



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

French

educators feedback



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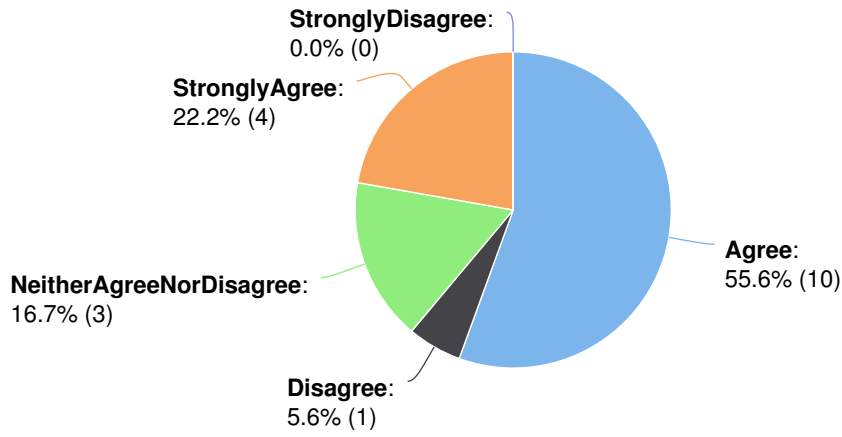
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Number of respondents

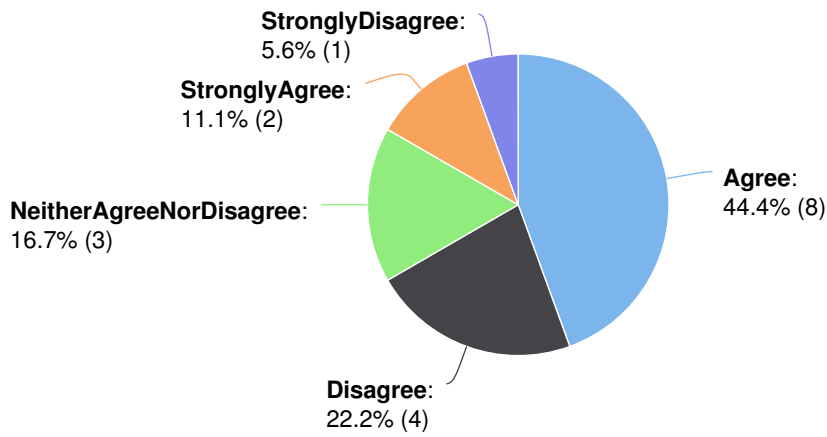
Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	4
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	0
Teachers	14
University Lecturers	0
Vocational Education Training Lecturers	0

