVille at this stage – but is coming online soon with our next phase of development in Phrases, where students will be shown words, development of words, and a history of specific words from origination to present day usage.

Year 8

Communicating

Socialising

8.1 Participate in an increasing range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating.

Throughout a student's time within the School Building at LinguaVille, as a student progresses through the exercises, they will go through the levels, ever-increasing their ability to understand, respond and express answers to reflect the level of the exercise within the module and level. Students are taught to communicate in a range of ways in LinguaVille's School and Travel Centre, including apologising, excusing, asking for help, assisting others, expressing gratitude, revealing opinions and recounting experiences.

Use more extended classroom interaction patterns such as open questions and expanded responses to offer opinions, justify, explain or respond.

Through LinguaVille's Authoring System teachers can create bespoke exercises that specifically address any targeted area within the National Curriculum. However, our Modules already cater for such concepts as exploratory talk, discussion and exchange and involve processes such as eliciting information, prompting replies and encouraging responses as key features within the design of our modules.

5. Engage in tasks and activities which involve negotiation and problem-solving, such as online product research, creating menus or presentations for specific audiences and occasions.

LinguaVille's modules in both the School Building and Travel Centre provide such exercises to develop a student's negotiation and problem-solving skills, and not just to set a scene, but to elicit a correct response from the student. Through oral and text exercises, students are taught to negotiate, consider, reflect and evaluate prior to providing an answer, and the School's Authoring System enables even further development of these skills.

Informing

8.4 Access, summarise and evaluate information from different sources.

Our School Building Modules within LinguaVille encourage the student to develop their abilities to access, summarise, evaluate from a range of sources. Concepts such as value, generation and culture are addressed over a period of time across a range of exercises. Students are able to research their exercises, develop responses, compare understanding, evaluate and reflect prior to providing a suitable answer to a task.

7. Organise and present information from different print and digital sources to present perspectives on issues or to invite action or debate.

Word Order Modules specifically address organising an aster into a correct response and placing items into an order of sorts, depending upon the command or request within the question statement. A student learns key concepts such as differing perspectives and opinions in a debate and develops an understanding and ability to manage the information within the question and answer areas, to develop a response, and thereby can engage a further discussion. Engaging into conversation can be done through LinguaVille's Travel Centre, but when our Homework Buddies comes along, we are developing further conversational based exercises designed to do tier-answers and responses, which may lead to action or debate.

Creating

8.6 Respond to a range of traditional and contemporary texts, considering how themes and perspectives change over time and context.

This is done throughout LinguaVille's exercises based in our levels and modules of understanding, which include a range of texts from different contexts. LinguaVille's core exercises encourage students to develop processes like comparing, considering and contextualising responses, both aural and text based.

9. Create simple songs, plays or stories involving imagined contexts and characters, creating moods and effects for different audiences.

In Phase II of LinguaVille, through our Homework Buddies Section, we will be providing a range of image-based exercises to enable a student to create story contexts, in which a student can develop characters, settings and other features of creative writing. Developing concepts of mood, drama, effect and its presentation to an audience, LinguaVille's new modules will be on line shortly, though the Authoring Sytem currently allows teachers to set tasks such as creating or analysing songs, poems or stories in different languages.

Translating

8.8 Translate and interpret texts, noticing when there is no direct translation and how language reflects elements of culture.

The Travel Centre's Translation module is an excellent resource for developing translating, interpreting and mediating skills. Students develop the understanding of texts with no direct translation over and understanding of the scene before them, be it in aural or text modes.

8.9 Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions which carry specific cultural meaning in either language. [Key concepts: language, culture, meaning; Key processes: selecting, identifying, explaining, comparing]

In Phase II of LinguaVille we are developing a Homework section where we show words learned in any exercise undertaken within Linguaville. In Word Order and other modules we develop menus and with our on-coming Caption Drawing in Phase II we will be able to create live stories. We do not cater for brochures as that would be a classroom activity. Our exercises and modules revolve around culture, language and its meaning and these activities develop the ability to select, identify, explain (why) and compare cultural differences.

Reflecting

11. Reflect on differences between French and Australian cultural practices and on the impact of these on communication.

Through our exercises immersing ourselves within the target languages culture we are able to develop value for, perspective of and respect for cultural differences. We develop key processes of reflecting (upon), analysing and comparing of such differences.

