



Australian Government

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

Teaching and Learning Languages: A Guide

Practice example

Using online and text resources



UniSA

Research Centre for
**Languages
and Cultures**

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Disclaimer

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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	Using resources: internet site
Language	German
Level	Year 12
Teacher	Gabriele Fitzgerald (SA) In this example an Internet resource is used to support learning; the teacher supplements a textbook with an Internet article that contextualises the issue for students; here it acts as an authentic text item of contemporary relevance.

<p>Resourcing and materials Selecting resources The purposes of resources Adapting resources Using resources critically Relating resources to each other Contemporary resources Learners as resources Developing a resource bank</p>	<p>The teacher approaches the concept that some words have ‘enshrined’ meanings that are very difficult to translate and that <i>Heimat</i> is one such word. The teacher supplements the textbook section, which introduces the concept, with an Internet article that provides additional information and then links to a further resource, which may provide students with additional authentic text items. The use of multiple resources and texts helps students draw connections between texts and establish deeper understandings. The contemporary nature of the Internet site and the books bring added relevance to the unit.</p>
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German: Year 12

UNIT 2 The German Concept 'Heimat' (Homeland)

Unit Purpose

To recognise how cultures have developed particular concepts that are captured or enshrined in words whose meaning cannot be smoothly translated into another language or cannot be translated at all. In this unit, learners explore the German concept of homeland: *Die Heimat*.

Resources

Katzensprung III, see pp. 86, 87, also refer to p. 93 *Fühlst Du dich deutsch?*

Magenau Jörg (2003) *Inventur der Gefühle. Deutschland*, no 4, pp 48-51 (www.magazine-deutschland.de).

This text looks at the writing of the author Judith Hermann, whose book *Sommerhaus* focuses on the portrait of the younger generation and its relationship to the concept of *Heimat* in Germany. Her book was translated into 15 languages and seems to have hit a nerve with contemporary readers. Her second book *Nichts als Gespenster* (Fischer Publishing, 2003) can be useful to exemplify the feelings of the younger generation and their expression; it contains short stories.

Anticipated intercultural understandings and outcomes are:

- Understanding that some terms in German cannot be translated completely or accurately as they are culturally derived and are built into and part of the specific language 'canon' due to long-standing tradition.
- Exploration of similar terms in the mother tongue (e.g. concept of 'going bush') and understanding why they are also not translatable.
- Understanding how difficult it is to comprehend and understand culturally-specific terms in another language.
- Understanding the role of language per se as a 'time capsule' to preserve culturally derived concepts.