



**Australian Government**

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

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

**Program example**

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**Italian primary - middle years**



**UniSA**

Research Centre for  
**Languages  
and Cultures**

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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>	Italian
<b>Level</b>	Years 5 to 7
<b>Example</b>	Short-term module
<b>Annotations</b>	In text End of text

## A Module for Italian for Year 5 to Year 7

### Cosa faccio a scuola

#### Context Statement

This module of work is for students of Italian at Year 5 or 6 level who have one 40-minute lesson a week. The students will have been learning Italian or another language for several years, with much the same class time each week.

Most of the students were born in Australia; however, a few were born overseas, in the Middle East or East Africa. About a quarter of the students have some experience of another language in their extended family or the wider community in which the student's family moves. Only a few hear another language at home and even fewer speak another language. However, many students will have some family experience of a culture other than Anglo-Celtic Australian.

#### Goals and Objectives

In this eight-week, eight-lesson module the students look at the school day and school week of a student in Italy, examining the information he gives about his school and his day. The students are called upon to notice similarities and difference between their experiences of school and the school day and that described by the student of Grade 5 in Italy. They make comparisons and reflect upon the customs, attitudes, values and beliefs that these denote. In Italian, students are able to name the school buildings, rooms, the timetable and subjects, daily activities, and to express some ideas about similarity and difference, make comparisons and give some opinions.

#### Scope of Learning

The intercultural focus on the school and the school day explores how we spend time doing things with people in places we visit daily, how these places and activities make up our days and our lives, and how different or similar this is for children of similar ages in Italy and Australia.

Like Australian children, children in Italy spend time doing things at school, at home, with family and with friends. Through observing visual images and reading authentic texts, the students will notice and compare the daily activities they carry out in these places and with people, observing the similarities and the differences. They will discuss these with the teacher and explore why these are so. The students understand that the Italian school is similar to theirs; that there are buildings, specific school hours, teachers, subjects. They learn about the differences; that a school may not have a large play area, that the school day is shorter but the school week longer, that subjects are different, and that these differences reflect other ways of interpreting the school, family and the working day, and show what is valued.

Using examples from a real Italian child's email, the students will notice the daily activities he carries out at home and at school, the people whom he meets and interacts with, and make comparisons with their own experiences. They will note the similarities and the differences, and will discuss and reflect on the customs, values, attitudes and beliefs that underlie what they are noticing. The new language elements are those of the school and its buildings, classrooms, the school timetable, the subjects, daily activities; and the language of comparison, similarity, difference, and opinion.

**Comment [A1]:** The reality of many languages programs in primary schools is that there is only one lesson of around 40 minutes a week. Though not ideal for language acquisition, the challenge for language teachers is to provide meaningful and achievable learning outcomes within these constraints whilst also advocating for improved conditions.

**Comment [A2]:** Understanding the students and their personal backgrounds in terms of languages, cultures, learning and life experiences that they bring to the classroom is essential to plan effectively for them.

**Comment [A3]:** Comparing and analysing experiences of children of similar age in the target culture will provide students with insights into their own school day and enculturation.

**Comment [A4]:** Investigating own and others' enculturation provides opportunities for developing intercultural understandings. Beginning with an intercultural focus, the teacher will be able to support and scaffold an awareness of self through investigation of others, through the culture and language of the other and the relationships to students' own cultures and languages.

**Comment [A5]:** Intercultural understandings require going further than simply comparing. Analysis, as suggested here, is necessary.

**Comment [A6]:** This is a key concept for consideration, moving into understanding, rather than just observing their own worlds and those of others.

**Comment [A7]:** An authentic text of this nature provides rich opportunities for exploring the culture of the other in the target language through real, lived experience. The teacher will need to scaffold the translation and interpretation of the text with vocabulary and context support.

## Outcomes of Learning

The linguistic outcomes are those described in the SACSA Framework Second Languages Learning Area, Learners R–12 Pathway 1A, Primary Years.

At Standard 3, towards the end of Year 6, the student:

In the Communication strand

- 3.1 Identifies factual information in texts to take part in discussions and activities and share meaning with others. [In] [T] [C] [KC1]
- 3.2 Builds relationships and expresses own ideas in classroom discussions, interactions in smaller groups, with teacher and other classroom adults. [In] [C] [KC1] [KC4]
- 3.3 Organises and analyses specific information in texts. [T] [KC1]
- 3.4 Writes texts to convey learning, information, personal messages and ideas. [Id] [T] [C] [KC2]

In the Understanding language strand

- 3.5 Reflects on how language is used to extend or elaborate a message, and compares how concepts are expressed in different languages. [In] [T] [C] [KC1] [KC2]

In the Understanding culture strand

- 3.6 Reflects personally on cultural practices and compares how these are expressed in his/her own culture, the Australian and Italian. [F] [Id] [In] [KC1]

Standard 4 outcomes apply for students in Year 7.