12. Share reflections on the experience of responding to different ways of communicating when using French.

Some of our exercises within our Modules are based upon virtual 'school trips' to France. The exercises are based to develop cultural interaction and understanding, recording, reflecting (and analysing) differences in cued responses. Through our Homework Buddies (Phase II) and other modules currently being developed, we hope to address the ability to show our reflections in freehand essays.

Understanding

Systems of language

8.12 Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, noticing how they combine to make or to change meaning.

LinguaVille uses native-tongue speakers to provide correct pronunciation, grammar and spelling of words. Intonation and patterns of spoken expression are progressively learned throughout LinguaVille where a student listens, reads, identifies and can describe or answer a response.

13. Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities.

Verbs are addressed in two main areas of LinguaVille: within the School Building (all levels, verb modules) and within the Library (verbs in all their popular forms available in our Main Dictionary), plus reflexive verbs which are taught within scenarios. As text, context and modalities are learned; key processes of analysing, categorising and distinguishing are developed.

15. Apply understanding of text structure and organisation to interpret and create texts for specific purposes.

Language exercises within our Travel Centre's Phrases module enable students to build and develop texts in question, answer or statement form into an appropriate response. A student can select texts, experiment with answers, reflect on selection, and compare selections prior to building a suitable text structure.

Language variation and change

8.15 Observe how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation.

Descriptions of such communicative elements within text are covered in various modules and levels and play a key part in setting scene scenarios. By naturally reading and observing the textual scene an understanding of gestures is evolved, and our Homework Buddies development will allow for discussion of these kinds of elements of communication and the contexts in which they are used.

15. Reflect on changes in own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted.

This is a Classroom activity.

17. *Investigate the nature and extent of French language use in both Australian and global contexts.*

This is a Classroom activity.

Role of language and culture

8.18 Reflect on the cultural dimension of learning and using French. [Key concepts: cultural expression, representation, difference, diversity; Key processes: reflecting, comparing, analysing]

Whilst this is a Classroom activity, LinguaVille's modules in the School Building and Travel Centre present various scenarios to aid in addressing this kind of reflection. We teach about diversity, differences and cultural expression and we ensure key processes of reflecting, comparing and analysing are developed the students as they each go through our questions within our modules.

Year 10

Communicating

Socialising

4. Socialise and exchange views on local and global issues.

LinguaVille's questions educate, suggest and reveal environmental issues in today's living environs through a range of modules. With LinguaVille's Home Buddies development coming online shortly students will be able to communicate with other students in a safe arena, to interact, respond, explain and compare environmental issues (all Students are approved, monitored and checked by teachers).

6. Develop more elaborated classroom language to discuss learning tasks, monitor performance and reflect on French language and culture learning.

LinguaVille's upcoming Homework Buddies feature will involve discussing, commenting & interacting processes as a regular part of language development. Words are introduced, and can be explained, discussed and reflected upon as students submit work either to other students or teachers, as an advanced mode of communication and discussion. Teachers can always see how the student's deal with any set task, can rate their outcome & performance and also assess the student's ability to communicate.

10.3 Participate in collaborative projects that make connections between French language and culture and other curriculum areas.

Through LinguaVille's modules located in the School Building – and the up and coming Community Centre (Homework Buddies)- the teacher can create diverse French language and culture exercises to stimulate the student's activities through their Authoring System. Students can be advised of, and instructed to carry out task planning, resourcing and cross referencing, or do any collaborative tasks – its down to both the teacher's and students' imagination just how far these modules can go!

Informing

10.4 Access and analyse information from different sources, identifying how culture and context influence presentation.

Concepts of dealing with information, representation and modality, and the option to include texts from a variety of sources, are in the mixing pot of activities that can be performed through

LinguaVille's Authoring System – along with LinguaVille's comprehensive pre-set questions. LinguaVille's aim is to enable concepts such as selecting, evaluating, interpreting and analysing be part of natural bilingualism.

8. *Convey information on selected topics using different modes of presentation to suit different audiences.*

Much of LinguaVille's database material is split into topics of interest – from our Beginners Level through to our Travel Centre's categories – which are all designed to enable you to customise any lesson, or use our extensive database to aid classroom activities. Our module's methods of presentation are vast and varied, and include using images, sounds, pictures, games, words, phrases and passages of text, and each module is presented in a variety of ways to engage different audiences.

Creating

10.6 Responding to a range of traditional and contemporary texts, comparing themes and language style.

LinguaVille's Authoring System enables the teacher to design and set lessons on specific texts, themes and language styles. Characterisation, imagination and humour can be applied to these bespoke lessons allowing the student to compare and respond accordingly.

