



Australian Government

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

Teaching and Learning Languages: A Guide

Practice example

Producing 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	Producing resources
Language	Persian
Level	Secondary
Teacher	Shahla Pakrou (South Australia)
	The following is an example of a teacher adapting and producing materials for students' use to accompany a new unit of work.

<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>As part of a classroom-based investigation, this teacher planned a unit of work based on students examining their values and identity, which fulfills the prescribed themes and contemporary issues requirement of the nationally assessed Languages Background Speakers Level Stage 1 and 2 curriculum statement for Persian. The teacher has tapped into the students' beliefs, values, and cultural influences and her own experience of identity. She and the students become resources to help stimulate discussion about values and identity. Based on her contextual knowledge of the class group and the language and culture, the teacher developed a set of surveys and questionnaires and resource materials that connect well together, allowing for students' beliefs and values to be identified. The resources foster interactions that support the examination and analysis of the concepts of values and identity.</p>
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SACE1 Year 11: Persian

Context

This class is a mixed group of students with different abilities. There is a great diversity in students' socio-economic background and academic abilities, which range from middle-class to religious to those from disadvantaged backgrounds. As we are a special language school, our school is unique in many ways. Students come to us from different schools (their day school) once a week. The class is a block session of three hours and held after hours from 5.00 pm to 8.00 pm. Many students see each other only in this class and have no other opportunity to mix with each other.

Area of investigation and planning a unit of work

Considering the profile of my group, I planned to approach the intercultural aspect of this program through informing and questioning students about their own identity and culture and to reflect upon that. This could provide them with an opportunity to increase their level of intercultural competence.

From the first moment of attending this project the word 'values' started flashing in my head and eventually it became the core of my investigation.

Based on this idea I decided to develop a long-term program (one semester) for this diverse group to enhance their intercultural language learning in order to assist them to:

- think critically and be open-minded
- understand and respect others' values (cultures, beliefs, gender, appearances, sexuality...)
- develop self identity and be able to make connections with the rest of the community.

Information gathered

I took notes from group and class discussion and collected students' work as well.

The word 'values' seemed to open so many doors for discussion.

The results from data collected in the class and from Australian/other background students were very interesting. Almost everyone mentioned values like love, wisdom, justice, education, freedom of speech, peace and trust. The differences were more noticeable in values such as power, divorce, hospitality, loyalty, prayer, religion, job, dress code and marriage.

Some examples of responses from the class discussion and from students' work:

Love has the same value in all culture

Why religions take over other values

I didn't choose to be.....

Peace is a necessity value

War is not a value

We have suffered a lot

I want to be judged for what I am

Girls' power

Positive relationships are intercultural

If our parents knew as much as we know...

I think I can understand other cultures

If I rank values, education comes first

What is the relationship between wisdom and education?

I respect others' beliefs

Why should I pay a price for....?

I wish I could convince the whole world to forget about religions and politics! Human beings have so many good things in common

I think I have a lot to contribute

Religions shouldn't run the world

I believe good is good and bad is bad everywhere.

Findings

I discovered:

- Ways to elicit deeper responses from my students.
- Even the less capable or less interested students became enthusiastic participants. I found this very satisfying and felt that I had been able to include all members of the class, regardless of their backgrounds.
- A high level of student awareness about important issues. Even the less capable students seem to know more than we think.
- Students' engagement depends on their connection to the topic taught; so does their level of learning: the more they connected, the more they learn.
- I saw lessons as a dynamic vehicle which help students to develop their interpersonal skills and gain confidence
- From collected data I noticed it is more proper to talk about differences/similarities rather than 'comparing'. Using 'compare' sometimes creates negativity.
- There were many different views about some issues. Students really loved to be engaged in the discussions and were very passionate about their own ideas. They were very prepared to debate their differences. I was amazed by their level of openness and respect for one another.

Interpreting the information

The whole process convinced me even more that students' engagement depends on their level of interest in the subject matter. Young people are flexible towards change; they need to trust and to be trusted. As educators, we have to find ways to work with them to create this healthy environment. Students themselves interpreted 'intercultural' as a healthy positive relationship among people.

Evaluation and reflection

I initially prepared a long-term program but I had to make some correction/adjustments throughout, in response to the students' needs. I couldn't change my summative tasks, however, since this is a SACE subject and it was previously approved by SSABSA. In general, I am very satisfied with the results. However, I would either change or adjust my summative tasks for next year.

