



Australian Government

**Department of Education, Employment
and Workplace Relations**

Teaching and Learning Languages: A Guide

Practice example

Questioning



UniSA

Research Centre for
**Languages
and Cultures**

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Acknowledgment

This work was funded by the Australian Government Department of Education, Employment and Workplace Relations.

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	Questioning
Language	Chinese, German, Indonesian, Italian
Level	Years 3, 9, 11, 12
<p>The following examples are intended to illustrate the importance of questioning in language classrooms, with some examples of how questioning can be incorporated into programs.</p>	

<p>Teaching and learning <i>Classroom interactions</i> The nature of interactional language Tasks and task-types Student engagement Recognising the diversity of learners and their life-worlds Technology in language teaching and learning</p>	<p>Questions that teachers and students ask often stimulate deeper thinking and guide learning. Questions can also guide teacher thinking and reflection. Open questions that allow for a broad range of possible answers encourage discussion and interaction. They encourage the students to think, reflect, give opinions and feelings and ask further questions which may draw in other participants to the interaction. Below are some examples that use questioning for these purposes.</p>
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The importance of questioning: Indonesian: Years 3 – 5

Listen to and look at some anthems from other countries in a range of languages. As a class, discuss why we have anthems and what main concepts we can see in them.

→ genre

- What instruments can you hear?
- What could you say about the tone?
- How do the anthems make you feel?
- What can you say about the chorus?
- What do the anthems have in common?
- What is different? What is the same?

→ concepts

- What do you think anthems are for?
- When/ where do you hear them played?
- What feelings do you have when you hear them?
- How does the language help create those feelings?
- Did you notice any common themes or ideas in the anthems? Can you identify these common themes/ideas?
- Did you notice any common words in the anthems? Can you identify these common words?
- Why might freedom be important to Indonesians or Australians?
- Do both groups have the same understanding of freedom?
- Why is belonging important?

The importance of questioning: German: Year 2

<ul style="list-style-type: none">• Ask students the questions: Why do we introduce ourselves to other people, and how do we do this? Discussion about what the students themselves do, for whom, when, etc. What sort of things do we say? What do people want to know? What is impolite/rude to ask and why?• Students then prepare a written/oral/pictorial response of their choice to the questions.• Initial conversation in which students are introduced to the idea that they will be exploring how introductions are done in German, so they can think about if or how this is different from their own experiences.
<ul style="list-style-type: none">• Practice of each phrase, asking and answering the question, prompted by the flashcards, and eventually without cards.• Work in pairs after group introduction. Children ask each other around class, and in a 'circle game'.• Investigating German names, using baby name books and websites of common German names. Students are given websites to look at and shown how to find names (using interactive whiteboard). They then record 3 male and 3 female common German names (in report form of choice, e.g. oral, written, pictures/poster with names, acting out asking the target question and using target answer).• Use of class set of stuffed toys/puppets, each named by students using German names. These are used by teacher and students for asking each other the names of the toys and answering using chosen German name.• Use German 'name' song for practice of asking and answering name.• Discuss/investigate meaning of own names.• Discussion on questions: Why do we have names? Why do names have meanings? What does your name mean to you?• Students prepare a poster entitled <i>Ich heie ...</i> (My name is...) with their name, a sentence about its meaning, in English, and how they feel about their name.
<ul style="list-style-type: none">• Revision of numbers for ages, using counting rhymes.• Counting forwards/backwards to 20, using verbal, kinaesthetic, cognitive, written, interactional, personal approaches (as appropriate for different students).• Use cards with question/answer stem in German.• Work with whole group, then in pairs, then randomly in circle games.• Discussion about teen numbers in German and English. Questions: What is the 'teen' part of the word? Why don't 11 or 12 use these? Is this the same for English? Why do you think 'teens' don't start till 13?
<ul style="list-style-type: none">• Work as whole group, in pairs, individually.• Use 'greetings dance' to practise boy/girl roles.• Use 'hands up' to reinforce vocabulary and male/female differences.• Discuss capitalisation of nouns. Why do you think all names of things (nouns) have a capital letter in German? Which ones have capitals in English? Why do you think this is different? Is it confusing, or does it make it easier?
<ul style="list-style-type: none">• Use German and English texts – from textbooks, magazines and internet – about preferred hobbies or foods for German and Australian children.• Are there differences? What do you think about these?
<ul style="list-style-type: none">• Vocab cards used for group and paired descriptions/practice.• Discussion of grammar differences with articles, m/f/n and how students feel about this.• Model use of definite articles and the divisions into m, f and n, using colour-coded cards.• Discussion about how German children know which articles to use.• How are we going to remember (tools to help us)? What do you do to remember?
<ul style="list-style-type: none">• Vocab cards practiced with group.

