



**Australian Government**

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

# **Teaching and Learning Languages: A Guide**

**Program example**

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**Indonesian middle years**



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#### Disclaimer

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

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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, and 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

|                    |                        |
|--------------------|------------------------|
| <b>Language</b>    | Indonesian             |
| <b>Level</b>       | Year 9                 |
| <b>Example</b>     | Long term program      |
| <b>Annotations</b> | In text<br>End of text |

**Year 9 Indonesian Long Term Program (1 year)**

|  | T1   |   | T2   |  |
|--|--|---|--|--|
| Year 9   | <b>1. Ini kehidupan saya</b><br><br><b>What do I tell others about my life?</b>  | <b>2. Ini daerah/tempat saya</b><br><br><b>What is my 'place'?</b>  | <b>3. Peran anak/remaja di rumah</b><br><br><b>What's expected of young people at home?</b>  | <b>4. Bertamasya/Ke Luar</b><br><br><b>Can I 'go out'?</b>   |
| Permeating Concepts  | <ul style="list-style-type: none"> <li>intercultural language learning</li> <li>language learning identity</li> </ul>  | <ul style="list-style-type: none"> <li>concept of 'home' or 'place'</li> </ul>  | <ul style="list-style-type: none"> <li>childhood and responsibility</li> </ul>   | <ul style="list-style-type: none"> <li>social space for young people</li> <li>concept of 'going out'</li> </ul>  |
| Objectives   | <ul style="list-style-type: none"> <li>diagnosis of students' linguistic and cultural profile</li> <li>orientation to intercultural language learning (e.g. goal-setting/questions)</li> <li>identity is individually and socially constructed</li> </ul>  | <ul style="list-style-type: none"> <li>explore what it means to belong (to a place)</li> <li>sense of belonging is shaped by social and physical environment</li> </ul>   | <ul style="list-style-type: none"> <li>explore how self and others contribute to domestic environment</li> <li>consider how respect and obligation are linked to behaviour</li> </ul>  | <ul style="list-style-type: none"> <li>how others might see you</li> <li>liberties and restrictions for young people and why</li> <li>parameters for behaviour are socially determined</li> </ul>                          |
| Intercultural Understanding                                      | What are your views about language and culture learning?<br>How do you introduce yourself?<br>What is important to tell people you meet about yourself?  | What makes places significant?<br>What is your concept of 'home'?<br>Where do you feel most 'at home'?<br>How does it differ from that of other people?<br>How do others feel about their 'home'?   | What is expected of you at home?<br>What do you expect to contribute to your home situation? Why?<br>How does your situation compare with others?<br>What influences expectations and roles of children at home?<br>How would you feel in a different set of circumstances?                    | What does it mean to 'go out' in different cultures?<br>Who 'goes out' in Australia /Indonesia?<br>Where is suitable and available to go?<br>What expectations are there of young people? Why?                             |
| Cultural knowledge   | School routine, curriculum and extra-curricular activities<br>Environment (e.g. <i>gedung, kamar/ruang, lapangan, kantin</i> )   | Describing home and local area<br>Aspects of local environment (e.g. <i>mushola, sumur, rumpus room</i> )   | Range of tasks performed by young people, specific jobs only done by children (e.g. street selling)  | Places around the area/city<br>Influences on forms of transport  |
| Linguistic knowledge (including grammar, vocabulary, text types) | Simple verbs – daily routine ( <i>mandi, bangun, gosok gigi, berangkat, pulang</i> )<br><br>Indicating when things happen (e.g. <i>Jam setengah ... Hari Rabu ada ... -akhir minggu, liburan, pulang sekolah</i> )<br>Describing time (e.g. <i>pada</i> )<br>Describing place (e.g. <i>di</i> )<br>Describing favourites (e.g. <i>regu/tim</i> ) | Vocabulary for places: <ul style="list-style-type: none"> <li>within home and surroundings</li> <li>within local area</li> </ul> Prepositions (e.g. <i>di sebelah, samping, di depan, ke</i> )<br><br>Use of <i>ada</i> to indicate existence<br><br>Explaining why (e.g. <i>karena ...</i> ) | Simple verbs in domestic context (e.g. <i>membantu, membaca, menyapu, mencuci, menonton, menulis, membersihkan</i> )<br><br><i>Pekerjaan</i> – use of <i>pe-</i> form, <i>pembantu, penjual</i> ,<br>Concept of <i>tukang</i><br><br>Difference between <i>gaji, uang</i> and <i>uang saku</i> | Email genre/features (e.g. <i>kepada, teman baru, sekian dulu, dari</i> )<br><br>Asking questions related to timing of events e.g. time indicators (e.g. <i>sudah menonton ...? Sudah pernah ke ...? Mau ikut ke...?</i> ) |

