



Australian Government

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

Teaching and Learning Languages: A Guide

Practice example

Sequencing learning and planning interactions

© Commonwealth of Australia 2008

This work is copyright. It may be reproduced in whole or in part for study or training purposes subject to the inclusion of an acknowledgment of the source and no commercial usage or sale. Reproduction for purposes other than those indicated above, requires the prior written permission from the Commonwealth. Requests and inquiries concerning reproduction and rights should be addressed to Commonwealth Copyright Administration, Attorney General's Department, Robert Garran Offices, National Circuit, Barton ACT 2600 or posted at <http://www.ag.gov.au/cca>.

Disclaimer

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

Acknowledgment

This work was funded by 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	Planning a long-term unit
Language	French, Italian, Japanese
Level	Year 8
Teacher	Jenny Doherty (Tasmania)
	In this example the teacher plans a long-term unit of work with the aim of expanding the students' understanding of another culture; she includes a variety of interactions both in the target language and in English e.g. pen pal diary, visitors, authentic texts.

<p>Programming and planning</p> <ul style="list-style-type: none"> 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>In this unit the teacher wants the students to notice for themselves as they interact with users of the other language and culture. This will lead them to better understand and reflect on their own culture as well as the other culture. Resources include the introduction of pen pals in a planned interaction consisting of sequenced input and discussion, as well as supplementary materials.</p>
---	--

French, Italian, Japanese: Year 8

Program

A long-term unit of work for a grade 8 class studying French, Italian or Japanese.

I planned a long-term unit of work with the aim of expanding the students' understanding of these other cultures and then providing opportunities for different kinds of interactions both in and out of the target language. The students examined Australian teen culture and then compared it with the culture of the language they were studying. I planned to assess to what extent they had developed a comparative understanding of the social, cultural and linguistic differences and similarities of their own and other cultures, and then to see whether they could demonstrate that through a range of assessment tasks, including their own reflections.

Classroom practice

- Set up a pen pal relationship for each student on the internet. Students were encouraged to keep a pen pal diary with interesting information supplied in the target language.
- Introduction: designed 'mind maps'. In mixed language groups students examined a) the typical Aussie teen; b) what the world **thinks** is a typical Aussie teen; and c) what **they** think is a typical French, Italian or Japanese teen. In target language groups they discussed what they already knew **was** a typical teen of that country and then formulated a set of questions they needed answers to which could be shared with the rest of the class.
- Initial research was done on the internet with questions such as 'What song is the most popular at the moment?' 'What foreign language TV programs or films are popular?' 'Name some popular teen magazines'. This helped them see how similar the other cultures were to their own.
- Used authentic texts in target languages from text books, magazines, internet and school handbooks for students to dissect, do written comprehensions on and learn about different cultural aspects, such as school life, family life, hobbies, leisure activities etc.
- Taught vocab on schools, families, food and sports.
- Had visitors from France and Japan to visit and talk to students.

Student tasks

- Students had to present pen pal diary.
- Students did written comprehensions from authentic documentation.
- Students in pairs compiled a poster or PowerPoint presentation, mostly in English, on the teen life of their target country, which was shared with the class. They had to include a comparison of differences and similarities that they had discovered.
- Students were videoed in an interview situation in the target language where one was the interviewer, one was an Australian and the other was either French, Italian or Japanese. They had to bring out differences or similarities, with their limited language abilities, between the interests and demands of whichever culture they represented.
- Students completed an individual survey on what they had learnt and whether their ideas on the foreign teen culture had changed.

Materials I provided

1. I produced this set of questions at start of project for the class to use in their internet research.

WHAT DO THEY LIKE?

Research your particular country and answer the following:

- What song is the most popular at the moment?
- What is the most popular film at the moment?
- What band or singer is the most popular?
- Who are the most popular actor and actress?
- What TV series or programmes in their own language are popular?
- What foreign language TV programmes or series are popular?
- What boys' sports are played?
- What is the most popular male sport played?
- What girls' sports are played?
- What is the most popular female sport played?
- What cartoon series in their own language are popular?
- Are any in English popular?
- What comic strip characters are popular?
- What are popular teen magazines?
- Name some popular books.
- Name some popular computer games.

2. This set of questions was generated in a class discussion.

QUESTIONS TO ASK PEN PALS

COMMUNITY

- Do you live in a town, city or village?
- What is your house like?
- Who are the members of your family?
- Do your parents work?

SCHOOL

- What is your school like (classes / ages / teachers/ buildings)?
- What time does school start?
- What subjects do you study?
- What do you eat at school?
- How do you travel there?
- What do you wear to school?
- When are your holidays and how many do you get?
- What do you do in your school holidays?

AFTER SCHOOL

- What jobs do you do at home?
- Do you get pocket money?
- What do you do after school each day?
- Do you play sport? What and when?
- Do you play an instrument?
- Do you get much homework?
- What do you do at the weekends?

GENERAL

- What do you want to do when you leave school?
- What is your favourite food?
- What are typical meals in your country?
- What are your favourite movies / books / bands?
- Are you interested in fashion / jewellery?
- Have you any piercings / tattoos?
- Do you speak a dialect?

3. I designed this survey to be completed at end of the unit.

LANGUAGES SURVEY French/Italian/Japanese

1. What did you notice about school life in your country of study? How does it resemble / differ from our schools?
2. What would you like about going to school in that country and why?
3. What wouldn't you like about going to school in that country and why?
4. What would a student from there think about coming to school here?
5. What did you notice about their hobbies, sports and leisure time?
6. What did you learn about their homes?
7. How do you think the teens from this other culture resemble ours?
8. Were your original opinions about this other teen culture correct? Explain the areas where you were correct or totally wrong?
9. How would you have to change in order to live as a teen in this other culture?