



Australian Government

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

Teaching and Learning Languages: A Guide

Program example

Chinese primary years



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.

PROGRAM DESCRIPTION

Language	Chinese
Level	Years 2 to 7
Example	Long-term program
Annotations	In text End of text

Context statement

This program is designed for a primary school in a lower socio-economic area where the teacher has found that motivation to learn and use another language is limited. The program was therefore designed primarily to enhance learner engagement in learning about another language and society by using learners own language and life experience as the basis for exploring the other. Through this engagement the teacher also aimed to provide opportunities for learners to use the language purposefully in familiar contexts of use.

This long-term program is designed to provide a scope of learning and sequence of interactions that are generalised across the Years 2 to 7 (the end of primary school). Most classes are composite classes across two year levels, so prior knowledge and capability varies within and across each class group. The teacher has identified a range of concepts related to the theme of shopping and planned a sequence of questions as starting points to dialogue and personal meaning making about the language and cultural practices associated with shopping. These starting points would then be developed further in context and as appropriate to the responses provided by learners, based on their own understandings and experiences with these concepts. The planned sets of discussions would draw out and build on learner understandings and then be applied in a task involving language use. The program overall focuses on a generic set of interactions to stimulate discussion and engagement, enacted as appropriate to learner needs, interests and capabilities in each class.

Chinese Program Years 2 to7

Goals

This program aims to develop students' ability to use the target language by promoting:

- A positive attitude to learning language (Chinese).
- Confidence to speak and communicate with others in Chinese.
- The ability to reflect about languages and cultures (own and other).
- An insight into their own and others' identity.
- Recognition of linguistic and cultural diversity locally and globally.

Objectives

To improve students' attitude toward language learning (using the Shopping and Eating Out themes) by:

- providing opportunities for students to interact in Chinese using appropriate tasks for their level
- motivating students to interact with each other by constructing dialogues in the target language
- engaging students in tasks requiring purposeful use of the written language
- relating learning to their own experience and appreciating the similarities and differences of life in different cultures by experiencing shopping and eating out in a Chinese context
- analysing and exploring the patterns and common elements in language (words and phrases and texts) related to the topics
- developing an analytical approach to character learning and writing to overcome negative perceptions of characters and character learning.

Comment [A1]: Note the key objective of motivation and engagement as a pathway to language learning and use. This focus on intercultural learning makes the study of language (often not recognised as valuable by learners) a secondary outcome of an exploration of their lives and those of others, as they explore how language is used across cultures in familiar contexts.

In the goals and objectives the teacher emphasises this objective of deepening learner engagement by, for example, relating learning to their own experience and appreciating the similarities and differences of life in different cultures. The teacher engages students in scaffolded dialogue about language, culture and society as they experience and explore language in context.

The program aims to motivate learners at different levels by ensuring tasks are both meaningful and appropriate, and by providing sufficient scaffolds and supports to ensure learners achieve their personal communication goals.

Program overview – scope of learning

Semester One – Shopping at Markets Semester Two – Eating Out

	<i>Term One</i>	<i>Term Two</i>	<i>Term Three</i>	<i>Term Four</i>
Topic	Shopping at Markets		Eating Out	
Understanding Language	<p>Language functions – in Chinese</p> <p>Expressing wants, needs, likes</p> <p>Naming food types</p> <p>Talking about eating and drinking, meals and snacks</p> <p>Talking about and negotiating prices</p> <p>Talking about where foods are bought/available</p> <p>Linguistic items</p> <p>Verbs of identification, existence, location (to be, to have, to be in/at/on)</p> <p>Verbs (eat, drink, buy, sell, etc.), auxiliary verbs (want, need, like, etc.)</p> <p>Negation</p> <p>Numbers, and measures (price, weight, type)</p> <p>Adjectives (stative verbs) (big, small, tasty, hungry, thirsty, full)</p> <p>Adverbs – degree (very), scope (all), time (daily)</p> <p>Question words – how many, where</p> <p>Other language – loan words</p>			
Language Vocabulary	Money, numbers Measure words Food/drink items		Menus Meals	
Texts	Money Shopping Lists Shop signs, price tags		Restaurant placemats, menus	
Character Learning	Character structures and features (character components/radicals) and forming compound words)			
Understanding Culture	Systems of pricing Money / value / exchange rates Bartering / transacting / purchasing Shopping		Food culture Dining and shopping	
Assessment Tasks	Set up a market stall using Chinese signs to advertise food products for sale Role-play; go to 'the fruit shop' with a shopping list and make purchases in Chinese		Design a menu for a restaurant of their choice. Examine authentic texts of menus, placemats and design own menu.	
	End of year evaluation: To ascertain any shift in intercultural capability and cultural appreciation, ask questions in English about what students feel they have learnt about their own and the other language and culture through the study of shopping in China and Australia.			