**Comment [A1]:** This concept is important comparison between Indonesian and Australian families. It is also one that may lead to stereotypical responses, so opens up avenues for exploring cultural 'norms' within a frame of complexity and diversity, in both nations. It is a concept/area of concern for adolescents, who are acutely aware of their own development and relationships with family etc., so is fertile ground for investigation through language.

**Comment [A2]:** The overview format allows a visual and mental picture of the connections between the 8 units. A developmental progression is evident as the program moves from the narrower personal picture to the wider global picture, from investigating me and my life, through where I live, what is expected of me, how I relate to others, to how others relate to and see me.

**Comment [A3]:** Note the concept-oriented approach to planning. Concepts have been used as organisers of learning rather than topics.

**Comment [A4]:** 'Permeating' concepts implies a view of learning and understanding that suggests that concepts run deeply across the themes and ideas being investigated, and suggests that the teacher will be constantly looking to make connections and have students make connections as they work within and across these units. The concepts not only underlie the units, but will be foregrounded throughout the learning process.

**Comment [A5]:** Beginning with a diagnostic profile allows both teachers and students to see the starting points for the unit, to understand their linguistic, personal, social, cultural and family backgrounds, and begin to understand how these will affect the learning in this program.

**Comment [A6]:** Specific intercultural objective

**Comment [A7]:** Notice that intercultural understanding is differentiated from cultural and linguistic knowledge. Understandings are through analysis of and reflection on cultural and linguistic knowledge.

