



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

Teaching and Learning Languages: A Guide

Program example

Chinese senior years



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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	Year 11
Example	Youth Issues Short-term program
Annotations	In text End of text

Year 11 Chinese First Language
Module: Youth Issues

Key focus *How Chinese and Australian students view and understand each other*

Context statement

This module was designed for a class of recently arrived international students from China, who were still adjusting to life in the Australian educational environment and integrating into Australian society. The lessons are conducted in Chinese, and the program was designed to meet the requirements of the background-speakers level curriculum statement Stage 1 (Year 11) assessment plan. It was designed to fit within the compulsory theme of Modernisation and Social Change, under the topic of Youth Issues. In general this topic is addressed by looking at issues Chinese youth face in China as seen through texts produced in China. In this instance, in order to make the topic more relevant to learners' current context and experience and to help them to better understand and respond to the social and cultural world in which they now live, the teacher has designed the module to focus on their immediate experience in the Australian context, focusing on the issue of how they see themselves, how they understand Australian youth, and how Australian youth view these young Chinese students living and studying among them. The module is delivered over a period of 10 weeks with two 2-hour lesson periods a week.

In order to design a module that reflected a more intercultural orientation, drawing more directly on learners' own lived experience and eliciting more personal interpretations of who they are and how they see themselves in the Australian environment, some key goals were established in designing the module.

Key goals

In designing and delivering this module, my goals are to:

- Give the topic a **student-focus** – their life and needs here in Australia (not a China focus).
- Be more **concept-focused** in classroom discussions, and pay more attention to learners' own ideas and experiences, rather than knowing about the content (content-focused e.g. facts, knowledge).
- Increase learner engagement with topic/activity in class by encouraging contributions that are more personal, more reflective.
- Spend more time **getting to know the students** and eliciting their prior knowledge and opinions on this topic: youth issues. Use surveys to find out a) students' own concerns, and b) Australian students' concerns for comparison.
- Develop learners' ability to look at things from a broader context and from different angles; encourage students to engage with a wide range of resources that provide **more diverse, cross-cultural perspectives**, as well as texts generated by students from their survey results.
- **Encourage interactions** between the teacher and students in classroom using 'why or how' questions; rather than 'what' questions; encouraging more interactions between students.
- Encourage students to contribute to or discuss assessment tasks, criteria and resources available for the tasks. The tasks should be personal and reflective; the criteria expanded to provide clearer evidence of what is expected.

Comment [A1]: Student engagement: the teacher's focus for the module is to engage learners with experiences that reflect their lives and concerns.

Comment [A2]: Planning: The teacher focuses on interpersonal and intrapersonal meaning-making in relation to youth issues, which takes priority over the subject matter itself.

Comment [A3]: Learner differences: The teacher's desire to begin with discussion and elicitation of learner issues and concerns reflects a focus on learners' own worlds and needs as the stimulus to program development.

Comment [A4]: Resources: The teacher places priority on the selection of texts that offer diversity of opinion and stimulus for discussion.

Comment [A5]: Classroom interactions: The teacher focuses on the nature of questions asked and eliciting more opinion and interpretation from learners

Outline of key phases in the program

(based on one week of two lessons per phase)

Learners

1. Write a personal written response to reflect on issues of interest and concern to them about living and studying in Australia (for teacher to explore for themes and issues arising).
2. Complete a teacher-developed survey of their own attitudes and beliefs about being Chinese and living in Australia (Survey 1)
3. Analyse and reflect on results of Survey 1 in classroom discussion, focusing on how Chinese and Australian students view and understand each other (to draw out stereotypical views and general understandings of current relationships between cultural groups).
4. Collaboratively develop a set of survey questions to be completed by themselves and Australian students, to explore stereotypes held by Chinese and Australians about each other (as a sample survey to contrast with the views expressed in Phases 1 & 2).
5. Interview Australians about their impressions of Chinese students using the survey (Survey 2).
6. Complete a personal survey about learners' impressions of themselves (Survey 3).
7. Analyse and reflect on results of Surveys 2 and 3. Discuss findings to develop insights into different peoples' understandings and interpretations of each other.
8. View a range of texts on issues facing teenagers in Australia and China and explore how personal, cultural identities are represented in various contexts by authors from different backgrounds.
9. Undertake research to focus on their main task of writing about their new understanding of Australians, their culture, and their own future prospects of living and studying in this country.
10. Complete main assessment tasks, using explicit criteria.