Comment [A2]: Planning: Planning begins from the longitudinal overview of the year with a primary focus on language and cultural concepts to be addressed, across all year levels. The program scopes learning across the longer time span, recognising that the rate of coverage will differ from class to class, while remaining constant to the overall objective for each semester.

Comment [A3]: The scope for understanding language identifies both what learners should be able to do with language (the functions) and what linguistic items learners will need in order to achieve these functions. In this way the teacher plans to explore both language for communication and language as a system. This system can be compared and explored in relation to how these items 'work' in learners own first language, as a means to understanding their structure and function in the second language.

Comment [A4]: This is in line with the objective of developing an analytical approach to character learning and writing to overcome the negative perception of characters and character learning. Part of the plan – ongoing throughout the year – is a sustained approach to treating character learning as an analytic, exploratory task involving opportunities for learners to suggest their own understandings and interpretations of the character system. It is no longer a rote exercise in character memorisation without deeper exploration and understanding.

Comment [A5]: Understanding culture is described here as 'culture as content', necessary at this level. The intercultural element arises in the ways these concepts are explored across cultures, including learners' own, and in the communicative activities learners engage in and reflect on as a result of their learning.

Comment [A6]: The end of year evaluation provides a reference point for teachers and learners to explore and evaluate the learning outcomes achieved. This would of course be reinforced by ongoing dialogue and reflection at various points cross the program.

Semester One Terms 1 and 2 program

Intercultural Goals	<p>To enable learners:</p> <ul style="list-style-type: none"> to explore diversity and to recognise and challenge stereotypes about China and Chinese through the study of food to understand some cultural aspects of food types and choices in Australia and China to recognise influences of culture and environment and globalisation on food choices and lifestyle.
General knowledge Concepts	<p>Shopping – Markets Money – currency and relative values Prices – fixed and negotiable Measurements – price, weight number Food and drink – types/classes</p>
Language	<p>Language functions – in Chinese Expressing wants, needs, likes Naming food types Talking about and negotiating prices Talking about where foods are bought/available</p> <p>Linguistic items Verbs of identification existence, location (to be, to have, to be in/at/on) Verbs (eat, drink, buy, sell, etc.), Auxiliary verbs (want, need, like, etc.) Negation Numbers, and measures (price, weight, type) Adjectives (stative verbs) (big, small, tasty, hungry, thirsty, full) Adverbs – degree (very), scope (all), time (daily) Question words – how many, where Other language – loan words Vocab – vegetables, fruits, meats, snacks and sweets ,drinks, shop types</p>
Texts	<p>Videos/images of food, shopping Shopping lists, labels, price tags, adverts, shop signs Packaging, labels, etc. Food and drink</p>

Comment [A7]: These intercultural goals should reflect the take-home messages anticipated from the study of this module. These goals as described here are more cultural than linguistic, but this reflects the teacher's aim of enhancing learners' understanding of and respect for their own identity and that of the broader Chinese community through the study of language.

Comment [A8]: Resources: The resources include a diversity of texts drawn from the target culture and learners' own community. These provide a point of comparison and contrast, and opportunity to observe and respond to the target language in context, where not all language involved may be understood.

Each text provided is supported by additional vocabulary lists in characters that support text interpretation. Learners' construction of own texts in response, and all learner interpretations and creations will be scaffolded by ongoing dialogue with the teacher to maximise their insights and production in the language.

