



Australian Government

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

Teaching and Learning Languages: A Guide

Practice example

Planning interactions

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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	Planning interactions: pen pal
Language	Spanish
Level	Year 2
Teacher	Trudy Worme (Victoria) In this example the teacher uses a pre-established pen pal link with a Spanish–English bilingual school in Argentina to encourage students to recognise their own linguistic and cultural identity and to gain an insight into the perspective of others.

<p>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</p>	<p>This is a description of the implementation of a unit of work through the lesson activities as well as the program content. The teacher sets up a long-term communication strategy with a school in South America and then prepares a unit of work using the pen pal communication exchange. The aim is to let students interact with students of another culture and thereby encourage them to see that their own culture may seem unusual to others. Planning interactions ahead of time enables the teacher to consider many possible experiences that they wish students to participate in and to anticipate what the students will bring to the interactions and how they may benefit from them. The teacher will draw students' attention to the intercultural nature of the exchange and encourage noticing, comparison and reflection. A carefully planned program will enable the students to develop new understandings.</p>
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Spanish: Year 2

The grade 2 class has established links with pen pals in a grade 2 class at a Spanish–English bilingual school in Bariloche, Argentina earlier in the year. The students have been corresponding via email, sending photos and basic information about each other.

The aim of this unit was to encourage students to see themselves within their own linguistic and cultural identity and to gain an insight into how, what they see as familiar can appear strange when viewed from a different perspective.

Classroom practice and sequence of events

The students were asked to brainstorm a number of questions that they wanted to ask their pen pals in Argentina. As each question was asked, I recorded it on a sheet of paper.

I had told them at the end of the previous lesson that we would be doing this so many of them had a question ready in their mind to put forward.

I allowed the students to ask their questions in English, as I knew that they didn't have sufficient vocabulary in Spanish to ask the questions that they would probably want to ask. Normally I would encourage students to speak as much as possible in Spanish during LOTE lessons, but this activity was an exception. I asked them to say whatever words they knew in Spanish but not to worry if they couldn't do that. Many of them tried to say some words in Spanish when posing their questions.

Once I had recorded the questions, I translated them into Spanish and then emailed the English and Spanish versions of the questions to the class teacher in Bariloche.

After receiving the answers, which were all in Spanish, I read them out to my students in Spanish and asked them to try to translate them as best they could into English to ensure that everyone understood the answers. Nothing was recorded in English: this activity was purely verbal as I didn't want the students to focus on the English answers, but rather on the Spanish.

I then asked the students to look for similarities and differences between their pen pals' way of life, culture, likes, dislikes, geography and environment and their own.

In the following lesson, I asked the students to choose either one similarity or one difference that they found interesting, illustrate it and make a caption for it in Spanish.

The students then sorted the illustrations and captions into two groups: *Parecidos* (Similarities) and *Diferencias* (Differences), and we then pasted them onto large sheets of paper to make posters.

At the end of the lesson students shared their work with each other, reading out their captions and showing their illustrations.

I then asked the students if they thought that the Argentinian students would be surprised by any of their pictures and captions. A lot of discussion was generated by this question as the students suggested which of the similarities or differences would be most surprising to their pen pals.

I then took photos of the posters and emailed them to the teacher in Bariloche to share with her students.

