



Australian Government

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

Teaching and Learning Languages: A Guide

Practice example

Assessment task



Research Centre for
**Languages
and Cultures**

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Disclaimer

The views expressed in the publication do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

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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	Assessment tasks based on student research
Language	Chinese
Level	Year 10
Teacher	Andrew Scrimgeour (SA)
	In the following example, teacher presentations and classroom discussions about an aspect of food culture introduce two assessment tasks based on individual student research using a variety of resources. Learners are initially provided with an overall objective to research and create their own Chinese-themed restaurant. They receive an outline of the anticipated content and process for their research, with the outcome being the completion of three assessment tasks; these should incorporate their research findings, and should be written, according to their capabilities, in Chinese. They are then asked to express their personal feelings about the task and enhanced understandings that result, in English.

<p>Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation</p>	<p>The module describes the objectives of the unit; the sequence of classroom interaction that engages learners with concepts and issues surrounding the theme; and the research process students will undertake to achieve their objectives for the unit – expressed in the three assessment tasks. The module therefore attempts to draw explicit links between the planned teaching-learning interactions, learners' own research and the achievement of specified learning outcomes through completion of the assessment tasks. Student responses to planned interactions are designed to frame their thinking about issues relevant to their tasks and therefore encourage a positive engagement with their research and responses to the tasks. The tasks themselves attempt to elicit evidence of learning from a variety of perspectives; the writing task requires learners to report factually on their research into local restaurants, and to construct their own texts in the target language (e.g. sample menu items or advertising copy). The oral task provides opportunity to present materials developed for the writing task in a persuasive way that might encourage others to visit their restaurant. Finally, the task in English provides opportunity to reflect more deeply on the content and process of their learning, with particular emphasis on their knowledge and appreciation of both the target culture and their own, giving the learning experience, and the assessment an intercultural perspective.</p>
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Chinese: Year 10

Theme: Food cultures

Objective: Understanding how language and culture are used for the purpose of attracting customers and to express particular themes in restaurant/food culture, and then comparing these across Chinese and Australian contexts.

Major research task description

You are to establish your 'own' Chinese-themed restaurant. It should reflect the food culture of a particular region of China, and can also reflect your own food preferences (i.e. non-Chinese food styles), or aspects of Australian food culture.

For this task you must research and report on:

- At least one food culture from China and Australian food culture.
- Local Chinese restaurants (types, names, décor, adverts and signs, menus, including prices etc).

As part of your research you will need to consider:

- Who your target customers are (e.g. Chinese, ABC, Australian, young or old; fast food/take away, café, formal dining etc.).
- How to name your restaurant in Chinese and English.
- How to represent your 'theme' (e.g. design/ symbolism).
- How to advertise or promote your restaurant (slogans etc.).
- What sample dishes to include to reflect a particular region and the food preferences of you and your customers.

Key assessment tasks

Writing in Chinese: Due date

Produce a folio of work in Chinese which includes:

- An overview of Australian and Chinese food cultures, and summary of materials collected (evidence from at least 3 restaurants).
- Information about your planned restaurant: the name, a sample shop front design, a sample brochure and a sample menu.

Writing in English: Due date

Write an essay in English in which you explain:

- How you chose your restaurant name, presentation and menu; how they reflect Chinese (and Australian) culture and meet the needs of your customers.
- What you have learned about Chinese and Australian food and restaurant culture through your research and how your appreciation of Chinese and Australian food and restaurant culture has changed as a result.

Oral: Due date

Give a 5-minute oral presentation in Chinese with visual support in which you introduce your restaurant to the class and persuade them to visit.

Planning Sequence

1) Texts for exploration

Images of Chinese restaurant names, shop-front décor, menus logos etc.