MODULE PLAN 性相近，习相远

(Human nature is the same, but different ways of doing things creates distance between people.)

Focus: Adapting to Australian life education, social life and culture

Key issues for exploration:

- Are we so different? What do we know/understand about ourselves (Chinese) and about others (Australians).
- In what ways do we differ/compare to Australian students? Are our interests and concerns the same?

Key Interactions – key questions for discussion

- What are youth issues for
 - Chinese overseas students?
 - Local students?
 - Students in other Chinese-speaking communities?
- What causes these issues? Which are local/global?
- What are the similarities and differences in issues for these three groups?
- How do they deal with their issues?
- What help do they get to deal with their issues?

Comment [A6]: Classroom interactions: Learners are encouraged to engage with a diversity of ideas and interpretations on issues of immediate concern to them.

Initial lesson plan – introducing the new topic

Key Interactions: Brainstorm the topic

Explore the topic **Youth Issues** and students' interest in discussing issues arising:

- What are your concerns, as a young person, as a Chinese young person? Why?
- Is this topic important for us to discuss? Why?
- What are the youth issues you would like to discuss? What causes these issues?
- How are these issues different from those from your parents' time?
- Are these issues different for your Australian counterparts?

Comment [A7]: Classroom interactions: The teacher begins by focusing on learners' own experience and their personal relationship to the theme/topic as a means of engaging with the topic. Prior knowledge is elicited to provide a basis for the teacher's ongoing program development in response to their needs and interests.

Focus questions:

- Why would Chinese students come to Australia to study Chinese?
'That's stupid' – the view of a senior Chinese English teacher in China.
- What is the purpose of choosing to study Chinese in Australia?
'It's easier to get a good mark' – opinion of the majority of Chinese students.
- What can Chinese students do to help themselves adapt to living and studying in Australia?
(for ongoing research and discussion)

Initial tasks:

- Students complete the teacher survey (Survey 1), then discuss feelings/responses.
- Students write a personal response to the following question:
What concerns me the most? Why?
如果我是....., 我会....(If I was, I would ...)
- Students write a personal journal as reflection on the concepts addressed and issues discussed (each week) for homework.

Resources

Texts to be used as stimulus for discussion and contrast with learners own experience:

- focusing on knowledge of themselves
 - magazine/news articles about identity
 - embracing Western ways while clinging to tradition
 - 留学甘苦三部曲 trilogy of bitter and sweet overseas studying
 - 想起了费孝通 it makes me think of *Fei xiao tong*
 - a review of the film *Qing Hong*
 - film: *Qing Hong* 青红
- focusing on knowledge of others
 - magazines/news articles focusing on youth life in Australia
 - Is China unfairly looked on by Western eyes?
 - a warning letter from Adelaide Tuition Centre about copyright
 - youth issues in SA (www.shinesa.org.au)
 - my life with the Brethren
 - speaking of young people:
 - wearing uniforms is not a good idea*
 - computer games might be harmful*

Comment [A8]: Resources: texts are diverse and include both Chinese and English texts – by both Chinese and Australian authors.

Classroom Tasks

To be used to meet assessment requirements for SACE Stage 1 syllabus

- **Text analysis:** (presenting views after reading individual articles provided) 读后感
Interpret and respond personally to a range of texts, focusing on the writer's intention, style and impact
 - What is your personal reaction to the text?
 - What Youth Issues arise and how are they dealt with in the text?
 - Are these issues local or global?
 - How does the representation of the issue compare to your culture/experience, what is similar different?
- **Writing:** balanced, informative accounts of youth issues (through research) and personal reflections on issues arising from study of the theme responses in writing, including:
 - personal reflection 如果我是 ... 我会 ... If I were ... I would ...
 - responses to teacher survey (Survey 1)
 - responses to Chinese student survey (Survey 2)
 - analysis of Australian student survey (Survey 3)
 - journal(weekly, after class reflection) 课堂反思
- **Oral:** assessment based on individual presentations and contributions to class discussion of issues discussed across the term.