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|  | <p><i>futbal yang favorit saya ...)</i><br/>Uniforms/outfits (e.g. <i>pakaian seragam berwarna</i>, colours)<br/>Linking action and purpose (e.g. <i>untuk ...)</i></p> <p>Sports and hobbies vocabulary<br/>Simple verbs (e.g. <i>memakai ... ,memukul, melempar,-menonton televisi, berbelanja pergi ke pantai bertemu dengan teman)</i></p> | <p>Describing feelings (e.g. <i>sedih, senang, bingung, selamat, sepi, marah ...)</i></p> <p>Describing membership (e.g. <i>anggota, tim/regu, kumpulan, kelompok, klub)</i></p>   | <p>Frequency (<i>biasanya, kadang-kadang, jarang, sering)</i></p>  | <p>Question words:<br/>Asking which <i>apa...yang?</i><br/>Asking why <i>Mengapa?</i></p> <p>Vocabulary for transport (<i>Naik ... ke ...)</i></p> <p>Directions (e.g. <i>lewat, terus, kiri/kanan, compass directions)</i></p>   |
| Language Awareness                       | <p>Forming simple verbs<br/>Position of adjectives<br/>Referring to self (context and personal pronouns)</p> <p><b>Language as identity</b></p>  | <p>Positioning and movement in choosing prepositions<br/>Importance of <i>rasa</i> (e.g. taste, feeling)</p> <p><b>Language as expression</b></p>  | <p>Showing respect through language and gesture</p> <p><b>Language as a means of building relationships and membership</b></p>   | <p>Use of time indicators to express when events occur</p> <p>Prohibitive language (e.g. no, don't, shouldn't, mustn't ...)</p> <p><b>Language as power</b></p>   |
| (ongoing)                                | <p><u>Journal entries</u><br/>Goal-setting: What do you aim to achieve in your language learning this year?</p>  | <p>Find a text about 'home' in Indonesian and analyse the language, focusing on patterns and meaning. Include examples of language that doesn't translate word for word and explain why this may be so.</p>  | <p>Highlight language you have learned that makes you think about culture. Give at least three examples and describe why you chose these. Compare how these may be similar to or different from your first language.</p>   | <p>Write your views about what you have learned this semester in relation to:</p> <ul style="list-style-type: none"> <li>• identity</li> <li>• your language learning</li> <li>• language and culture</li> </ul> <p>Use examples from texts to make your points.</p>  |
| Key Tasks (including assessment in bold) | <p><b>Give a 2 min. oral presentation (no cue cards, only pictures for support) to describe your week. Give details of where, what, how, why you do the things you do.</b></p>   | <p>Examine two texts about 'home'. Consider how the language reflects the feelings of the author.</p> <p><b>Write a letter to your teacher about your 'home'. Include what it is about your home that is important to you and how it relates to who you are.</b><br/>OR<br/>Find a text which reflects your feelings about <u>home</u> and compare it to one studied. Explain why you chose your text and highlight language in both that has an impact for you.</p> | <p>Analyse and respond to a set of profiles of children/teenagers from different contexts in Australia and Indonesia, considering their role, expectations and contribution to home life.</p> <p><b>Create a poster/PowerPoint on roles young people have in their homes (across cultures). Give descriptions in Indonesian. Write an evaluation in English of these roles and how they may compare to your own situation, and why this is so.</b></p> | <p>Write an email to a student studying Indonesian/Indonesian student introducing yourself. Include information about yourself, family, studies, local area and interests/what is important to you. Ask the other student questions about him/herself.</p> <p><b>You have an Indonesian student staying with you. It is Saturday night and you have arranged to 'go out'. Explain to him/her what is happening and why. (Students may use cue cards or images to support their oral.)</b></p> |

**Comment [A8]:** There are consistent and developmental links in grammar used in the different units, beginning with simple root words and becoming more sophisticated by final unit, with more complex verb, noun and adjectival forms, as well as an increasing vocabulary that can be re-used and extended in subsequent units.

**Comment [A9]:** Each language awareness box indicates the grammar forms to be considered, and, importantly, the significance of these as a form of expression (as identity, expression, as power, etc.). Intercultural and analytical concepts permeate the rationale focusing on particular language forms. Language as power focuses on the cultural power of language, not just awareness of form.

**Comment [A10]:** A journal provides for student learning as a point from which formative feedback may be given to student in an ongoing and non-threatening way. It will also show both student and teacher developments in learning and understanding over time.

**Comment [A11]:** Assessment tasks arise from the foci of the unit and ask the student to position her/himself in comparison to Indonesian examples, and analyse the comparison.

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|-----------|--------------------------------------|------------------|--|--|
| Resources | Bahasa Video ' <i>Sekolah saya</i> ' | Texts about home | Selection of texts (teacher and student-generated, film, e.g. ' <i>Langitku Rumahku</i> ') | Magazine article<br>Conversation about making arrangements to go out |
|-----------|--------------------------------------|------------------|--|--|

**Comment [A12]:** Seeking contemporary articles from both Indonesian and English sources will be important to this program. As these sources abound in the popular media, there should be ample scope for finding relevant authentic material.