Sources of information on Chinese and Australian food culture (Chinese/English)

Sequence of Interactions

1. Introduction to module – concept focus - orienting/organising learners' thinking towards issues, connecting own experience to concept, activating prior knowledge.
2. Setting the main task – foregrounding context and purpose for interactions that follow/precede main task.
3. Text introduction – sharing texts which stimulate discussion on the theme and relate to the task.
4. First impressions/noticing – eliciting initial interpretations as stimulus to further learning.
5. Comparing (exploring text purpose/context) – connect to prior knowledge, relate text to own context/experience.
6. Analysis of familiar language/text content – focus on language in text, identification of familiar/accessible language and of new vocabulary and grammar required.
7. Analysis of text structure/format – focus on text features and contextual clues to text content and purpose.
8. New language learning – explore new grammar and vocabulary using scaffolds and supports.
9. Personal research activity – culture/context learning – exploring social/cultural/economic/historical information useful for understanding text in context.
10. Reflection post research:
 - a) On text context and impact – relating texts to contexts – what does it tell us about language and culture, people and society, today?
 - b) On impressions/interpretations of Chinese language and culture resulting – focus on contextual/cultural understandings and interpretations
 - c) On comparisons with own context – relating text to own/our experience. What the text tells us about ourselves.
11. Main Task – communicative tasks – applying learning in purposeful context.
12. Reflection – cognitive and affective response to language, culture and intercultural learning.

1. Introduction to module: concept focus

Restaurants:

- What are some of the characteristics of Chinese and Australian restaurants?
- What language and images do they use?
- How do Chinese restaurants differ from your understanding of Australian-themed restaurants?

Menus:

- What influences our food choices in general?
- What influences our food selection in a restaurant? What choices do we need to make? Why?
- How do you think this might happen in Australia/China?
- What might the similarities and differences be?

2. Setting main task

You are to establish your own Chinese-themed restaurant. It should reflect the food culture of a particular region of China, and can also reflect your own food preferences (i.e. non-Chinese food styles), or aspects of Australian food culture. Explain your reasoning and choices made. Reflect on your understanding of Chinese and Australian food culture and how these compare to your own.

3. Text introduction

Images of Chinese restaurant names, shop front décor, menus logos etc. Consider their content, format context, purpose and audience...

4. First impressions

- Restaurants - What do you notice/recognise in the language and images? What captures your attention, in its content, format, and display? How does this differ from your understanding of Australian themed restaurants?
- Menus - what food types are present on these menus? Do they represent a particular region or food culture? Why? How do you know?

5. Comparing (exploring text purpose/context)

What features appear to be common across restaurants/menus/across food cultures? What appears to be different, or culture specific?

6. Analysis of familiar language/text content

What can we read/understand in the texts? What questions arise? What help do we need to interpret the text?

7. Analysis of text structure/format

How does the layout help us interpret the purpose of the text/help the text achieve its purpose?

8. New language learning

Foods, advertising slogans, prices/money, persuasive language

9. Personal research activity

Research sources of information on Chinese and Australian food culture (Chinese/English) and report on:

- At least one food culture from China, and Australian food culture.
- Local Chinese restaurants (types, names, décor, advertisements and signs, menus, including prices etc.

10. Reflection post-research

Impressions/interpretations of language and culture:

- What do you understand about these types of texts, their context and content?

- What questions remain about the language of restaurants/food culture and their context (i.e. 'traditional' food cultures, globalised food cultures, advertising methods)?
- What impressions do you now have of Chinese food culture in Australia?
- How does this differ from your original or 'traditional' views of Chinese food culture?

Consider your intended restaurant and associated texts:

- What impact would these texts have on your audience, why?
- Would this text differ if expressed in English? For Australians? If so, how? Why?

11. Main task research process and tasks (see next page – handout)

12. Reflection post-research impressions/interpretations of language and culture

- What do you now understand about these types of texts, their context and content?
- What questions remain about the language of restaurants/food culture and their context? (i.e. 'traditional' food cultures, globalised food cultures, advertising methods)
- What impressions do you NOW have of Chinese food culture in Australia?
- How does this differ from your original or 'traditional' views of Chinese food culture?

Consider your intended restaurant and associated texts:

What impact would these texts have on your audience? Why? Would this text differ if expressed in English? for Australians? If so,how? Why?

How (and why) has this task influenced your understanding/impression of the language/culture/society/values of a) China, b) Australia c) your own culture?