<p>Key Interactions (Intercultural exploration of concepts and language use experiences)</p>	<p>Reflect on what you know about bartering and shopping in Australia and compare with bartering and shopping in China. View images of Chinese shops and markets <i>What do they tell you about shopping in China?</i> <i>How might our shopping habits compare to Chinese? What differences could you expect, why?</i></p> <p>Concept of representing prices in speech and writing <i>Look at price tags for items in China and Australia.</i> <i>Chinese has spoken and written forms of expressing price. Does English/first language?</i></p> <p>Concept of measure words <i>How do we number things? What units of measure are there for:</i> bread – crumb, loaf, slice water – glass drop, litre, bottle chocolate – piece, block banana – bunch, kilo <i>What words don't usually have units (collective nouns) in English (cars, people, books)?</i> <i>What measure words can be used with all sorts of objects – crowd, pile, box, bag?</i> <i>What measure words relate to weight, and volume, or number (dozen)?</i> <i>What weight measurements do we use for (regular purchase) items?</i></p> <p>Language Activity Create a shop in the classroom, make signs in Chinese to create 'the shop'. Make posters including prices and signs for items sold in the shop. In groups determine items they want/need to buy at the shop. Develop shopping list to use to buy items at the shop, including reading signs to find and copy items to list. Make wallets and money for going to the shop.</p> <p>Concept of Money Discuss different monetary values available in Australia and China. Compare money from China with Australia and consider the language used. Look at Australian/Chinese coins and notes; order them by value: <i>What values are there? What language words are present / do you recognise?</i> <i>What images do they contain on each side? What are the differences and similarities between their visual information and text information? Why may this be so? How else do we carry money these days?</i></p> <p>Concepts of prices and bargaining <i>What do you know about buying and selling things in Australia and China?</i> <i>Do we always accept the price of things?</i> <i>What prices are negotiable, how do you know, when and where can we bargain, why?</i> <i>What prices vary from place to place and week to week?</i> <i>What do you know about bargaining in other countries – in China?</i></p> <p>Language Activity: Buying at the shop / Selling at the shop <i>How do we ask the price or value of something in English, in Chinese?</i> Learners create their own shopping role-play using support materials (sample interaction), then perform the shopping interaction with their own shopping list,</p>
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Comment [A9]: Planning: A sequence of interactions focusing on key concepts are detailed. These planned interactions are generalised for all classes, recognising that such interactions will be adjusted according to learners' prior knowledge and experience in learning. These generalised planned interactions are expressed in *italics*.

Comment [A10]: Language activities describe experiences in using language in the context of the classroom, based on a shop established in the corner of the room. These activities are described separately for middle and upper primary as appropriate, and negotiated in more detail with individual classes as required, but with encouragement and scaffolding from the teacher to enable learners to interact as meaningfully as possible.

Comment [A11]: The teacher attempts to engage learners in discussion by drawing on their prior knowledge and experience, to identify their prior understandings and provide a foundation for discussion and learning.

Comment [A12]: Communication tasks are supported by dialogue and questions that assist learners to understand concepts and processes necessary for successful learning and meaning-making.

	<p>practising the use of numbers and measure words to ask for different number of items, prices, etc.</p> <p>Differentiated tasks: Years 2 to 4 – Learners complete worksheets exploring monetary values and experience going to the shop using a scripted role-play. Years 5 to 7 – Learners create their own transaction to buy items from the shop using a shopping list. Students are encouraged to barter for a better price; the shopkeeper can attempt to entice people into the shop.</p>
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Comment [A13]: These activities are described separately for middle and upper primary as appropriate, and negotiated in more detail with individual classes as required, but with encouragement and scaffolding from the teacher in order for learners to interact as meaningfully as possible.