I believe this program was a very valuable experience for my students. I could see them becoming more confident about their own identity and preparing to talk about issues more freely. It has broadened their level of understanding and has helped them to view things from different perspectives. They saw differences as a positive factor that can enrich our lives and make the world a better place for everyone. They also learnt to become more flexible towards changes.

As a Non-English Speaking Background teacher, I am very passionate about language learning and believe that culture is embedded in language. That's why I became enthusiastically involved in this project. My goal was to teach and convince my students to make the most of all the available resources in order to enrich their own lives as well as making positive connections with their surroundings and the environment.

To help my students to remove any stigma they were attached to in one way or another, I eased the situation by freely presenting my own profile. I presented myself as 'a migrant Persian woman' who fulfils many roles (a mother, wife, teacher, colleague, community member, activist, chief assessor, friend) with extremely strongly held views and concerns about issues such as human rights, freedom, peace, environment, youth and animal rights. I described myself as 'two halves' (Persian and Australian) both of which have the same value in supporting and nourishing my life. Due to this quality, I have been able to establish very

positive relationships and have made connection with others. The response I have received from my students and their families is overwhelmingly positive.

Materials and exemplars

Materials developed for use by the class

1. A Survey on eating habits

Survey: Eating habits

Use this survey to interview your friends from different backgrounds.

Use the information obtained to write a summary in Persian or English to identify your friends' eating habits. What are the similarities and differences with your eating habits?

1. What is your background?
2. What is your favourite food?
3. What is your famous food?
4. Which country's food do you like the best and why?
5. Do you think eating habits and food reflect a particular culture? Why?
6. What do you/your family think is healthy food? Give an example.
7. What do you/your family think is unhealthy food? Give an example.
8. Do you/your family like home made food or prefer to eat out? Why?
9. When it comes to choosing a food, which one do you/your family value the most, tasty food, healthy food or any other criteria? Why?

2. A questionnaire for the student to fill in about him/herself

'My place'

Complete the 'My place' chart below

My place:	جای من
Is on a chair	روی یک صندلی است.
In the room of...	در اتاق.....
In the school of...	در مدرسه.....
In the street of...	در خیابان.....
In the suburb of...	در محله.....
In the city of...	در شهر.....
In the state of...	در استان.....
In the country...	در کشور.....
On the earth	در کره.....

2. What do you think about the meaning and morals of this chart?

Discuss it with your partner; write your ideas and feelings in either English or Persian and share it with the class.

3. A values table for students to fill in about themselves

Values activity

What do you value most in life?

1. Mark in the column across each value that best represents you

Values	Extremely important	Important	Not important
Wisdom			
Skill			
Power			
Love			
Wealth			
Knowledge			
Health			
Education			
Trust			
Faith/religion			
Justice			
Ethics			
Family			
Freedom of speech			
Job			
Honesty			
Marriage			
Pleasure			
Achievement			
Divorce			
Helping others			
Respect adults			
Right to choose (in general)			
Morality			
Loyalty			
Pray			
Dress code			
Hospitality			

2. List the top 10 values in order of importance.

3. Share your list with your group.

4. Summarise your group result. What are your findings? How can you analyse your findings?

5. Ask your Australian friends (at least two) to complete the worksheet.

6. Identify their top 10 values (as you did in part 2). What are your findings?

Task: Based on your collected information from the values sheet, write a summary in Persian/English to outline your findings. What are the similarities and differences? How do you interpret the result?

4. A survey about daily and weekend routines

Survey: Daily and weekend routines

Use this survey to interview your friends from different backgrounds.

Use the obtained information to write a summary in Persian or English to highlight similarities and differences of your daily and weekend routines with your Australian friends

1. In few words, describe one of your typical weekdays.
2. In few words, describe one of your typical weekends.
3. What is the highlight and downside of your weekdays?
4. What is the highlight and downside of your weekends?
5. What is your favorite activity?
6. What is your favorite weekday?
7. What is your favorite weekend day?
8. What kind of responsibilities do you have at home? Please provide example(s), e.g. cleaning, shopping...
9. How do you spend your weekend? Do you spend it with your family or your friends?
10. To what extent do your parents/families influence your daily planning and activities?