## Key Concepts/Themes

	Language concepts	Intercultural concepts
Communicative functions	<ul style="list-style-type: none"> <li>• Talking about daily habitual actions and daily activities (e.g. <i>mi alzo, mi preparo, vado a scuola a piedi, mi porta mia mamma in macchina, prendo lo scuolabus, ho inglese il lunedì, mangio un panino a l'ora del pranzo, gioco a nascondino, ho lezione di pianoforte alle quattro</i>).</li> <li>• Noticing similarity and difference, discussing and comparing (e.g. <i>c'è/ non c'è; ci sono/ non ci sono; abbiamo/non abbiamo; è più grande/piccolo; lungo/corto; vecchio/nuovo, moderno/antico</i>).</li> <li>• Expressing opinions (e.g. <i>mi piace/ non mi piace; mi piacciono, non mi piacciono; preferisco; penso che sia meglio...; a mio parere è...</i>).</li> <li>• Expressing thinking about learning language (e.g. <i>Come si</i></li> </ul>	<ul style="list-style-type: none"> <li>• The new information provided by teacher input and examination of texts is accompanied by classroom explanations and discussions. Students understand this information in relation to their own experiences of language and culture, and their own beliefs and values. That is, their own intrapersonal understandings mediate their examination of this new information. This in turn creates an awareness of their own beliefs, and clarifies and contributes to their understandings of their own culture.</li> <li>• The students engage with the topic 'the school day, and what children do at school', by</li> </ul>

**Comment [A8]:** The teacher divides concepts and themes into language concepts and intercultural concepts. The language concepts can be used, in this format, to inform and provide opportunities for developing the intercultural concepts.

The intercultural concepts bring the students' understanding back to considering their own selves in relation to these concepts, for highly personalised and meaningful learning.

	<i>dice...in inglese? Come si scrive in italiano? È giusto/corretto questo? Ho scritto bene?.</i>	<p>examining the texts in Italian about the Italian school. They notice, compare and reflect on their own experience in the Australian setting. To do this and in doing this, they learn the vocabulary and the grammatical forms associated with the topic of school.</p> <ul style="list-style-type: none"> <li>• These discussions provide an input into the students' development of a metalanguage, a language for talking about the process of language learning, both in Italian and English (e.g. <i>Come si dice...? Come si scrive in italiano?</i> What is the verb, the doing word? Who is the subject? What does this word mean?).</li> <li>• The discussions also provide occasion for the development of metacognition, a state of awareness of their thinking. (e.g. What do I think is the difference? How do I judge difference? If it is different, is this good or bad? What do I think about school? We do things differently/similarly. What do I think it is important to learn, to have, to be?).</li> </ul>
Related vocabulary	School vocabulary: subjects, rooms, activities, verbs (e.g. <i>la scuola, l'aula, la maestra, il maestro, gli alunni, i miei compagni, il banco, la sedia, lo zainetto, il libro, quaderno, la matita, la penna, la materia, l'orario scolastico, l'intervallo, lunedì etc, il laboratorio, le scienze, la matematica, la divisa, un piazzale verde, il campo sportivo</i> ).	
Grammatical concepts	Verbs, present indicative conjugation of verbs related to topic area and sentence construction ( <i>fare, suonare, cantare, scrivere, discutere, recitare, imparare, rincasare; faccio colazione a...; rincaso alle...; preparo la tavola...; faccio i compiti in salotto</i> ).	
Text types	Short informal letter; timetable; a greeting card; script for role-play; short talk; own personal profile; talking about one's day at school or home; letter; an email; a riddle, a special occasion greeting, an interview; a debate.	
Cultural information		
Social organisation	The school building, rooms, grounds. Starting with school, school age, the levels of schooling, the school day/week; school activities, home activities to do with school.  The length of the school day/and work week, food, lunch meals and the school/working day, religion and school, language learning, sports and exercise.	
Interpersonal relationships	With teachers and other school staff, parents and grandparents, classmates, school mates, parents of my friends.	