<p>Key Assessment Tasks</p>	<p>Task 1 A Shopping experience: learners interact with the teacher in a shopping context to greet, select items, and negotiate prices and pay Years 5 to 7 Task: Students use ‘the shop’ created in the classroom to purchase some items using their wallet and play money.</p> <p>Expectations: Students will rely heavily on script. Some students will be able to experiment with language, some may have difficulty reading and choosing items. Text: Students create own shopping dialogue in pairs to purchase items from the shop, using their shopping list and role-play script for support. Look for evidence of students bartering or adding any extra language of their own, e.g. add variation as shopper with extra words (<i>Do you have anything else? Hello, Thanks, Here you are, etc.</i>) or variation in salesperson talk (e.g. <i>needing to add price and give change</i>). Reflection: discuss intercultural observations on the experience. <i>What did you enjoy about this activity? What differences did you notice in the types of language used when making purchases in Chinese? Can you suggest reasons for these differences/similarities?</i></p> <p>Years 2 to 4 Task: A Shopping experience – Interact with teacher in a shopping context. Role-play going to the fruit shop with a shopping list, signs for items in the shop and a pre-scripted role-play dialogue. Students can adapt some language if they wish. e.g. include other language and change dollar values, prices etc. Encourage students to move beyond basic script and experiment with the language. Reflection: discuss intercultural observations on the experience. <i>What did you enjoy about this activity? What differences did you notice in the types of language used when making purchases in Chinese? Can you suggest reasons for these differences/similarities?</i></p> <p>Task 2 – comparing representations on currency – pen and paper activity (including shared discussion) Years 5 to 7 Look at exemplars of Chinese and Australian currency. Write down what you notice, describe its language and cultural images. Discuss observations of Chinese money and compare it with Australian currency. (Allow students to discuss in groups and come up with answers to report back to class.) <i>What are some of the interesting things you notice about the (language and images on) Chinese currency?</i> <i>How is the currency similar to and different from Australia’s? Why do you think this is so?</i></p>
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Comment [A14]: In the range of language use activities as assessment tasks, opportunity is provided for learners to engage with language in a variety of ways, and reflect on their experience.

Comment [A15]: In this task learners are encouraged to express their own interpretations of target language texts, and compare the representations in these texts with their own experiences. Learners are encouraged to explore and express their interpretations in order to promote learner engagement in learning about others worlds through language.

	<p><i>What language do we normally associate with money and currency? Which words on the Chinese currency are familiar to you?</i></p> <p><i>Look at the lists of vocabulary provided. Identify familiar words and those which are new to you. Look on the Chinese currency to find these words in context.</i></p> <p>Reflection – discuss intercultural observations on the experience.</p> <p><i>What did you enjoy about this activity? What differences did you notice in the types of language and images used on Chinese currency? Can you suggest reasons for these differences/similarities?</i></p> <p>Years 3 to 4 Task: Expectations. Students may need extra oral support with completing answers, may need to rephrase questions in different ways.</p> <p><i>Look closely at the notes and identify number values and symbols for money values (e.g. \$ and cents) Write down the Chinese language that is used to denote dollars, cents and numbers. What do you notice is the same, what is different compared to Australian currency?</i></p> <p>Reflection. Discuss intercultural observations on the experience.</p> <p><i>What did you enjoy about this activity? What similarities and differences did you notice in the language and images used on Chinese currency? What do you think are reasons for these differences/similarities?</i></p>
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Semester Two, Terms Three and Four: Eating out

Intercultural Goals	<p>To enable learners:</p> <ul style="list-style-type: none"> to explore diversity, and recognise and challenge stereotypes about China and Chinese through the study of food; to understand some cultural aspects of food types and choices in Australia and China; and to recognise influences of culture and environment and globalisation on food choices and lifestyle.
Topic Concepts	<p>Eating Out</p> <p>Food choices – fast food, 'local' familiar foods, regional ('ethnic') unfamiliar foods</p> <p>Food sources – food halls/plaza, restaurants, take away, home cooking</p> <p>Meal types – meals, snacks, breakfast, lunch and dinner (tea)</p> <p>Cultural and environmental impacts of food culture, globalised food culture</p>
Language	<p>Language functions – in Chinese</p> <p>Expressing wants, needs, likes</p> <p>Naming food types</p> <p>Talking about eating and drinking, meals and snacks</p> <p>Talking about where foods are bought/available</p> <p>Vocab – vegetables, fruits, meats, snacks and sweets ,drinks, shop types 酸辣咸醋豆腐, 白菜 茄子 西红柿 菠菜 面条 面包 饺子 包子 米饭 水, 宽泉水, 果汁, 汽水, 啤酒, 葡萄酒, 茶, 咖啡, 豆将,</p>
Texts	<p>Images of dining / Chinese food products</p> <p>Place mats, menus , bill/receipts, money price tags</p>
Interactions	Mealtime

Comment [A16]: These intercultural goals should reflect the take-home messages anticipated from the study of this module. The goals as described here are more cultural than linguistic, but this reflects the teacher's aim of enhancing learners' understanding of and respect for their own identity and that of the broader Chinese community through the study of language.