Statistics

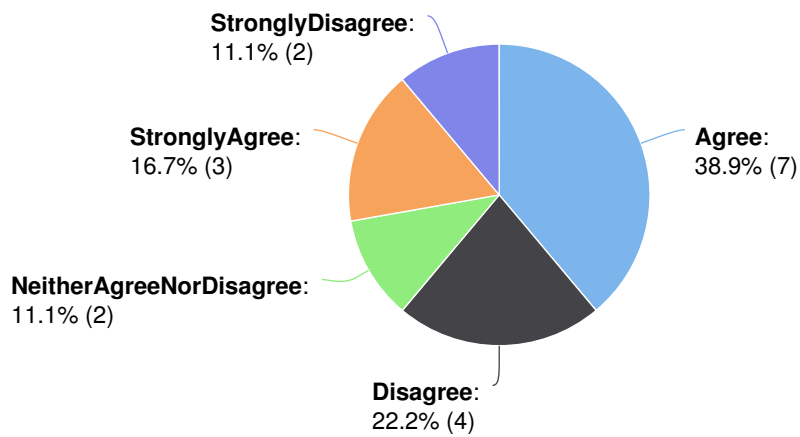
Focused on the learner



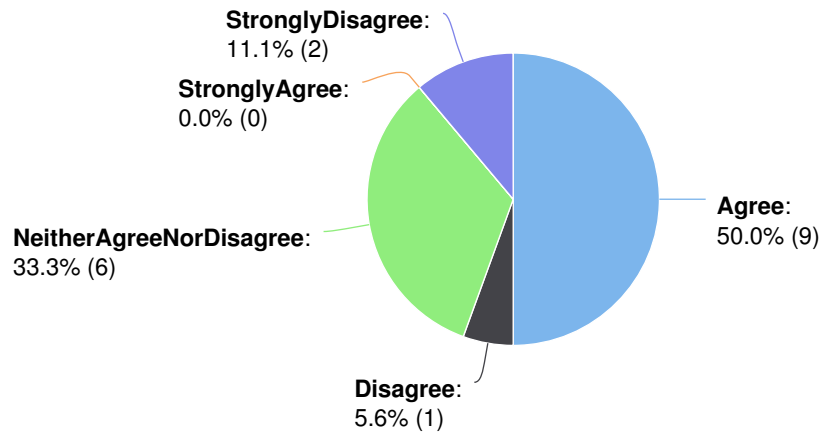
Comprehensive



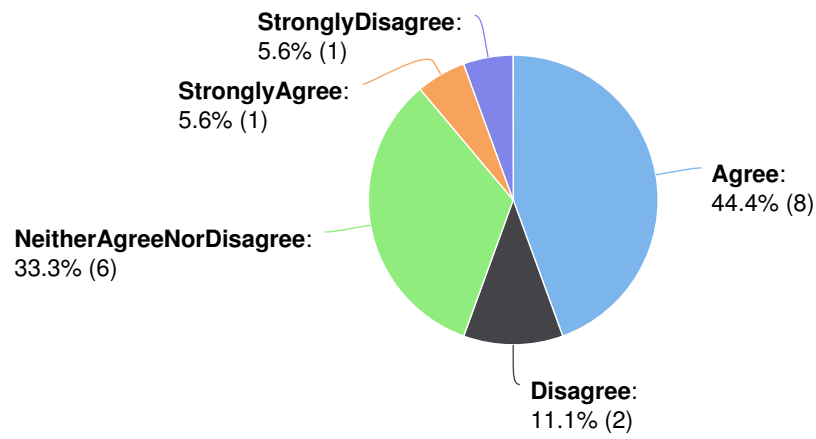
Clear



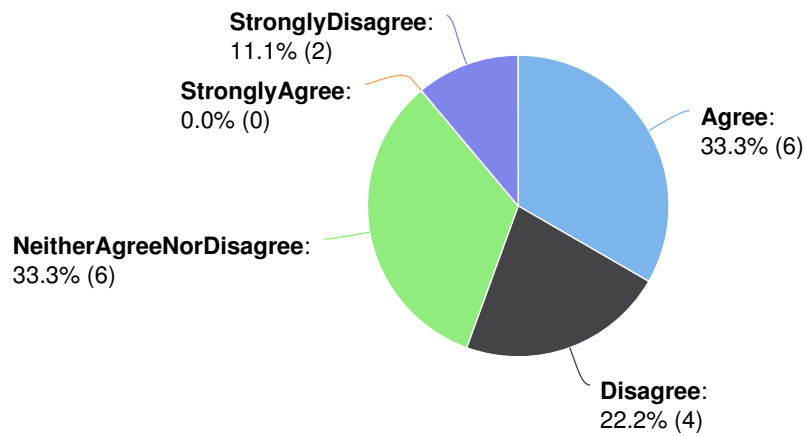
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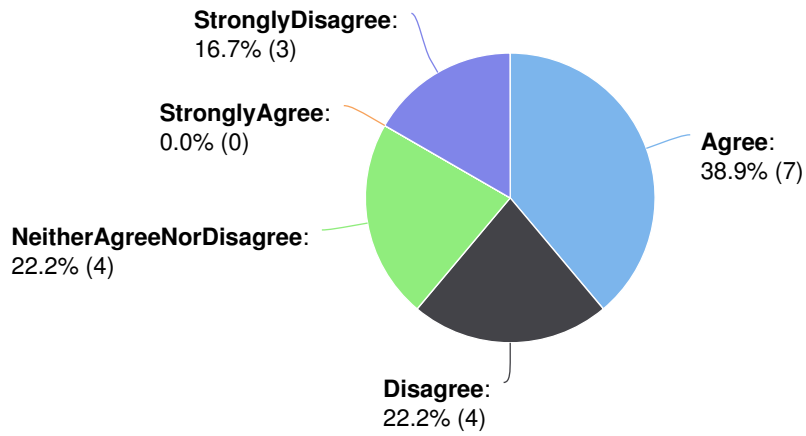
Good for providing direction for learning activities