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| <ul style="list-style-type: none"> • Use German and English texts about pets to consider how we relate to them/what we do with them in Germany and Australia. E.g. Why do you think dogs are allowed in cafes and restaurants in Germany? What do you think about this? |
| <ul style="list-style-type: none"> • Vocabulary learning from cards, working in pairs and groups. • Discussion of formality, familiar names, relationships. • Use poem written by grandmother to discuss relationships within families, ways of speaking to and about family members. • Write own poem, draw picture and label, or present a talk about what family means to the students, using the German vocabulary and English as required. |
| <ul style="list-style-type: none"> • Discuss as a class, then draw/write a response, using both English and German, to the following focus questions: <ul style="list-style-type: none"> • What information do you think is important to include when you are introducing yourself? • Is this information the same in English and German? • Do you find that the way Germans introduce themselves is different from what you do? • Do you introduce yourself in the same way no matter who you are speaking to in German? If not, how and when is it different? Which words would you use and why? • What patterns do you see in the German words and phrases we have been using? Are these patterns the same in English? • How do you remember which combinations of words to use? • How do you feel about using German for introductions? What else would you like to be able to say? |

The importance of questioning: Indonesian: Year 9

<p>Intercultural Understanding</p>	<p>What are your views about language and culture learning? How do you introduce yourself? What is important to tell people you meet about yourself?</p>	<p>What makes places significant? What is your concept of 'home'? Where do you feel most 'at home'? How does it differ from that of other people? How do others feel about their 'home'?</p>	<p>What is expected of you at home? What do you expect to contribute to your home situation? Why? How does your situation compare with others? What influences expectations and roles of children at home? How would you feel in a different set of circumstances?</p>	<p>What does it mean to 'go out' in different cultures? Who 'goes out' in Australia /Indonesia? Which places are suitable and available to go to? What expectations are there of young people? Why?</p>
<p>Intercultural Understanding (key questions)</p>	<p>What makes a national identity? How close are Australia and Indonesia? (factually and figuratively) What connections do we share?</p>	<p>What values/ characteristics do people who become idols have? Whom do you admire and why?</p>	<p>What images of adolescence are portrayed? How well do these images reflect your life? How might this be similar or different for young Indonesians? What would be of interest to Indonesians? Why?</p>	<p>What would be significant to you about Earth, in terms of people, languages, cultures? What would be strange/ interesting? Why?</p>

The importance of questioning: Italian: Year 11

Student assessment tasks

Text analysis

- Part A Reading and responding; the student answers questions in Italian and English about the text to show understanding of the general and specific details of the text (Italian and/or English).
- Part B Students write a summary of the scene to show understanding of the setting, the action and dialogue. Using the information from the text, the student writes brief descriptions of the characters (Italian).
- Part C Students examine the language of the text.
What are the forms of address used by the characters? What phrases and idioms show politeness? How do the *Commissario*, the *Questore* and the *Matto* treat the journalist? What kind of language do they use? Is any English used? Why, and does it seem correct to you? Why do you think that the *Commissario* does not really wish the interview to be recorded? Why do you think is he worried? The journalist asks very direct questions. What does she ask? What are the *Commissario* and the *Matto* trying to do with the answers they give? In this scene, which characters are clear in their use of language and which not? What does this scene show about how we use words and language? (English and/or Italian)

The importance of questioning: German: Year 12

Identity formation and kitchen table talk

The unit investigates the interaction of cultural narratives with the formation of students' identities from a macro and micro perspective. It explores how deeply students are able to understand the interconnectedness of family narratives and historical events within their own cultural heritage and language and those of Germany.

Key questions include:

- How do family narratives influence personal identity?
- How do historical events impact on family narratives and personal cultural practices?

The importance of questioning: Chinese: Year 12

Theme: Modernisation and social change

Content areas: youth issues (adapting to Australian life, education, social life/culture)

Research focus: 性相近, 习相远 (human nature is the same but the distance between people is widened by different way of doing things)

- Are we so different?
 - Knowledge of self / knowledge of others
- Do we worry about different things? Why?
 - Chinese international students / local students / students in China

Key Interactions: key questions for discussion

- What are youth issues for?
 - Chinese overseas students?
 - Local students?
 - Students in other Chinese speaking communities?
- What causes these issues? Which are local / global?
- What are the similarities and differences in issues for these three groups?
- How do they deal with their issues?
- What help do they get to deal with their issues?

Classroom Tasks

- **Text analysis** (presenting views after reading an article) 读后感

Interpret and respond personally to a range of texts, focusing on the writer's intention, style and impact.

- What is your personal reaction to the text?
- What youth issues arise and how are they dealt with in the text?
- Are these issues local or global?
- How does the representation of the issue compare to your culture / experience?
What is similar / different?