|  | T3  |   | T4  |   |
|--|---|---|---|---|
| Year 9   | <b>Tetangga</b><br>Who are our neighbours?  | <b>Idda Saya</b><br>Who do I look up to?  | <b>Bayangan remaja</b><br>Do I fit the image?   | <b>Harinya saya tiba di planet bumi!</b><br>How would earth look to others?   |
| Permeating Concepts  | <ul style="list-style-type: none"> <li>concept of 'neighbour'</li> <li>national identity and collective values</li> </ul>   | <ul style="list-style-type: none"> <li>idol, admiration</li> </ul>  | <ul style="list-style-type: none"> <li>adolescence</li> </ul>   | <ul style="list-style-type: none"> <li>being an 'alien', identity</li> </ul>  |
| Objectives   | <ul style="list-style-type: none"> <li>geographical place of Australia in the Asia Pacific</li> <li>the interconnection between Australia and Indonesia e.g. shared history and present (World War II, East Timor)</li> <li>religion helps shape society, values, beliefs and behaviours</li> </ul> | <ul style="list-style-type: none"> <li>identity is influenced and constructed by our memberships and who we admire</li> <li>values and how these contribute to our sense of selves</li> </ul> | <ul style="list-style-type: none"> <li>the place and importance of media in young people's lives</li> <li>images of young people and how these relate to self</li> </ul>                                | <ul style="list-style-type: none"> <li>culminating task – draws on language and concepts covered this year</li> <li>adopting an outsider's perspective on language and culture</li> </ul> |
| Intercultural Understanding (key questions)                      | <p>What makes a national identity? How close are Australia and Indonesia? (factually and figuratively) What connections do we share?</p>  | <p>What values/characteristics do people who become idols have? Who do you admire and why?</p>  | <p>What images of adolescence are portrayed? How well do these images reflect you/r life? How might this be similar/different for young Indonesians? What would be of interest to Indonesians? Why?</p> | <p>What would be significant to you about Earth, especially people, languages, cultures? What would be strange/interesting? Why?</p>  |
| Cultural knowledge   | <p>Shared history of Australia and Indonesia<br/>Timing of major events shaping Indonesia. Compare similar times in Australian history. What was happening and why?<br/>National identity, values, what is important to different nations? Why?</p>   | <p>Famous people in Indonesia</p> <p>Values (e.g. <i>jujur, baik hati, pandai, murah hati, rajin</i>)</p>   | <p>Range/types of programs<br/>Influence of global media</p>  |   |
| Linguistic knowledge (including grammar, vocabulary, text types) | <p>Genre of anthems – personal/formal, short and succinct</p> <p>Invitation to identify (e.g. let us, <i>marilah</i>)</p> <p>Inclusive and intimate terms</p>   | <p>Adjectives describing physical appearance (e.g. <i>tinggi, keriting, bermotif kotak-kotak, pakaian</i>)</p>  | <p>Simple <i>me-</i> verbs – <i>suka menonton apa?</i></p> <p>Analysis of TV guides<br/>Survey/ questionnaire<br/>Prepositions (<i>pada, selama</i>)<br/>Adjectives: (<i>menarik,</i></p>               | <p>Language of travel (time, location, means of transport)</p> <p>Story telling/narrative genre (e.g. retelling/describing events – time indicators, sequencing ideas)</p>                |

**Comment [A13]:** Posing a question to support the focus of the unit directs students towards inquiry and reflections on self and other. This fits with the concept-oriented approach to planning.

**Comment [A14]:** The focus of learning has now moved from personal and immediate space to the wider context in terms of Australia's and Indonesia's geographical proximity. Students are being asked to expand their views and bring in wider contexts for consideration.

**Comment [A15]:** The context has expanded further with an 'outside the world and looking in' perspective. Students are pushed even further to consider perspectives from a decentred perspective.

**Comment [A16]:** These questions invite students to think deeply about themselves, building on the work in the previous units. With a wider vocabulary to access, they will be able to express more of this in Indonesian than they could at the beginning of the program. This shows development over time, in both understandings and use of the target language.

**Comment [A17]:** There seems to be a focus on comparison here but the objectives indicate that students adopt an outsider's perspective which takes the learners further than simple comparison.