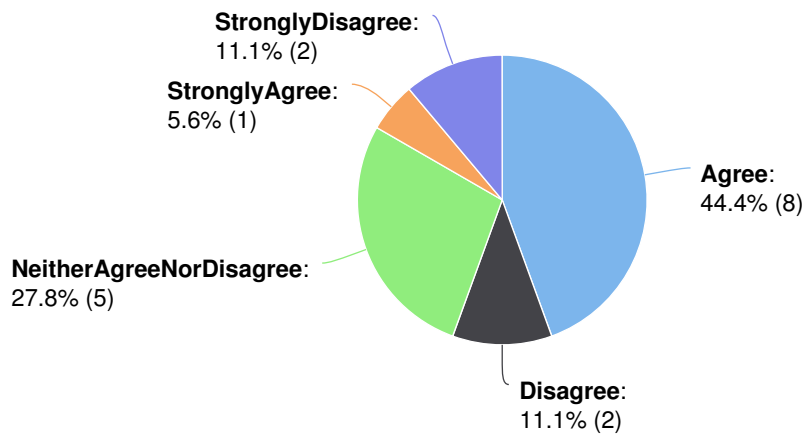
Good guidelines for teaching and assessment



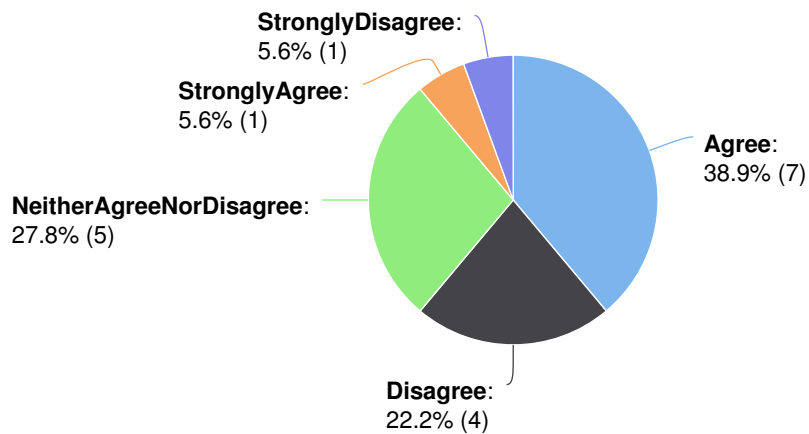
Measurable



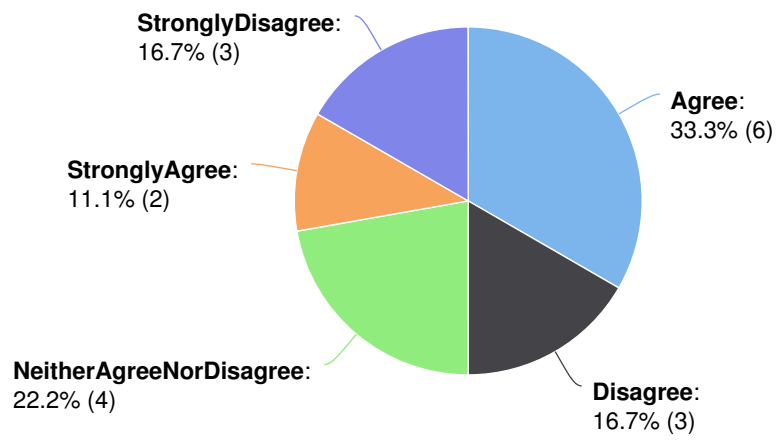
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#18

head_of_department french secondary church_school

General comments or concerns about the subject:

For Level 7, there are too much learning outcomes. I think that they should be reduced or else the teacher will have to strive against time to cover all of them. It won't help considering the mixed-ability students.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Subject Focus : Describing Others - I think that I would omit the comparative since is a bit challenging for this level.

Subject Focus : Out and About - I would leave this theme for a higher level so that the students will be a little more mature to tackle and process these concepts.