Materials

A. Planning for the first three lessons

Lesson	Activities	Vocabulary	Learning Outcomes	Evaluation
1	Brainstorm questions for pen pals. Record on paper and translate into Spanish.	<i>la pregunta</i> <i>la respuesta</i> <i>¿Qué....?</i> <i>¿Cuál?</i> <i>¿Cuántos...?</i> <i>¿Adónde?</i>	VELS Level 2 Demonstrate the general characteristics of translating in specific activities.	The students had lots of questions that they wanted to ask their pen pals. Many attempted to say some words in Spanish.
2	Read out answers received to questions. Students verbally translate them into English. Compare pen pals' way of life, culture, likes and dislikes, geography and environment with own. Reflect on similarities and differences.	<i>la comida</i> <i>los animales</i> <i>las asignaturas</i> <i>el auto</i> <i>la bici(cleta)</i> <i>la casa</i> <i>pobre</i> <i>el parecido</i> <i>la diferencia</i>	VELS Level 2 Demonstrate the general characteristics of translating in specific activities. Identify two or more places, features, famous buildings, landmarks or cultural practices in another society, and describe some aspect of these in simple sentences in Spanish. Intercultural practice Noticing –What do your pen pals like/dislike? What can you see/do in Bariloche? Comparing – What is different/similar about life in Bariloche and here? Reflecting – What differences/similarities surprised you?	The students were very excited to get the answers to their questions. They were able to translate many of the answers approximately. Students were able to compare the lives of their pen pals with their own and generate a list of similarities and differences. They were most surprised that children are invited to take their bikes to birthday parties. This generated much discussion.
3	Students choose a similarity or difference and illustrate it. Write a caption for picture. Sort pictures and captions and glue on to posters.. 'Parecidos' and 'Diferencias'. Share work with others.	<i>Tienen</i> <i>Tenemos</i> <i>Hay</i>	VELS Level 2 Write words/letters in context and in modelled sentences. Identify two or more places, features, famous buildings, landmarks or cultural practices in another society, and describe some aspect of these in simple sentences in Spanish.	Students were all very engaged with the task of illustrating and writing a caption for a similarity or difference that was of particular interest to them. They were keen to show others their work. Some interesting discussion took place about what similarities

	Discuss which similarities or differences would be most surprising for the pen pals.		Intercultural practice Reflecting – What differences/similarities do you think would surprise your pen pals?	or differences would be most surprising for their pen pals.
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B. List of the questions posed by my students in English.

Questions for our pen pals in Bariloche

1. What types of food do you usually eat for: a) breakfast b) lunch c) dinner?
2. Do you have any pets in your classroom?
3. What types of animals do you have for pets at home?
4. What kinds of wild animals live near you?
5. Do you have swimming lessons?
6. What school subjects do you have at your school?
7. What are your favourite school subjects?
8. Does your family have a car?
9. Do you have a bike?
10. How do you travel to school – walk, by car, by bus or ride a bike?
11. What is your favourite colour?
12. Do people in Argentina wear jewellery and makeup?
13. Do you have a big, medium-size or small house?
14. What is your house made of?
15. Do you have cafes where you live?
16. Is it hilly or flat where you live?
17. Is Argentina a poor country?
18. How many people are in your family?
19. What are their names?
20. What number can you count up to in English?
21. What excursions have you been on with your class/teacher?
22. Where do you go for your holidays?

C. The questions in Spanish which I sent to the teacher in Bariloche and the answers given by their pen pals in Argentina in Spanish.

Preguntas para nuestros pen pals en Bariloche

1. **¿Qué tipos de comida comen ustedes generalmente para:**
a) desayuno b) almuerzo c) cena ?

Nosotros comemos carne, generalmente de vaca, pescados, frutas y verduras. El plato preferido de la mayoría de nosotros es milanesas con papas fritas. Mmm, ¡son riquísimas!. Además comemos frutas y verduras, como tomate, lechuga, palta, cebolla, etc. Desayunamos tostadas con mermelada y a la hora del té comemos lo mismo o galletitas dulces o torta. Para tomar con el desayuno o la merienda, nos gusta la chocolatada o el café con leche.

2. ¿Tienen ustedes cualquier animal en su sala de clase?

No, por ahora no tenemos ningún animal, pero queremos tener un pajarito!!!

3. ¿Qué tipos de animales tienen ustedes en sus casas?

En casa generalmente tenemos perros, gatos y hamsters. Algunos de nosotros también tenemos conejos y caballos.

4. ¿Qué tipos de animales salvajes viven cerca de ustedes?

Hay muchas aves diferentes, como las bandurrias, el rayadito y también tenemos el cóndor. Entre los mamíferos hay ciervos, huemules, ovejas, vacas y caballos. También tenemos peces, el más conocido se llama trucha.

5. ¿Tienen ustedes clases de nadar?

No tenemos clases de natación en la escuela, pero casi todos vamos a nadar al club fuera del horario de clases, también practicamos otros deportes como ski, caminatas, andar a caballo, escalada, bicicleta y hockey.