## Teaching, Scaffolding and Tasks

The teacher provides different forms of scaffolding to help students approach the information and to guide them in developing an understanding of the content and learning the associated elements of language.

- Together with the students, the teacher decides on a list of language items connected with the different texts. This is written on the board and the students write it down in their exercise books. Students also keep a separate list of expressions for expressing similarity, difference, comparison and opinion.
- The teacher reminds/teaches the verbs students need to recognise and use. As the students will need to speak about themselves personally and as a class, and about others as individuals and as a group, the first and third conjugations, singular and plural, are given to students on classroom posters for them to copy into their workbooks (e.g. *fare: faccio, fa, facciamo, fanno; leggere: leggo, legge, leggiamo, leggono*).
- The tasks require students to respond using particular text types. The teacher introduces or revises with the class the common features of the text types (a letter, an email, a poem, a riddle, a special occasion greeting, an interview, a role-play, a debate). The features may be simplified so that students gradually become familiar with them. The teacher pins up posters around the room with the common features that characterise the text types, for students to consult, or provides booklets of these for classroom use.
- In discussing the information of the texts and the tasks connected with them, and with the students contributing, the teacher compiles a list of questions, language structures and forms, and expressions about the content of the tasks, and writes them on the board or posters around the classroom to focus the students' responses.
- The teacher refers the students to use the notes, information, language expressions and vocabulary they have been writing, and to ideas, exercises and activities they have completed and have been keeping in a language workbook.
- The teacher instructs the class to construct a mind map of the ideas and information that can be a basis for the draft of their response.
- The teacher acts as a resource to the students as they write their drafts, contributing information about content and directing the students to find information.
- There are areas in the classroom dedicated to information to help the students to construct their response: word lists of vocabulary and expressions, dictionaries, text-type posters, models of responses.
- The teacher discusses students' draft responses with them, making suggestions for corrections or further inclusions before a finished response is produced and collected.

The students use an exercise book to record their learning experience: copies of texts and materials given by teacher, vocabulary and expressions, grammatical forms and exercises, draft work and journal entries.

The use of a reflective journal offers the students the opportunity to record their own thinking about the lesson, what they have understood, and information that may have come from or been triggered by the teacher or other students in discussion during the lesson. During this term the teacher gives three or four opportunities towards the end

of lesson for the students to write a short journal entry about a specific issue the teacher wants the students to reflect on (e.g. What I learnt this lesson about an Italian schoolchild/school was ... This was interesting/ strange because ... The class discussion today was about ... What I liked/disliked/was interested in/found interesting/strange/new/different was ...).

### Resources

Authentic resources:

- Resource 1 Christian's (email) description of his day (Attachment 1)
- Resource 2 Christian's (email) *orario* (Attachment 2)

The teacher prepares a range of resources to use together with the authentic resources:

- Resources A *La scuola in Italia* A range of pictures, a display or a PowerPoint presentation that shows Italian school buildings, classrooms, the school yard, students at work and play; and
- Resources B A range of writing in Italian by Italian children of comparable age.

The following are Italian children's Internet sites may offer useful resources reflecting the interests, hobbies, writings and school experiences of Italian children. Pictures of Italian classrooms and Italian children's writings may be found in these.

- [www.rodari.org/sezioni/istituto/scuole/sec\\_sgiustina/sec\\_sgiustina.html](http://www.rodari.org/sezioni/istituto/scuole/sec_sgiustina/sec_sgiustina.html)
- [www.terzocircolosbt.it/index.htm](http://www.terzocircolosbt.it/index.htm)
- [www.smspentimalli.it/](http://www.smspentimalli.it/)
- <http://qinestraonline.altervista.org/> → *I nostri lavori* → *le nostre indagini*
- [www.lagirandola.it/](http://www.lagirandola.it/)
- [www.smspentimalli.it](http://www.smspentimalli.it)

Education Department of South Australia, 1983. *Racconti 1: Stage 1 R-8 Italian Curriculum*, Pane e Fantasia, Adelaide. Page 17, 'Il compagno nuovo'.

### Language Items/Elements

The following are vocabulary and language expressions from the texts and about the topic and concepts, which students will need to be able to express information, ideas and opinions.

Language: vocabulary and expressions	
Vocabulary and verbs	<p><i>La scuola</i></p> <ul style="list-style-type: none"> <li>• <i>le aule</i></li> <li>• <i>gli/le insegnanti /la maestra</i></li> </ul> <p><i>La giornata scolastica</i></p> <ul style="list-style-type: none"> <li>• <i>l'orario scolastico</i></li> <li>• <i>le materie</i></li> <li>• <i>le attività</i></li> </ul>

**Comment [A9]:** Additional resources in the form of contemporary Internet sites pitched at children will provide students with more points for engagement with the module.