Subject Focus : Food and drink - In my opinion, the grammatical points of the partitive article and the negative are too demanding for a beginner.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

No since the corpus of all these learning outcomes is already corpulent enough. Otherwise, it wd be overloaded and too exhausting both for the teacher and for the student.

#38

head_of_department french secondary church_school

General comments or concerns about the subject:

The content of the Learning outcomes is very detailed and precise.

However, as in level 7, we are expecting too much both from the teacher and from the students. I think that we should reduce some of the learning outcomes from certain subject focus.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Subject Focus : Opinions

I would take out the Direct Object Pronouns since this grammatical point is too difficult for this level.

Subject Focus: Home and Home Area

The students are still not mature enough at this level to tackle the Perfect and the Imperfect Tense in the same year

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

No it s already too crammed

#41

teacher french secondary church_school

General comments or concerns about the subject:

In my opinion the amount of topics proposed is definitely too vast and overwhelming for 11 year-olds (Level 7). One must bear in mind that French is not only a new subject but a new language as well. The content has to be reduced and simplified. The content includes too many irregular verbs and also reflexive verbs as well as l'article contracte and the COD I would leave these for Level 8.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

CALENDER:Numbers have to be reduced to 60;Futur Proche needs the verb Aller so I would not introduce it in Level 7 but in 8; DESCRIBING OTHERS:I think it's too early to express comparisons in a foreign language & students will find autant/aussi confusing; SCHOOL:It is too early to use les prepositions contractes & describing a subject is also too difficult at a beginner's level, I would limit it to aimer/detester; OPINIONS:I would avoid 'Qu'est-ce que tu penses de ...' At this age and level the students will not have enough knowledge of the language to express opinion; HOME:describing in detail a house and its surroundings is too difficult, and so are directions, too much detail is being asked; LEISURE TIME: this requires the use of jouer a ;/faire de which is overwhelming to cope with for an adolescent at a beginner's level. HOLIDAYS: some verbs mentioned are irregular & reflexive.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#44

head_of_department french secondary church_school

General comments or concerns about the subject:

The topics introduced at Level 9 should address the reality that of a 13-year old youngster. Thus, the Subject Focus: Technology is very appealing to them but on the contrary, the future career introduced in the Subject Focus: Greetings/Introductions may be a little bit challenging at this age since it requires more maturity and reflection.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Subject Focus: Greetings/Introductions

I would leave the Conditional and the Future Simple for Level 10 since the students can compare this two tenses whilst talking about their future career – a topic that should be dealt with when they are rather mature.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

There are already enough interesting learning outcomes.

#45

head_of_department None secondary church_school

General comments or concerns about the subject:

The Learning outcomes at this stage are much more reasonable and practical even though I would leave a few from the subject focus of technology.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Subject Focus: Out and About

The last learning outcome of this subject focus goes beyond the ability of a Form 4 student. It would be doubtlessly quite challenging for a high-flyer to write a text discussing the use of social media using discursive language and the language of argument/ negotiation, using language like, 'Les medias sociaux'; 'Ce qui/ ce que', e.g. 'Ce qui est dangereux chez les médias sociaux, c'est ...', let alone for a weak Form 4 student.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Subject Focus : Technology

The fact that a student will be able to acquaint himself with current language used in text messaging is very positive and practical. However what I find The fact that a student will be able to acquaint himself with current language used in text messaging is very positive. However, what I find a bit far-fetched for a student at Level 10 is the ability to draw conclusions on moral implications and ethical values of a person browsing the net.

#66

teacher french secondary state_school

General comments or concerns about the subject:

There is nothing wrong with these LOF but the general misconception is that the the more changes we implement the better will be the results.This is not the case.

Teachers have always been at the forefront for change and we are not against reforms but many teachers are highly stressed at the frenetic rate at which reforms are constantly taking place without leaving any personal space for the teacher to adapt according to his/her classes.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

No these Learning outcomes are praiseworthy but I must emphasise once again that they are not suitable for all students.

Some students will manage to grasp only a few of these while others will sail through them effortlessly.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I would include more ambitious proposals for highly motivated students as I have always done in all my years of teaching.

If only teachers were trusted as professionals to do their job without so many restraints from above ,educational results in Malta would be much better.