6. ¿Cuáles asignaturas hay en su escuela?

En la escuela aprendemos Ciencias Naturales, Ciencias Sociales, Matemáticas, Lengua, Literatura, Música, Arte y Educación Física. A la tarde tenemos 4 horas de inglés y las asignaturas son: Literature, Social Skills, Maths, Writing and Listening.

7. ¿Cuáles son sus asignaturas favoritas?

Todos tenemos diferentes gustos pero si tenemos que elegir dos asignaturas, votamos por Literatura y Arte.

8. ¿Tienen sus familias un auto?

Si, todas nuestras familias tienen auto, en especial camionetas 4 x 4 porque Bariloche es muy montañoso y necesitan fuerza para trepar.

9. ¿Tienen ustedes un bici?

Si!!!! Todos tenemos bici y es una de nuestras actividades favoritas. Cada vez que festejamos un cumpleaños en la invitación dice: Trae tu bici. Es infaltable en Bariloche.

10. ¿Cómo van ustedes a la escuela - caminar, por auto, por autobús o montar en bici?

Depende de la distancia que debemos recorrer pero la mayoría va en auto.

11. ¿Cuáles son sus colores favoritos?

Todos preferimos colores diferentes. A los varones nos gusta el azul, el rojo y el verde. A las nenas nos gusta el rosa, el celeste, el lila y el violeta.

12. ¿Usa la gente en Argentina joyería y maquillaje?

Las mujeres se maquillan, en especial si trabajan en oficinas, pero en Bariloche no es muy común porque es una ciudad con otros intereses. Aquí la gente disfruta de la naturaleza y no se interesa tanto por el maquillaje ni las joyas.

13. ¿Tienen ustedes casas grandes, medias o pequeñas?

En nuestro grado casi todas las casas son medianas pero tienen parques muyyyy grandes!!

14. ¿De cuáles materiales son sus casas?

Aquí las casas son de materiales de Bariloche: madera y piedra pero en la mayor parte del país las casas son de cemento bien duro.

15. ¿Hay cafés donde ustedes viven?

Si, aquí hay muchos cafés y restaurantes. Bariloche es un lugar turístico y a los argentinos y extranjeros que nos visitan les gusta comer bien. Y les encanta el chocolate, por eso hay muchas chocolaterías.

16. ¿Es montañoso o plano donde ustedes viven?

Bariloche es montañoso. Estamos muy cerca de la Cordillera de los Andes que es el límite que nos separa de Chile, nuestro país vecino.

17. ¿Es Argentina un país pobre?

Sí, lamentablemente nuestra economía no está bien. Muchos de nuestros gobernantes trabajaron mal durante muchísimos años y es muy difícil para nosotros salir adelante. Pero hay mucha gente que desea salir adelante y trabajamos para ello.

18. ¿Cuántas personas hay en sus familias?

La mayoría de nosotros tenemos familias de 4 o 5 personas en total. Mamá, papá y 2 o 3 hermanos. También tenemos abuelos, tíos y primos, generalmente las familias argentinas son numerosas y les encanta estar juntos por lo que es habitual juntarse los fines de semana para comer nuestra especialidad, el asado o pasta.

19. ¿Cuáles son sus nombres?

Las nenas somos: Cami, Cami, Cami (somos 3 Camis!), Juana, Florencia, Vicky y Abril. Los varones somos: Juan Cruz, Uriel, Tomás, Rodrigo, Matías y Tadeo.

20. ¿Hasta cuál número puedan ustedes contar en inglés?

Contamos hasta el 100 pero sabemos escribir con letras hasta el 20!

21. ¿Cuáles excursiones tuvieron ustedes con su maestra?

Nos ganamos un paseo al bosque porque fuimos los estudiantes que más hablamos en inglés entre nosotros y con todas las maestras del colegio y hace dos semanas fuimos a la radio de Bariloche y hablamos en el programa. Estuvo buenísimo!!!

22. ¿Adónde van ustedes en sus vacaciones?

La mayoría de nosotros va a la playa, muchos preferimos Brazil porque aquí hace mucho frío la mayor parte del año y queremos sentir calor!!!!