	<p>Verbs to express daily actions</p> <ul style="list-style-type: none"> <li>• <i>fare, suonare, cantare, scrivere, discutere, recitare, imparare, rincasare</i></li> </ul> <p>Language to express habitual actions</p> <ul style="list-style-type: none"> <li>• <i>mi alzo, mi preparo, vado a scuola a piedi, mi porta mia mamma in macchina, prendo lo scuolabus, ho inglese il lunedì, mangio un panino a l'ora del pranzo, gioco a nascondino, ho lezione di pianoforte alle quattro</i></li> </ul>
Linguistic items to make comparison and give opinions	<ul style="list-style-type: none"> <li>• <i>C'è/ non c'è, ci sono/ non ci sono</i></li> <li>• <i>abbiamo/non abbiamo</i></li> <li>• <i>è più grande/piccolo, lungo/corto, vecchio/nuovo</i></li> <li>• <i>moderno/antico</i></li> <li>• <i>In Italia/ in Australia</i></li> <li>• <i>Fa freddo/caldo, nevica/ c'è siccità</i></li> <li>• <i>Noi/Loro...</i></li> <li>• <i>Mi piace/ non mi piace</i></li> <li>• <i>Mi piacciono, non mi piacciono</i></li> <li>• <i>Preferisco</i></li> <li>• <i>Penso che sia meglio...</i></li> <li>• <i>A mio parere è...</i></li> </ul>
Metalanguage to discuss language learning	<ul style="list-style-type: none"> <li>• <i>Come si dice...?</i></li> <li>• <i>Come si scrive in italiano?</i></li> <li>• <i>È giusto/corretto questo?</i></li> <li>• <i>Ho scritto bene?</i></li> </ul>

### Assessment

Choose one task each from Tasks 1 and 2 for assessment purposes. The choice of alternatives to be completed is decided by the teacher or together with students. The approximate time each task takes needs to be taken into account in the lesson plan that follows.

#### Task 1

A. *Creative writing task* (Italian) Three lessons, class and homework for learning roles.

The teacher finds a selection of writing by Italian children in Italy on the Internet and presents it to students as models. They may choose to:

- produce a similar text of their own (e.g. a poem, short recount, riddle);
- write an email or letter telling an Italian child about him/herself and his/her school, what he/she does there, subjects and classroom tasks, and playground activities and games, his/her interests and why he/she chose to write to him/her; or
- write a greeting for a special occasion (e.g. *Pasqua, Natale*) to a class in Italy and in it, introduce students of this class, saying a little about each one and what he/she likes about school.

B. *A conversation/ an interview/role-play* (Italian and English) Three lessons, class and homework, for learning roles.

**Comment [A10]:** A range of assessment tasks that employs a variety of modes of expression allows for maximum flexibility in working with the particular set of children and their capabilities and interests. Considerable scaffolding, with formative feedback throughout, will be required to support these tasks. All tasks enable the student to engage with their own interpretations and understandings of the concepts and their and others' worlds.

In groups, students write scripts using Italian and English. When the script is finished and checked, the students will learn their parts and perform the role-play for the class.

- a. Students write a role-play in which one of them goes to Italy and has to attend an Italian school for a term. The script should include introductions, questions, answers, information and advice.
- b. Students write the questions they would like to ask an Italian student if they were able to interview one in their classroom, about his/her school, subjects, the school day, and the answers they would expect from him/her based on what they have learnt from this module. They perform the interview with a student in the role of an Italian student.
- c. Students have a debate on which students have a more interesting school week, Italian school children or themselves.

### **Task 2**

*A. Reading and understanding* (English and Italian) One lesson, in-class completion

A text in Italian: a letter similar to Christian's/a school timetable/several different school timetables for children in Italy and Australia/an itinerary of home life activities of a child in Italy and a child in Australia.

The task includes: answering questions to show understanding of the texts by selecting information, summarising information, explaining some linguistic items or constructions, pointing out some particular item of culture and offering an explanation.

OR

*B. A reflection* (English and Italian) One lesson, in-class completion

An end of module reflection, e.g. What I have learnt about an Italian schoolchild's school experience. How this compares to my school and my school life. How my days would be if I went to school in Italy. Would I be different? What did I learn doing Task 1? What was interesting? Difficult? Fun? Why?