Teachers should be allowed to use any method which has been tried and tested and yielded good results.

Teachers' autonomy is always being eroded-teachers feel less job satisfaction-the whole system suffers.When the authorities proudly proclaim that teachers have been consulted this should not mean a couple of questionnaires here and there.This should mean that teachers who have been doing an excellent job for years should be left to carry on with their mission in peace.

#84

teacher french secondary state_school

General comments or concerns about the subject:

I think that for these learning outcomes the present textbook has to be changed. At the moment we are using Oh La La. I don't feel that this textbook will cater for this framework.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

i think that assessment has to be changed to cater for this framework. After the secondary school five year Programme students should be given certification according to which level they have reached. The matsec exam format has to change to accommodate this,

#139

teacher french secondary church_school

General comments or concerns about the subject:

I think that this is the first draft copy of what would be a learner's outcome framework. There should be more information given which should be clear and comprehensive to all teachers irrespective of their school. More information should be given on methods of assessment and topics to be covered. Moreover, I am also a teacher of Italian apart from French and there is no information on this framework as regards Italian.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Some learning outcomes are too complex to be covered in level 7 in a foreign language while others are left out. I believe that the foreign languages need to be set on the same lines and measures. All languages taught as a second language need to follow the same programme so that there wouldn't be any discrepancies in exams. Grammatical elements like the conditional and the vocabulary on the human body should be included at a later stage.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

teacher french secondary church_school

General comments or concerns about the subject:

I think that the outcomes are very unclear with no particular details whatsoever.

I would also like to ask about assessment. What format will the assessment have? And when will they be assessed? At the end of year? end of semester? or end of level?

Also, certain topics are very difficult for level 7.

As a teacher in a church school, I believe that these should only be guidelines and should not be imposed on church schools.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

teacher french secondary church_school

General comments or concerns about the subject:

First off all, according to the website, levels 7 and 8 are to be spread over Forms 1 - 4, while levels 9 and 10 are to be squashed into Form 5. Why?

There could be students of different levels in the same class. Are teachers expected to cater for all of them at once, or will students be following settings in all subjects?

Some of the subject topics overlap, for ex : healthy living and food and drink; family, pets, friends and describing others. They could be put together to make things simpler.

Will a specific book be recommended or will schools be free to choose their own textbooks? How flexible is the system going to be? The symbols used are not clear. The learning outcomes are not clear on when certain content should be introduced. Is this intentional so as to give more autonomy to the teacher?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

teacher french secondary church_school

General comments or concerns about the subject:

Outcomes are very detailed. The focus on students' effective learning, ict, presentation & group work is very positive. However it's not clear when exactly to introduce certain grammar points whereas other grammar points (adj demonstratifs, present progressif, plus-que-parfait...) are not mentioned at all. Level 7:Calendar-concept of impersonnel verbs used for weather is bit advanced for level 7 students.Weather description should be left for level 8.Family ...-strongly disagree with introduction of relative pronouns.Should be introduced in level 8. Describing others-strongly disagree with comparisons in level 7; should be done in level 8. Healthy living-think it's already enough if a level 7 student masters Present, Imperative & Futur Proche. Passe Recent should be done in level 8, accompanied by a revision of Futur Proche & in conjunction with Present Progressif. Food & drink-strongly don't agree with the negatives ne ... jamais/rien. These should be done in level 8 together with negatives like ne ... plus/pas encore/personne.Only ne ... pas should be mastered by a level 7 student.Don't agree with using Conditionnel je souhaiterais.To know je voudrais is enough. School + Food & Drink-Use of inversion in questions should be introduced in level 8.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Continuation of my concerns ... Levels 8 & 9: If at the end of level 9 students are going to sit for a sort of synoptic exam (sec style) I think that level 9 should focus mostly on consolidation.Outcomes of level 9 however include new topics and new grammatical concepts like COI.This topic should be done soon after doing COD in level 8.

Fact of having detailed outcomes can be helpful but at same time learning-teaching process becomes a bit rigid ie. teacher is less flexible to teach a specific topic during a continuum of 5 years.

Another concern is the assessment of these outcomes.How will these outcomes be assessed?