Comment [A9]: A focus on experiences: Tasks undertaken throughout the module focus on personal interpretation and reflection. Tasks include responses to the ideas and experiences of others, and expression of their experience as learners and as members of the target language-culture community.

Three surveys for use in exploring youth issues across cultures

Survey 1

Teacher Survey of Student Issues (including study of Chinese)

1. 你为什么选择中文课？ Why did you choose to study Chinese?
2. 学了两个 Term 的中文，说说你的感想。What are your feelings after two terms of Chinese classes?
3. 你认为澳洲的中文课应该教授什么才能更好地帮助中国海外学生在澳洲的学习与生活？
What do you think the Chinese courses in Australia teach in order to assist Chinese students in their living and study in Australia?
4. 谈谈在澳学习所面临的的难处。What are the difficulties you face studying in Australia?
5. 谈谈在澳生活所面临的问题。What are the problems you face living in Australia?
6. 谈谈中国学生与澳洲学生的不同之处。What are the differences between Chinese and Australian students?
7. 谈谈中国老师与澳洲老师的不同之处。What are the differences between Chinese and Australian teachers?
8. 你认为中文与 E S L 有无相似之处？ What are the similarities/differences between studying Chinese and ESL?
9. 根据你自身的经验，谈谈中澳文化的差别？ In your experience, what are the cultural differences between China and Australia?
10. 你认为澳洲人和中国人在做人处事方面有何不同？ What do you think are the differences between the way Chinese and Australian people relate to others?
11. 你希望更进一步地了解澳洲人的文化吗？为什么？ Do you want to know more about Australian culture? Why?
12. 当你不了解澳洲人的行事时，你会怎么处理？ When you don't understand an aspect of Australian behavior, what do you do?
13. 你觉得你有没有必要去了解澳洲人的文化？为什么？
14. Do you think it is necessary to know more about Australian culture or not? Why?

Comment [A10]: Learner differences: Here the teacher explores learners' own experiences as a stimulus to class discussion and for planning future lessons. The nature of learners' concerns will influence the direction the unit takes to explore these concerns.

Survey 2

Perception of Chinese Overseas Students Toward Themselves and Other Chinese Overseas Students

中国留学生对中国留学生的印象

1. Use one word to describe (the quality of) your life in Australia.
2. Use one word to describe your perception of other overseas Chinese students (i.e. their personal characteristics).
3. What kind of person do you wish people to see in you?
4. **Describe** the positive and negative characteristics of each gender.

	+	-
I think males are		
I think females are		

Comment [A11]: A focus on experiences: As a basis for exploring Australian learners' perceptions of Chinese students, the teacher explores learners' perceptions of themselves – individually and as a cultural community. This task focuses learners' attention on who they are and how they see themselves and wish to be seen, placing their identity at the centre of their studies and classroom discussions.

Survey 3

Survey of Australian Students' Attitudes and Experience

Dear Year 11 Students, I would like to invite you to complete this survey.

I am conducting this survey to provide my Chinese students with some information about Australian youth. Your input will be a valuable element in building bridges between our two cultures.

Thank you for your contribution.

Answer each question as best you can. Try to give examples to support your answer.

1. What do you notice about our Chinese students
 - a) in the classroom
 - b) outside the classroom?
2. In what ways are Chinese students similar to you?
3. In what ways are Chinese students different from you?
4. How do you feel about International students speaking their native language in school? Why do you feel this way?
5. What do you do to make yourself feel part of the USC community?
6. In what ways could international students make themselves feel more a part of the USC community?
7. What do you know about China? Give some details/examples.
8. What are the important things you think Chinese students should know about Australian youth? Explain.
9. What is the biggest difference between Chinese girls/boys and Australian girls/boys?
10. If you can ask Chinese students one question, what would you ask them?

11. Quick questions about yourself:

(Tick the boxes that apply to you or skip the question if you think it's too personal)

1. Financial
 1. My parents give me pocket money? Yes No
 2. If they do, how much do they give you each week? _____
2. Commitment
 1. Do you have a part-time job? Yes No
 2. How many hours a week? _____
 3. How much do you get paid per hour? _____
3. Pathway
 1. It is more important
 1. to get into a good university, or
 2. to get a degree of your choice/career?
 2. It is important for me to go to Uni. Yes No
4. Cultural understanding
 1. Would you take the initiative to interact with the international students? Yes No

Thank you.