## Term lesson plan

Week/ lesson	Learning focus	Cultural focus	Intercultural language focus (concept)	Language focus (vocabulary, grammar, expressions of/for interaction)	Interactions/learning experience	Writing activity/Task
	Take home message					
L 1.	<p>My school is special. <i>La nostra scuola.</i></p> <p>Use a variety of realia (e.g. photos, maps, pictures). Observe, describe and discuss the school you are in.</p> <p>Space: its availability and how it is used; factors that indicate what is important to the community, what it values, how it views school (e.g. break-out area, sport grounds, school halls, gyms, games areas, chapel).</p>	<p>Ours is an Australian school: the features that make our school special to our community and that make it Australian.</p>	<p>Are there any distinguishing features that show where the school is? City, suburb or rural? Can you tell that it is in Australia? Is it old or new? What is it built of? Where do the students play? What kinds of games can they play? What can you tell about the weather from the buildings?</p> <p>Generalising: introduce idea that we are part of a whole but all individual in our own way.</p> <p>Discuss 'typical' in relation to Australian school, our school.</p>	<p>Vocabulary and expressions of school places and subjects: Describing: <i>la nostra scuola è grande, piccola, vecchia, nuova; è in centro, in un sobborgo, in campagna, in un villaggio.</i></p> <p>Asking questions: <i>Dov'è la scuola? Perché? Cosa vedete? Cosa c'è? Come è? C'è tanto spazio?</i></p> <p>Giving opinions; <i>mi piace, non mi piace, preferisco.</i></p>	<p>Ask students to observe their school in the days before this lesson.</p> <p>Using Italian, guide the students to observe and notice the physical components of their school.</p> <p>Brainstorm student observations on board with vocabulary, expressions.</p> <p>Remind students of language they know and give new vocabulary and expressions.</p> <p>Make connections with previous language and learning.</p> <p>More extended discussion will involve moving between Italian and English.</p>	<p>Write vocabulary, expressions and grammatical forms into workbook.</p> <p>Draw and label in Italian a map of school using phrases (nouns, verbs, prepositions); <i>qui c'è la mia aula, a destra ci sono i banchi, questa è la sala professori, ecco la palestra, la cappella.</i></p>

Week	Learning focus	Cultural focus	Intercultural focus	Language focus	Interaction	Task
L 2.	<p>What's the Italian school like? <i>Com'è la scuola italiana?</i></p> <p><i>La scuola in Italia.</i></p> <p>Resource A – a collection of a variety of realia (e.g. photos, maps, pictures of schools, classrooms, playing spaces, class groups).</p>	<p>The features of the Italian school, what makes the school similar to, different from the Australian school.</p>	<p>Is there anything in these pictures that tells us the school is in Italy? Where do you think it is? Why do you think this?</p> <p>What are the buildings/the classrooms like? What can you tell about the weather from the buildings? What spaces do they have for organised games/for playing at breaks?</p>	<p>Vocabulary and expressions of Italian school, similarities, differences; discuss why so and possible explanations.</p>	<p>The interaction will be a discussion similar to L1. Using Italian, guide the students to observe and notice the physical components of the Italian school. Brainstorm student observations on board with vocabulary, expressions.</p> <p>Remind them of the vocabulary and expressions from L1.</p> <p>Make connections with previous language and learning.</p> <p>More extended discussion will involve moving between Italian and English.</p>	<p>Draw a table with 3 columns. In one put the attributes of an Australian school in the other the equivalent of Italian school and in the third a comparison: similar, different.</p> <p>Reflective journal in workbook.</p> <p>Start a journal with entry about the Italian–Australian comparison on, e.g. What I have learnt about an Italian school and what I have understood about my school (students may move between languages in writing, using Italian when they are able to).</p>
	<p>Space: its availability and how it is used; factors that indicate what is important to the community, what it values, how it views school (e.g. break-out area, sport grounds, school halls, gyms, games areas, chapel).</p> <p>Building design: do the buildings allow for weather, how?</p>		<p>What are the similarities, differences between this school and ours/Australian schools? What do the students wear? <i>Il grembiule</i> is the same for all primary school students in Italy. Why is it worn? Is the <i>grembiule</i> idea similar to uniform in Australia?</p> <p>Generalising: comparison of Italian and Australian.</p> <p>There are similarities and differences in Australia and Italy and between Australian and Italian schools.</p>			