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#392

teacher french secondary state_school

General comments or concerns about the subject:

I focused my reading on Level 7. The suggested outcomes were at times rather ambitious. Example: teaching numbers up to 1000 in level 7. There are far too many targets to teach in one outcome. Some outcomes are not very specific. Example: Healthy living outcome no 4. The outcome indicated gives suggestions as to the vocabulary to teach but there is nothing specific. This could be problematic to the teacher. How far can the teacher delve into the topic?

Some outcomes are rather superfluous as in section School. No 3

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Level 7

Simplify learning outcome 3 in Greetings.
Home and home area: Simplify No 3.

Qualify 'points of interest' in my home. The statement is too vague.
Eliminate no 4 in Healthy Living.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I would rather simplify the outcomes and make them more specific. There are far too many objectives thus the teacher will find it hard to make a proper formative assessment of the learner. I discovered some overlapped outcomes too such as in Food and a drink Number 6 and 7.

#400

teacher french secondary church_school

General comments or concerns about the subject:

Culture and communication

Having studied intercultural communication and competence skills (as part of my research dissertation) I find that the learning outcomes are more student centered and appreciate the immediate environment of our students. Given that we teach a Foreign language we need to create a sense of belonging towards the subjects which unfortunately I don't find it present nowadays. It is healthy that students compare cultural diversities and relate.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

"I can say what I, my family, friends and pets are like physically and in character using adjectives of height, size, hair and eye colour, character" I would maybe add using photographs to compliment learning

I would also add where possible, 'learning through technology' given that nowadays students are skilled using Internet and computer games etc...

ex:

I am able to create a recipe/menu online
I can describe my classroom using the interactive whiteboard

#403

teacher french secondary church_school

General comments or concerns about the subject:

'I can recognise French 'text speak' or text messaging abbreviations like, 'qqchse, qqf, keske C? mr6, bjr', showing that I can communicate by using digital devices' Given our present society I believe these would be an interest for the students.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#462

teacher french secondary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

In level 7, there are too many topics and grammar to cover since in our school we have 3 lessons of French in form 1 and 2 and not 4 (as they have in state schools). Some topics are difficult to be covered in level 7 (ex: the comparison).

Moreover, the syllabus should be in French and the grammar points must be stated clearly. It must state for example which tense should be covered. A good method will be of great help for us teachers. I believe that this is a must. A method should be created before this syllabus is introduced in schools. If not, teachers will do what they actually want and some might stick to the program and other might not.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I would not include. There is already too much in level 7.

#463

teacher french secondary church_school

General comments or concerns about the subject:

Some topics in level 7 should pass on to level 8. If not, some students won't be able to understand the concept of certain topics in depth and thus feel discouraged at the end of the year.

Moreover, the syllabus should be in French and the grammar points must be stated clearly. It must state for example which tense should be covered. A good method will be of great help for us teachers. I believe that this is a must. A method should be created before this syllabus is introduced in schools. If not, teachers will do what they actually want and some might stick to the program and other might not. Since the same topics are covered each year, there might be a lot of repetition and students might get bored. However, this might help the weak ones to understand the topics well.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

The relative pronouns are difficult at this stage

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#464

teacher french secondary church_school

General comments or concerns about the subject:

Moreover, the syllabus should be in French and the grammar points must be stated clearly. It must state for example which tense should be covered. A good method will be of great help for us teachers. I believe that this is a must. A method should be created before this syllabus is introduced in schools. If not, teachers will do what they actually want and some might stick to the program and other might not. Since the same topics are covered each year, there might be a lot of repetition and students might get bored. However, this might help the weak ones to understand the topics well.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#512

teacher french secondary

General comments or concerns about the subject:

Training the teachers as to how to implement the Learning Outcome approach would be much appreciated.

It's a new approach and lacks convincing. Just to mention one aspect - lack of books. So far, I have always delivered the subject via 'une methode' supported by graded course books, workbooks and other material that helped the learner feel comfortable, identifying himself/herself with the characters. Subjects proposed now are appropriate but are somewhat disjointed, from what I understand, there is no flow, topics have to be treated independently from one another.

Another thing that is worrying - who is going to show the teacher (of French in this case) how to manage all levels successfully in the same class? Reading about coping with all 4 levels within the same group sounds complications-free but is it really? I need training as to how to go about it.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.
