Australian Government

Department of Education, Employment and Workplace Relations

Teaching and Learning Languages: A Guide

Practice example

Student responses to a task

Research Centre for
**Languages
and Cultures**

UniSA

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Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs

The collection of programs includes primary, middle and senior secondary long and short-term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the Guide.

A selection of teachers' work

This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing, and evaluating what they teach, how they teach and who they teach.

About the examples

- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.

- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, classroom teaching, learning and assessment practices that you can use in your own context.

- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.

- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

Example	Student work samples
Language	Chinese
Level	Senior secondary
Teacher	Marnie Foster (SA)
	The following is an example of a student response in Chinese to a task designed to allow students to demonstrate their understanding of what it is to be a woman in today's world.

Teaching and learning	The task 'write an internet blog on what it means to
Classroom interactions	be a woman in today's world' provides an
The nature of interactional language	opportunity for these (young women) learners to
Tasks and task-types	express insights into their own identity and
Student engagement	life-worlds across cultures using online
Recognising the diversity of learners	technologies. This type of task can foster deeper
and their life-worlds	learner engagement with both the content of their
Technology in language teaching and	learning and the language required to express their
learning	personal thoughts; it also allows exploration of their
	own cultural contexts and those of their target
	audiences. The responses provided, while rich in
	detail, are only around 400 characters in length,
	highlighting how manageable such tasks can be.
	The task highlights that learners are able to
	express themselves most effectively in Chinese
	when given the opportunity to share personal
	insights and investigate issues of personal concern
	to them.

A student response to the task: Write your own internet blog responding to the following question: 'What does it mean to be a woman in today's world?'

时代一直变！

从小我总是看女孩一边工作，一边养孩子，也处世。不过，现代的女孩和六十年代的不一样。六十年代以来，女孩有多自由，多自立，多自尊，多修养。代替女孩工作的梦想是为了出嫁，现在社会期望女孩工作。虽然现在我们和男人可以做同样的职业，但是我们还没收到相等的工资呢！现在，社会也认为女孩可以晚点结婚和生孩子。女孩可以决定跟谁结婚，也可以不结婚。别看这些新的自由，社会现在对女孩的期待是一边工作，一边养孩子起情感的紧张因。很多女人做不到所有的这些工作。为了支付全社会期待的是美化的，稳重，含蓄也有孩子；女人立志："Wonderwoman"，可是我觉得做所有的这些工作非常辛苦。为了解除女孩的这些紧张的情感，我觉得社会应该鼓励男人多家里的责任。此外，不只是每个女孩要鼓励他们，而是全社会要鼓励他们所以这样社会就不开的玩笑这些男人。所以，虽然现代生活对女孩有优点，但是还有缺点。我唯一的希望是为了女孩收到相等的工资，还有享受么平的生活，就没有这么大的紧张和期待。我们要希望，因为幸运地，时代一直变！

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