Week	Learning focus	Cultural focus	Intercultural focus	Language focus	Interaction	Task
L 3	<p>An Italian student's school day.</p> <p><i>La giornata scolastica di Christian.</i></p>	The Italian school day and school lessons.	<p>Understand, notice and discuss differences, similarities. Discuss why these are so.</p> <p>Note particular words and expressions:</p> <ul style="list-style-type: none"> <li>culture in language (<i>mi lavo i denti</i>)</li> <li>meaning and connecting the ideas to our experience (<i>il rientro pomeridiano, se sarò promosso, buon lavoro, lo Scuola-Bus, Saturday school day</i>).</li> </ul>	Draw out the linguistic elements of the email (reminding students of those learned in previous lessons): morning and after-school routine, the school day and subjects.	<p>Read text together, noticing information, making comparisons of similarities and differences with the students' own school day, before and after school; comparing and noticing use of language.</p> <p>Class discussion of these elements.</p>	<p>Note in workbook any new language in Christian's email:</p> <p><i>le lezioni (le materie, subjects); the verbs used in their own sentence in Italian; new school vocabulary (e.g. l'atrio, la campanella, nevica).</i></p>
	The Italian school day and school week is similar but different.					
L 4	<p>An email from Christian about his school and his classes.</p> <p><i>L'orario scolastico di Christian.</i></p>	The Italian student's typical timetable.	<p>Subjects: Notice and talk about Italian as a subject and how it is taught; geography and history as subjects and content. What subjects do you share/are different? What could these subjects be called in Italian? Discuss: afternoon school.</p> <p>Saturday as a school day; religion as a subject for all students. Why is this so? Customs, traditions and history influencing the present. Discuss how school reflects the present</p>	Draw out the linguistic elements which are new and explain, discuss (e.g. <i>prove di ascolto, dettati, temi, studio delle regioni, la Comunità Europea</i> ).	<p>Examine the text and discuss the information. Language use (e.g. short forms for days of the week: <i>mer., sab</i>).</p> <p>The subjects and their content: compare, discuss.</p> <p>School day: school times, recess, lunch breaks.</p> <p>Class subjects and activity timetable and how these are</p>	<p>Make up a timetable for Christian using the information that he gives. Put in recess and afternoon class.</p> <p>Reflective journal in workbook:</p> <ul style="list-style-type: none"> <li>The information in Christian's email and what we discussed today.</li> <li>My thoughts on this information and the discussion.</li> </ul>
	<p>Italian school subjects are different but similar.</p> <p>Compare the customs and traditions in our schools (subjects, time table, activities).</p> <p>Migration to Italy and Australia: School</p>					

	population; languages and culture of the students.		events (e.g. <i>L'Italia oggi – immigrazione, popoli extra comunitari</i> ). Compare Australian experience of migrations by looking at language/cultural background of students in the class.		influenced by tradition, custom, history and world events (e.g. migration/refugees).	
<b>Week</b>	<b>Learning focus</b>	<b>Cultural focus</b>	<b>Intercultural focus</b>	<b>Language focus</b>	<b>Interaction</b>	<b>Task</b>
L 5	The text-type features. Communicating information in writing and through performance with an audience.	Italian children's writing. Italian special occasion cards.	As Australian students, speaking and writing in Italian, the students express their own experience of school and their school day, taking into account the information they have learned about the Italian situation.	Teacher asks the students to recall the vocabulary and expressions they have learned that are needed to respond to the chosen task.	Teacher and students discuss the features of the text type of the task and look for examples of this writing. Students work in groups to produce a text for others or for performance.	Students work collaboratively: Discuss what they will produce, what they wish to say. Decide on language to use. Write a draft. Teacher to guide, and check, give feedback on draft.
L 6	The teacher and students continue the writing task. Teacher checks the draft, making suggestions about expressions, grammar, syntax. For Task 1, students produce a written response for viewing, reading by the class in L7. Task 2: students learn their role lines for performance in L 7.					
L 7	Task 1: The tasks are pinned up around the room and the students visit the texts, read them and select their favourite, which one they like, and giving reasons. The group who produced the text explains it: the features they had to include, how they decided on language and expressions. Task 2: The students perform their role-play, interview and debate. The teacher and other students judge the performance and give their findings on the use of language, performance, clarity, pronunciation.					
8	Task 2 A or B Analytical/reflective writing task. This task is an individual, personal response showing language and intercultural learning.					