How have your feelings towards Chinese people and society, and food cultures changed as a result of your experiences in this unit? Explain. What did you most enjoy in this unit/task? What did you least enjoy? What tasks themes would you most like to explore in this class? Why?

Description of research task

For this task you must research and report on:

- At least one food culture from China, and Australian food culture.
- Local Chinese restaurants (types, names, décor, adverts and signs, menus, including prices etc.

As part of your research you will also need to consider, for your main task:

- Who your target customers are (e.g. Chinese, ABC, Australian, young or old, etc.).
- The type of restaurant you want (fast food / take away, café, formal dining etc.).
- How to name your restaurant in Chinese and English.
- How to represent your 'theme' (e.g. design/ symbolism).
- How to advertise or promote your restaurant (slogans etc.).
- What sample dishes to include to reflect a region and the food preferences of you and your customers.

Research process

You will need to gather information in Chinese and in English for each of the topics listed above: use the following notes to help you.

1. Choose at least one food culture from China, and Australian food culture
Select a region of China and gather some information on the region (location, environment, famous features), its agriculture and food preferences, and famous dishes.

This information can be accessed from a cooking book/encyclopaedia, from people who associate with that region, from restaurants that offer that type of food, and from online sources. DO NOT rely solely on online sources: that does not constitute evidence of serious research.

Write a summary report on the region you have chosen, what is distinctive in the region, and in the food culture, and what are some distinctive ingredients and dishes that are associated with that region.

To gather data on Australian food culture – do a web search for 'Australian cuisine' and also ask people what they think Australian food to be – and report the results of your survey.

2. Local Chinese restaurants (types, names, décor, adverts and signs, menus, including prices etc.

Select a few restaurants that you think have a distinctive Chinese theme and cuisine and gather data from them. Digital pictures or hand-written notes on the shop front, signage, and design are good, and take away menus; or if there is no take away menu – some sample dishes and prices noted from their main menu – don't steal one!

Write a summary report with visual images about the features and similarities of each restaurant, including the character texts used, the English texts used, and features of the display or decor that gave the restaurant a distinctive appearance.

From your research you need to decide:

- Who the target customers are for your restaurant (e.g. Chinese, ABC, Australian, young or old etc.).
- The type of restaurant you want to open (fast food / take away, café, formal dining etc.).
- How to name your restaurant in Chinese and English.
- How to represent your 'theme' (e.g. design/ symbolism).
- How to advertise or promote your restaurant (slogans etc.).
- What sample dishes to include to reflect a region and the food preferences of yourself and your customers.

Write a paragraph about each of these aspects (in Chinese if possible), explaining your decisions and reasons for your decisions.

For these sections:

- How to name your restaurant in Chinese and English.
- How to represent your 'theme' (e.g. design/symbolism).
- How to advertise or promote your restaurant (slogans etc.).
- What sample dishes to include reflecting a region; your food preferences and those of your customers.

You need to include the text in Chinese and English that you would use in your restaurant, or the images that would reflect your theme or restaurant name. This may be presented in different fonts or as sample shop fronts developed as a digital image.

Key assessment tasks

Writing in Chinese: Due date

Produce a folio of work in Chinese and English which includes:

- Summary information about Australian and Chinese food cultures, and materials collected (evidence from at least 3 restaurants).
- Information about your planned restaurant; the name, a sample shop front design, a sample brochure and a sample menu.

Writing in English: Due date

Write an essay in English (with Chinese text samples) in which you address the following:

a) Explain how you chose your restaurant name, presentation and menu and how they reflect Chinese (and Australian) culture and meet the needs of your customers.

b) Write a reflection on what you have learned about Chinese and Australian food and restaurant culture through your research and how your appreciation of Chinese and Australian food and restaurant culture has changed as a result. Consider also how Australians typically view Chinese food culture, and how this may influence Chinese restaurants in Australia.

Oral: Due date

Give a 5-minute oral presentation in Chinese with visual support in which you introduce your restaurant to the class and persuade them to visit.