Comment [A12]: Classroom interactions/student engagement: The central resource for this module is a survey of Australian students developed through class discussion. The students construct a questionnaire they would use to interview local students in order to report back and discuss diverse perspectives on identity from an intercultural perspective. In this way, the students are actively engaged in gathering data, analysing responses and reporting back on their findings, contrasting the views of Australian students with their own.

Main Assessment Tasks

Now that we have explored Chinese and Australian students' attitudes and understandings of each other, and explored a range of texts on issues facing young people, complete the following tasks.

1. Text analysis:

Read the text '在英国读高中 听听中国学生的留学甘苦经' (*The bitter sweet experience of (Chinese) students in the UK*)

- a) Write a short summary of the text (author, purpose, style and impact).
- b) Reflect on cultural reasons why these students experience these difficulties.
- c) Reflect on your own feelings as you read the text (emotional response, sense of dis/agreement, desire for action, etc.).

2. Oral

Present a 5-minute talk (followed by discussion) on what you believe to be the main issue inhibiting close relations between Chinese and Australian students, what evidence there is of this difficulty, what the cause of this difficulty may be, and any solutions you may have.

(Describe situations in which difficulties have arisen, and what beliefs, practices or language issues may have contributed.)

3. Writing in Chinese (reflection)

Write a letter to your parents, a report to your teacher, or a personal journal entry for yourself.

- Outline how your understanding of yourself and Australian students has changed, and how this new understanding might help you better adjust to living and studying in Australia.
- Explain what you still see as major hurdles to improving your relations with Australian students, and performing your best at school.
- Outline how your understanding of yourself and Australian students has changed, and what features of a) Australian and b) Chinese youth culture you 1) admire and 2) would like to change, and why.

Comment [A13]: Assessment: These three tasks, as required by the senior secondary curriculum statement, require students to:

- interpret texts on the issue of identity
- present a personal perspective to the class on the issue of their experience with and relationship to local students
- reflect personally in their writing on how the content of this module has enhanced their understanding of themselves as international students.

These three tasks are connected to the purpose of the unit and draw connections between the texts, their research and their own life worlds.

Criteria for assessment – sample

Criteria for Oral Assessment (English version)

Language	Comment/score
<ul style="list-style-type: none"> Fluency, accuracy Clarity of speech, appropriateness to audience 	
Presentation <ul style="list-style-type: none"> Eye contact Body language Appropriate use of supports 	
Content & Organisation <ul style="list-style-type: none"> Introduction <ul style="list-style-type: none"> clarity of purpose Body <ul style="list-style-type: none"> clear line of reasoning providing multiple perspectives relevance of data effective use of evidence – paraphrasing and limited direct quoting of sources/reference clear identification of sources Conclusion <ul style="list-style-type: none"> clear summary of main points connection to purpose (introduction) 	

Comment [A14]: Assessment: At senior secondary level certain criteria are provided, but in order to enhance these criteria and add an intercultural perspective the teacher has enhanced the set criteria with an additional set of criteria using the five intercultural principles.

These criteria provide a second reference point for learners to understand what the teacher believes to be important aspects of performance not fully explored through the standard set of criteria. The feedback comments enhance learners' understanding not only of their performance in content knowledge and language performance, but also their engagement, interpretation and reflection. This is a critical part of the objectives of this module, providing vital feedback for learners.