10.7 Create imaginative texts to entertain, convey ideas and express emotions.

The flexibility of LinguaVille's Authoring System enables teachers to design imaginative lessons that can assist the development of creativity, expression, empathy and humour. It is important that a student develops creating, performing, entertaining and reflecting key processes as part of bilingualism development.

Translating

10.8 Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another.

LinguaVille's multi-lingual, multi-directional main dictionary of 20,000 words enables an accurate translation of semantics, plus where a word may have one or more meanings, these are explained within the Library to ensure the translation reflects critical and cultural meanings.

Throughout LinguaVille's School Building are examples of cultural readings, but these are generic. However, LinguaVille's Authoring System allows the interpretation of culture and its meaning when the teacher sets specific lessons to suit the critical and cultural reading being discussed within class. LinguaVille has a number of modules that require translation, interpretation and meaning concepts to be understood, developed and implemented.

10. *Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts.*

As lessons progress within LinguaVille we store the Student's answers, vocabulary and marks. This is used for Homework – and will be coming online very shortly within our Library. With the development of the 'story lines' of Caption Drawing (coming soon in Phase II), the emphasis will be on bilingualism, interpretation and the ability to explain a given situation from pictures to text – whilst keeping it culturally accurate.

Reflecting

10.10 Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making.

At all times within LinguaVille our sound files are recorded by native speakers, and our audio exercises enforce the intercultural communication required. Within Homework Buddies we will set challenges to develop frames, standpoints, reciprocity and reflection of meanings. We will enable students to develop the ability to express, discuss, debate, notice and adjust their thoughts and understandings.

10.11 Reflect on personal cultural identity, how it is both shaped by and influences ways of communicating and thinking.

As we build our story boards in Caption Drawing students are taught to identify, influence culture and communication and shape their discussions within the storyline. Students will develop their observation, reflection and explanation techniques as they develop their range of vocabulary and tenses.

Understanding

Systems of language

10.12 Recognise the regularities and irregularities of spoken French, using pronunciation, rhythm and stress in increasingly complex language.

By using native speakers in our pre-set questions recordings students are taught the correct intonation and pitch of words. Our verbs section is but one way of illustrating regularities and irregularities of both spoken and written French. Students are taught to recognise, discriminate, imitate and produce correct words both aural and written by our key processes – Read, Write, Listen & Speak.

10.13 Extend grammatical knowledge, including the forms and functions of additional tenses, verb moods and modality.

Verbs are addressed in question format within the School Building and as a resource within our Library at LinguaVille. Throughout LinguaVille's modules are questions are set into story lines or live events to place words into context. Tense, mood and modality are displayed within the story lines and a student analyses, classifies, applies and is sometimes required to explain answers. These key processes are again repeatedly called upon throughout LinguaVille, as absorption of text within a scenario increases language awareness.

10.14 Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements.

LinguaVille's modules involve Read, Write, Listen and Speak criteria. Students develop their ability to analyse, compose and explain as they progress through the module in various levels. Concepts of register, tenor and cohesion are learned through listening to and reading from the exercises spoken and written by native-tongue speakers.

Language variation and change

10.15 Recognise that French is used in varying ways to achieve different purposes.

LinguaVille's exercises in a range of modules express language modes, register and context. Students develop their abilities to notice, compare, analyse and explain both text and speech.

12. Examine the nature of language change in response to changing cultural conditions.

Whilst this is more a Classroom discussion, it is following that discussion that a teacher can create bespoke exercises for students to undertake. Our exercises help a student reflect, analyse, compare and explain, where necessary, given scenarios, questions and storylines, which can relate to changes in cultural conditions if needed.

13. Understand the symbolic nature of language in local and global contexts.

LinguaVille covers global events within story lines, but additional topical events can be discussed within LinguaVille's Authoring System to address local and global power, politics, symbolism and culture. Our Authoring System enables students to explore issues, identify, analyse and compare contexts in the most flexible and adaptable way.

Role of language and culture

10.18 Explore the dynamic nature of the relationship between language, culture and communication and how this impacts on attitudes and beliefs.

From media to technology LinguaVille incorporates questions that cover this relationship, but LinguaVille's unique Authoring System also allows a teacher to create specific ways to explore this dynamic for an individual, a class, some classes, a year or an entire school, creating lessons to address culture, meaning and change to enable a student to reflect, analyse and compare questions laid out by that teacher.