**Comment [A18]:** The opportunity to investigate language and the purpose of language is opened in this topic, which will allow students to expand their understandings of what it is they are doing in working across and between languages.



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|  | (e.g. personal pronouns <i>-kul</i> , we, ours, <i>semuanya</i> )<br><br>Emotionally laden vocabulary (e.g. <i>bangsa</i> /those who've come across the seas, <i>tanah/land</i> , <i>raya/fair</i> , <i>merdeka/free</i> , <i>hiduplah/rejoice</i> , <i>jiwa/young and free</i> , <i>bersatu/let us all combine...</i> )   | <i>Pe-</i> nouns ( <i>penyanyi, pemain, penari, pelukis</i> )<br><br><i>Biodata, keluarga, tanggal lahir, berasal dari, ulang tahun, binatang zodiac</i><br><br>Actions (e.g. <i>membantu, melukis, bernyanyi, berlaku, memimpin</i> )  | <i>membosankan, menyenangkan</i><br><br>Comparing (e.g. <i>lebih ... daripada ...</i> , <i>sama dengan, tidak sama dengan, lain daripada</i> )<br><br>Superlatives (e.g. <i>ter-, yang paling</i> )   | Describing people, places, behaviours<br><br>Expressing emotions (e.g. <i>kecewa, kaget, khawatir, bingung, senang</i> )  |
| Language Awareness                       | Individual and collective pronouns (insiders and outsiders)<br><br><b>Language as membership</b>   |   | Difference of <i>di</i> and <i>pada</i>   |   |
| Key Tasks (including assessment in bold) | Journal: revisit and evaluate your progress towards your goals   |   |   | Journal: reflect on your entries across the year. Write a final reflection about your progress, what has been most significant for you and why.   |
|  | Analyse the language in the anthems – answer questions about the type of language and what it says about each national identity and how and when these songs are used.<br><br><b>Reply to a blog (in Indonesian) which suggests that Indonesia and Australia are too different to be neighbours. Give reasons for your response and use examples of language (Indonesian and English) to support your views.</b><br><b>OR</b><br><b>Part 1 In Indonesian, briefly answer the following question: Bagaimana perasaan Anda kalau mendengar lagu nasional negeri Anda?</b><br><b>Part 2 In English, (approximately 100 words) explain what you have learned</b> | <b>Give an oral presentation describing an admired personality. Include data about background, likes/dislikes, family, claim to fame/significance, and why you chose them.</b><br><b>OR</b><br><b>Create a <i>sahabat setia</i> or <i>pacar</i> ideal poster. Give a physical description of the person and explain what makes them a good friend or perfect match. Describe their influence on you and how they make you feel.</b> | Keep a week's record about what you watch, when and for how long. Create a class summary and consider the images of young people and how you relate to these.<br><br><b>Respond to a letter to the editor/article about images of young people in the media. Give your views and also write a response from a different perspective (e.g. older age group, different gender, rural or city, culture, religion).</b> | <b>Write a message back to the beings on your home planet about your visit to Earth. Explain what you have seen, experienced and what has been significant to you (especially focus on people, languages and cultures). You may include fantasy aspects of your experiences (e.g. meeting someone famous/important, experiencing an event).</b> |

**Comment [A19]:** The four communication macro skills are represented in the key tasks along with reflective intercultural tasks. Student responses are elicited in both English and Indonesian, orally and in writing. Responding about learning in English enables the student to present deeper understandings than their second language proficiency may allow.

**Comment [A20]:** A variety of ICT is utilised across the key tasks, including emailing, seeking and responding to blogs, creating PowerPoints, and accessing web-based resources.