Comment [A17]: Interactions: the teacher's focus is on providing learners with opportunities to express their own meanings – their own interpretations of target language texts and contexts of use – and to apply the target language through tasks. This focus on learners' personal experiences in using language and interpreting language in use fosters their active engagement in learning.

<p><i>Intercultural learning language use experiences</i></p>	<p>Learners explore food types, food choices and meals available in China and Australia.</p> <p><i>What types of restaurants exist in Australia and China? What types of food are available here and there? What types of food do you often eat when you go out? What types of food do you think Chinese children might enjoy? Why?</i></p> <p>Food choices – <i>What can we do when we don't want to eat a home-cooked meal? Where can we go to eat out? What kinds of foods are available when we eat out? What is special/ distinctive about these places? What makes their food 'special'?</i></p> <p>Now make a list in English of your preferred meals and the types of restaurants where you can buy them – then check the Chinese vocab list to find these items.</p> <p>Concept of global food culture</p> <p>Learners explore the impact of global food culture on China and Australia.</p> <p><i>Which of these foods/places would you describe as Australian? Why? What makes them Australian? What meals do we consider to be Italian? Mexican? Greek?</i></p> <p>Chinese restaurants and food culture</p> <p>Discuss learner conceptions of Chinese food: <i>What meals do we consider to be Chinese? Why? Look at this list of ingredients in Chinese meals/dishes (in English and Chinese) Which are familiar to you, which are unfamiliar? Why? See which of these items you can find on the vocabulary list provided.</i></p> <p>Explore examples of texts in Chinese related to food</p> <p>Examine authentic Chinese menus of a pizza restaurant, Chinese restaurant and other fast food outlets, and discuss observations and reflections.</p> <p><i>Let's compare the format, language and design of menus: What do you notice on these menus? What headings are used? How are the menus similar and different? What captures your attention, in the images, in the way language is presented? What language can you read on the Chinese menu, what can you guess? What can't you read? Identify food items that are familiar. Now look at the word list provided, and explore the meanings of unfamiliar words.</i></p> <p>View a video in Chinese about visiting a Chinese restaurant and discuss observations of going to a restaurant to order a meal: <i>How familiar was the language and behaviour of people in the Chinese restaurant? Were there any features that you noticed as being different? Why may this be so?</i></p> <p>Language use task: Plan your own restaurant menu. Look at the menus provided and your vocab lists. Select some favorite or interesting dishes/meals from the Chinese menus, and write down their names, and prices. Consider the images you would add to a Chinese restaurant menu and explain the reasons for the choices you have made.</p>
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Comment [A18]: Learners are encouraged to offer their own insights and interpretations of text content and format in classroom discussion, as well as attempting to understand the meanings of words and phrases in the texts. The teacher has planned some initial questions to stimulate discussion, with the understanding that the classroom interactions will develop in response to the types of insights, questions and interpretations learners raise during discussion.

Comment [A19]: As a conclusion to the module, learners are provided the opportunity to use the target language for their own purposes, to attempt to apply the language and incorporate cultural aspects into their own text. As part of the task the teacher plans to maintain an ongoing discussion about the choices learners make, to encourage their own self-reflection on how they use the language and what cultural messages they are reflecting in their representation of a menu design.

Comment [A20]: Key Tasks for assessment and inclusion in learners portfolio of work are planned for the end of the module. These are differentiated for different year levels, and are supported by ongoing engagement in classroom dialogue as student undertake and complete the tasks

Assessment	Tasks Years 2 to4
Tasks	a) Design your own hamburger, and write the name of the burger and label the parts in Chinese. Complete the picture making use of your word lists

b) Design a label for a flavoured milk drink, and include the words for all ingredients on the label. Draw and label the drink in your book.