**Attachment 1**

This is part of an email written by Christian, an Italian child, to his aunt in Australia. In this response to her request, he sets out his school timetable and school subjects for her to share with her primary school students of Italian, in an Australian school.

**Christian Dall'O'****V<sup>a</sup> media****Orario Scolastico 7.50 am– 12.30pm**

Lun. Italiano – italiano – geografia – arte

Mar. Italiano – ginnastica – matematica – matematica

Mer. Inglese – inglese – matematica-scienze-geometria  
Rientro pomeriggio 15.00 – 17.00

Gio. Italiano – italiano – storia – storia

Ven. Matematica – italiano – italiano – italiano

Sab. Musica –inglese – inglese – religione

**Al rientro pomeridiano si fanno le seguenti attività\*:**

laboratorio di computer

laboratorio italiano

laboratorio scienze

laboratorio geografia

\*tutte attività attinenti le materie ma in forma diversa (non seguendo il libro)

Esempio: geografia – le bandiere dei paesi

**Insegnanti**

- 1 maestra insegna italiano – storia – geografia
- 1 maestra insegna matematica-scienze-geometria
- 1 maestra insegna inglese
- 1 maestra insegna musica
- 1 maestra insegna religione

## La giornata scolastica

Campanella 7.50

Entrata in classe – sistemazione cartella e giacca  
Ritorno nell'atrio e sistemazione in 2 righe e vengono cantate alcune canzoni sotto la direzione della maestra di musica.

Rientro in classe e si dà inizio alle lezioni fino alle 10.05 che si fa ricreazione che dura 20 minuti – poi ripresa delle lezioni.

Il mese di ottobre e in parte novembre, nell'ora di ginnastica, i bambini vengono portati in piscina.

### Durante le ore di italiano si fa:

lettura sul libro e poi rispondere alle domande  
ricerca dei verbi, nomi, aggettivi, tempi dei verbi  
analisi grammaticale (soggetto verbo predicato verbale)  
frasi minime (es. la mamma legge un libro /la mamma legge)  
prove di ascolto e rispondere alle domande  
riordinare una storia scomposta delle sue frasi  
dettati  
temi

### Durante le ore di storia si fa: (programma di V<sup>a</sup>)

civiltà Micenea  
civiltà greca  
Polis Atene e Sparta

### Durante le ore di geografia si fa:

L'Italia nell'Europa  
Comunità Europea  
L'Italia nel Mondo (emigrazione del dopo guerra)  
L'Italia oggi (immigrazione popoli extra comunitari)  
L'Italia in generale:  
popolazione, religione, lingua, tradizioni, economia, territorio  
L'Italia suddivisa in regioni e studio delle regioni

## Attachment 2

This is part of an email written by Christian, an Italian child, to his aunt in Australia in response to her request to him, for him to write about his school day for her to share with her primary school students of Italian, in an Australian school.

## LA MIA GIORNATA SCOLASTICA

La mia giornata inizia alle sette meno venti quando mia mamma mi sveglia.

Mi alzo, faccio colazione, mi lavo i denti, mi vesto.

Verso le sette e venti esco di casa e mi avvio verso scuola.

La prima campanella della scuola suona alle otto meno dieci per avvisare noi studenti che tra poco inizia la scuola. Vado in classe e sistemo la mia cartella, appendo la mia giacca.

Suona la seconda campanella dopo cinque minuti e, dobbiamo essere tutti pronti e allineati in corridoio, dove seguiti dalla nostra maestra di musica, cantiamo tante canzoni.

Finito di cantare, torniamo in classe e ci mettiamo tutti ai nostri posti. Iniziano le lezioni che ogni giorno sono diverse: Italiano, Matematica, Inglese, Storia, Scienze, Geometria, Religione, Musica e Ginnastica.

Frequento la scuola tutti i giorni dal lunedì al sabato dalle ore 7.55 alle 12.30.

Alle ore 10.05 facciamo ricreazione. La ricreazione dura 15 minuti e, durante questo tempo possiamo fare merenda e giocare in cortile. Quando piove o nevicata o fa' troppo freddo rimaniamo nell'atrio.

Solo il Mercoledì ho il rientro pomeridiano.

Durante le lezioni pomeridiane facciamo laboratorio delle varie materie: Lab. Scienze, Lab. Musica, Geo. Lab.

Io ho iniziato a fare Geo Lab. e sto' studiando le bandiere di tutto il mondo.

Quando suona la campanella per andare a casa, io esco da scuola e vado a piedi da mia nonna.

