Australian Government

Department of Education, Employment and Workplace Relations

Teaching and Learning Languages: A Guide

Practice example

Purpose statement

UniSA | Research Centre for **Languages and Cultures**

Disclaimer
The views expressed in the publication do not necessarily represent the views of 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	A purpose statement
Language	Indonesian
Level	Primary
This is an example of a teacher's purpose statement for an Indonesian program investigating identity with early learners	

Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience	The purpose and rationale for a short-term language program on identity which demonstrates how learning can be relevant from the personal level to the national and international level. The learning is personalised as the students examine their own identity. The statement shows that the learning was designed for a particular group of students at a particular time to address a particular need.

Short-term program on identity

Indonesian: Primary years

Purpose and rationale

This program was designed for a class of 30 year 4 and 5 students with slightly more males than females and roughly equal numbers of years 4s and 5s. The group showed a wide range of learning abilities, from the 'gifted and talented' end of the spectrum to those who received 'special needs' assistance. While the majority of the class was from English speaking Australian backgrounds, it also included two indigenous Australians, two students who spoke Vietnamese at home and one who spoke Khmer at home. This diverse cohort presented a challenging behaviour profile and the need to provide an Indonesian program that was both stimulating and relevant.

The class was studying Australian identity as part of their Studies of Society and Environment (SOSE) curriculum and I decided to link with this in the planning of my term program. I felt this would enable the students to see the learning as connected to other areas of learning and therefore, hopefully, as more relevant. The students were able to make connections more readily with Indonesian concepts and symbols of identity because they were already familiar with some similar Australian symbols and concepts.

I implemented the program in 2000 at the time of the Sydney Olympics when Australian nationalism and pride were experiencing a boost. My program involved exploring concepts, texts and symbols relating to identity at the national level and encouraging students to explore their own identity. I believed that the learning was relevant in that it was:
a) linked to other learning taking place in the classroom;
b) timely in the historical context;
c) connected with the students themselves and aspects of their own lives that were meaningful to them; and
d) relevant to the concept of diversity which was a significant issue in the class context.

Students who feel that their learning is relevant are more engaged and likely to respond positively to learning other languages. This is a powerful advocacy strategy.