Years 5 to 7 Task

Design a menu for a restaurant of your choice. Use the word list and menus and include the characters for money, price, headings and food items.

<p>Language, culture and learning What is language? What is culture? Understanding learning Understanding language learning Intercultural language learning</p>	<p>In this primary program the teacher focuses on the cultural context of language use and provides opportunities for young learners to explore, compare and contrast how certain concepts are addressed and represented across languages. The interactions involved in exploring texts include a focus on the exploration of culture in the meanings and images represented in these texts.</p> <p>The program is designed with a particular focus on interactions in the classroom involving exploration of language, culture and meanings. Learners are encouraged to express their own interpretations of target language texts, and compare the representations in these texts with their own experiences. Intercultural learning is foregrounded and learner engagement in learning about others' worlds is promoted through language learning and use.</p>
<p>Teaching and learning Classroom interactions The nature of interactional language Tasks and task-types Student engagement Recognising the diversity of learners and their life-worlds Technology in language teaching and learning</p>	<p>In the goals and objectives described for this program, the teacher emphasises the objective of deepening learner engagement by, for example, relating learning to their own experience and appreciating the similarities and differences of life in different cultures by experiencing language in context. The program further aims to ensure tasks are both meaningful and appropriate by providing sufficient scaffolded interactions about concepts and texts. Learners achieve their personal communication goals in tasks involving language use.</p> <p>Throughout the program the teacher attempts to engage learners in discussion by drawing on their prior knowledge and experience, in order to identify their prior understandings and provide a foundation for discussion and learning. The planned tasks are supported by questions that assist learners to engage in dialogue both in their own language and the target language. In this way they develop understanding of concepts and processes necessary for successful learning and meaning-making.</p> <p>In the range of tasks involving language use, opportunity is provided for learners to engage with language in a variety of ways and reflect on their experience. The teacher's focus is on providing learners with opportunities to express their own meanings in the target language and to express their own interpretations of target language texts and contexts of use. This focus on the learner's personal experiences in using language and interpreting language in use aims to foster their active engagement in learning.</p>
<p>Resourcing and materials Selecting resources The purposes of resources Adapting resources</p>	<p>Resources used in this program include a diversity of texts drawn from the target culture and from learners' own communities as points of comparison and contrast. Thus opportunities are provided to observe and respond to the target</p>

Using resources critically Relating resources to each other Contemporary resources Learners as resources Developing a resource bank	language in a context in which not all language involved may be understood. Each text provided will be supported by additional vocabulary lists in characters that support text interpretation, and learners' construction of own texts in response.
Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation	Assessment tasks are programmed as differentiated activities for different year levels, which will be supported by ongoing engagement in classroom dialogue. The dialogue supports teachers' judgment by providing insights into learners' thinking, assumptions, and application of available resources as they complete their tasks.
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>Planning begins from the longitudinal overview of the year, with a primary focus on language and cultural concepts to be addressed across all year levels.</p> <p>Given the limited time on task available, the program scopes learning across the longer time span, recognising that the rate of coverage will differ from class to class while achieving the overall objective for each semester.</p> <p>Classroom interactions are planned in general for both semesters, for all classes, recognising that such interactions will be adjusted according to learner's responses, reflecting their prior knowledge and experience in learning. Tasks are defined for middle and upper primary as appropriate, and negotiated in more detail with individual classes as required, with encouragement and support for learners to achieve their best.</p>
Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry	This program resulted from an attempt by the teacher to review her practice, engage in more intercultural approaches to learning, and manage the complexity of teaching across a range of year levels from Year 2 to Year 7 each week. The plan considered the concepts to be addressed and how these concepts could be explored through dialogue in the class with flexibility and responsiveness to learner's responses. Consequently, evaluation was an ongoing process of responding to learners' input and adapting the plan accordingly, with the primary purpose of ensuring that the plan led to increased learner engagement in classroom discussion through meaningful exploration of target language texts and the production of their own messages in the target language.