Molti bambini non abitano vicino e prendono lo Scuola-Bus che li aspetta fuori dalla scuola.

La mia scuola si chiama: Scuola Elementare G. Rodari di Santa Giustina ed io frequento la 5<sup>a</sup> classe.

Dall'anno scorso non ci sono piu' gli esami di 5<sup>a</sup> elementare e se quest'anno sarò promosso, il prossimo anno frequenterò la prima classe della Scuola Media che si trova proprio di fronte la scuola elementare.

Spero di avervi aiutato a capire come funziona la mia scuola e come si svolgono le lezioni.

Soprattutto spero di essere stato chiaro.

Tanti saluti e Buon Lavoro a tutti.

Christian

<p><b>Language, culture and learning</b>  What is language?  What is culture?  Understanding learning  Understanding language learning  Intercultural language learning</p>	<p>This program focuses on interpreting authentic Italian texts suitable for students of this age group. Students are invited to compare and reflect on language differences within the Italian texts and their own understandings of how language is used in formats such as informal email texts.</p> <p>Language and culture are shown to be linked by investigating understandings in the texts that can then be compared with students' own understandings and interpretations of their own contexts of home, school and family life. A view of learning as being centred on students' experiences of life and cultural/linguistic contexts is evident, with emphasis on identifying their own interpretations.</p> <p>A view of language learning as addressing intracultural and intercultural understandings is evident, with outcomes and key concepts grouped in two interrelated sets- language concepts and intercultural learning concepts; and a process of learning that moves through stages of observation and noticing to comparison and then to analysis and reflection on learning and understandings.</p>
<p><b>Teaching and learning</b>  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>Classroom interactions are discussion based. Texts are analysed and interpreted collaboratively, as is exploration of vocabulary and points of grammar for both common and individual meaning-making. In this regard, there is a highly social classroom context of interacting. Attention is constantly being paid to students' articulation and reflection of their understandings, which can be explored in individual tasks and collaboratively. It is this aspect of teaching and learning that cannot be captured in the planning of a program.</p> <p>The teacher uses the term 'experiences' to describe the learning activities of the classroom, examining visual and written texts, interactions and discussion. She scaffolds these experiences thorough classroom talk and questioning.</p> <p>As there is a focus on individual meaning-making and students consider what the concepts mean to them personally, engagement levels should be high. Their opinions are valued and sought.</p>

	<p>Scaffolding for individual reflection and choices in assessment formats enables the classroom of students' diverse language learning needs to be acknowledged and catered for.</p> <p>Additional opportunities for extension work and student interest are provided to allow for stronger engagement with the topic.</p>
<p><b>Resourcing and materials</b>  Selecting resources  The purposes of resources  Adapting resources  Using resources critically  Relating resources to each other  Contemporary resources  Learners as resources  Developing a resource bank</p>	<p>The program is structured around two main sets of resources. One set, produced by the teacher, visually portrays Italian schools and Italian children's writing. Two authentic texts capture the life and school world of an Italian school boy of the Australia students' age. These provide a broad scope for investigating a range of language, culture and intercultural concepts (e.g. language use, the school amenities, the content of subjects and their traditional and modern social reasons). The teacher has designed a program to allow for diverse opinions and understandings to be generated by the students.</p> <p>The program highlights the value of authentic, contemporary texts to which students can readily relate. It also demonstrates that a long-term sequence can be built around a few short texts, providing much scope for in-depth investigations of target and own language and culture.</p>
<p><b>Assessing</b>  Assessment and learning  The assessment cycle  Eliciting evidence of students' language learning  Judging: considering criteria  Validation</p>	<p>A flexible range of interrelated processes support students' learning needs and allows the teacher to respond to the classroom. Within the assessment processes emphasis is placed on students' meaning-making and understandings (e.g. using language to produce a text, summarising).</p>
<p><b>Programming and planning</b>  Planning language programs  Long-term and short-term planning  Planning for conceptual learning  The place of context in planning programs  Scoping and sequencing of learning  Planning interactions  Personalising learning experience</p>	<p>The teacher's thinking is evident in the program, which provides much more than a description of tasks. It is in the teacher's thinking that we see the intended learning outcomes for students and the point of the module of work for students of this age in time-limited language learning contexts.</p>
<p><b>Evaluating language programs</b>  Evaluation as an ongoing process</p>	

Evaluation in context Purpose and scope of evaluation Evaluation as inquiry	
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