Intercultural criteria – developed to enhance assessments made using criteria above

Active construction <ul style="list-style-type: none"> Focus on own and others' interpretations of data (self-expression) Conceptualisation of issues (rather than presentation of content data) 	
Making connections <ul style="list-style-type: none"> Relating <ul style="list-style-type: none"> topic to sources, texts/data to issues/concepts issues/concepts to own experience 	
Social interaction <ul style="list-style-type: none"> Degree of engagement with audience (relate to their interest, understanding of topic) Use of entertaining and persuasive style 	
Reflection <ul style="list-style-type: none"> Reflection on impact of information on own understandings 	
Responsibility <ul style="list-style-type: none"> Capacity to present new information in authoritative way – evidence of thought, research, and preparation 	

Language, culture and learning What is language? What is culture? Understanding learning Understanding language learning	This module for a Chinese first-language program involves learners' exploration of their context; and learning and living in the Australian language and culture. This language program requires a connection be made between the Chinese language and culture experience of the teacher
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<p>Intercultural language learning</p>	<p>and students, with their lived experience in Australia. This connection is negotiated through Chinese texts and English texts, and explored and expressed in their first language – Chinese. To this extent the module attempts to draw learners’ attention to issues of language, culture and meaning-making in both Chinese and English.</p> <p>This module aims to help learners to become more comfortable being Chinese (linguistic and cultural) students in the Australian social and educational context. It also helps them to develop their intercultural skills, knowledge and understanding of themselves and others (Australians) through exploring texts and personal accounts representing different perspectives.</p> <p>Learners engage in experiences across linguistic and cultural boundaries and explore how different groups understand their own and others’ worlds. To this extent learners are participating actively in language-based experiences and reflecting on their learning, recognising how different people’s background and experience impact on their world view and understanding of others.</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>The teacher encourages interactions between the teacher and students in classroom using ‘why’ or ‘how’ questions; as well as ‘what’ questions, and encouraging more interactions between students. Classroom discussions are designed to pay attention to learners’ own ideas, and experience, as well as knowledge of content (e.g. facts). Learners’ engagement with topics/activities in class is increased by encouraging contributions that are more personal and more reflective.</p> <p>The teacher also spends more time getting to know the students and eliciting their prior knowledge and opinion on this topic: youth issues. The use of surveys to find out (a) students’ own concerns and (b) Australian students’ concerns, etc. for comparison provides opportunities to interpret and exchange meanings directly, across cultures.</p> <p>The module is focused directly on students’ own lives – the module is about their experiences, but draws in learners’ experience and interpretation of them, as much as it does learners’ interpretations of others. In this way learner engagement is enhanced. The teacher begins the unit by exploring learner biographies in relation to issues under consideration. The teacher also elicits student responses in order to understand how they are likely to respond to the tasks in the remainder of the unit.</p>
<p>Resourcing and materials Selecting resources The purposes of resources Adapting resources</p>	<p>The teacher uses texts with diverse cultural perspectives, as well as texts generated by students from their survey results. The aim of this approach is to develop each learner’s ability to look at things from a broader context and</p>

<p>Using resources critically Relating resources to each other Contemporary resources Learners as resources Developing a resource bank</p>	<p>from different angles, particularly interpretations across cultures. Activities relating to the interpretation of texts and analysis of data collected via surveys, all provide learners with opportunities for reflection on what the focus of the unit has meant to them, personally, rather than just presenting facts in a disconnected way.</p>
<p>Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation</p>	<p>The assessment process encourages students to contribute to or discuss the requirements of assessment tasks and criteria, and resources available for the tasks. The tasks are all planned to be personal and reflective. The criteria are expanded to provide clearer evidence of what was expected, and an additional set of criteria based on the five intercultural principles have been included to reinforce the linguistic and content-based set of criteria typically used with these types of tasks.</p>
<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 experiences</p>	<p>Planning within this module is dynamic and responsive to initial investigations. The outcomes of undertaking surveys and the nature of the findings cannot be anticipated. Lesson planning remains flexible. Main tasks, however, focus on both interpersonal and intrapersonal meaning-making, with considerable scope for personalised responses.</p>
<p>Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry</p>	<p>The program is designed as a framework – a plan to reorient the teaching and learning interactions more towards learners' own interests, experience and current life worlds. The weekly plan outlines the overall direction intended, but remains responsive to the outcomes of each week's exploration and discussion of issues from the learners' perspectives. The module is, itself, a process of enquiry, to see whether planning for more direct engagement with learners' own experience will lead to enhanced engagement and participation in discussion, and deeper reflection on learners' own experiences. It acts therefore as a tool to evaluate the teacher's own past practice and future intentions, so that future modules for intercultural learning in the first language classroom can be developed on a similar path.</p>