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|           | <b>about the language used when people are describing their country, and your view of why this happens. Give examples to support your ideas.</b> |   |   |  |
| Resources | National anthems: <i>Indonesia Raya</i> , Advance Australia Fair.  | Sample teacher model<br>Web-based resources | <i>Sinetron</i> /soapie episodes<br>Songs/Music clips<br>Print/electronic media |  |

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| <p><b>Language, culture and learning</b><br/> What is language?<br/> What is culture?<br/> Understanding learning<br/> Understanding language learning<br/> Intercultural language learning</p>   | <p>A long term program allows for a range of language ideas, forms, grammar, and linguistic concepts and understandings to be explored in a developmental way. This program builds linguistic knowledge and ideas about language throughout its eight sub-units. There is considerable evidence of the growth of language skills throughout, with opportunities for reinforcement, practice, alternative uses and so on. All the language development is embedded within social practice issues and concepts that seek to discover and develop student understandings of both themselves and users of the target language and culture. The interrelationship of language, culture and learning is strong throughout this program, with each used to inform the others, and always with these three elements in play. This demonstrates a view of learning that foregrounds sociocultural and personal significance, links language and culture at all times, and positions students to investigate, reflect on and evaluate their own learning and values as active participants.</p>                              |
| <p><b>Teaching and learning</b><br/> Classroom interactions<br/> The nature of interactional language<br/> Tasks and task-types<br/> Student engagement<br/> Recognising the diversity of learners and their life-worlds<br/> Technology in language teaching and learning</p>      | <p>The opportunities for talk are myriad in this program, and support students in the social process of meaning-making. Teachers are able to help develop students' understandings, which are highlighted in the constant interplay of interactions. Target questions focus thinking and stimulate discussion. Considerable thought has gone into linking the interactions within each sub-unit and across the whole program to offer sustained learning possibilities.</p> <p>The program is highly experiential. Throughout, students are asked to consider their own position, what others think, how they would act in certain circumstances, and what differences and similarities they see. Follow-up tasks extend these perspectives and ask students to go deeper in thinking and expressing their views.</p> <p>A range of response possibilities allows for learner differences. The nature of classroom talk and interactions in the program also supports a diversity of students, as the teacher would be actively scaffolding and adapting to suit students' requirements in these interactions.</p> |
| <p><b>Resourcing and materials</b><br/> Selecting resources<br/> The purposes of resources<br/> Adapting resources<br/> Using resources critically<br/> Relating resources to each other<br/> Contemporary resources<br/> Learners as resources<br/> Developing a resource bank</p> | <p>Contemporary resources, as well as teacher-developed materials, as indicated, would be needed to support this program.</p>  |
| <p><b>Assessing</b></p>   | <p>Assessment tasks arise from the learning itself and ask for personalised responses from students,</p>   |

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| <p>Assessment and learning<br/>The assessment cycle<br/>Eliciting evidence of students' language learning<br/>Judging: considering criteria<br/>Validation</p>  | <p>incorporating increasingly sophisticated use of language and language forms.</p> <p>The nature of classroom interaction described promotes continual opportunities for formative feedback. Diagnostic assessment at the commencement of the unit provides the teacher with a sound knowledge of where the students are at the commencement of the program, so that she may gauge their development throughout.</p>  |
| <p><b>Programming and planning</b><br/>Planning language programs<br/>Long-term and short-term planning<br/>Planning for conceptual learning<br/>The place of context in planning programs<br/>Scoping and sequencing of learning<br/>Planning interactions<br/>Personalising learning experience</p> | <p>The long term scoping of this program is its strongest point. Opportunities for sustained and connected learning are made clear as each sub-unit leads into the next. Student learning experiences are personalised, their views and understanding constantly sought. The learning is both intrapersonal, with an emphasis on self, and interpersonal, with invitations to consider perspectives of others.</p> <p>The concepts explored in the program are highly relevant and pertinent to students of this age. These issues matter to the students, and they would find many points for engagement.</p> |
| <p><b>Evaluating language programs</b><br/>Evaluation as an ongoing process<br/>Evaluation in context<br/>Purpose and scope of evaluation<br/>Evaluation as inquiry</p>   |  |