



**Australian Government**

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

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

**Practice example**

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**Planning assessment**



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, 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.

<b>Example</b>	Planning teaching and learning outcomes
<b>Language</b>	French
<b>Level</b>	Years 5 and 6
<b>Teacher</b>	Jennifer Macdonald (ACT) In this example the teacher plans and sequences classroom practice, through understandings, essential content, activities and assessment, aiming for clear learning outcomes.

<p><b>Assessing</b>  Assessment and learning  The assessment cycle  Eliciting evidence of students' language learning  Judging: considering criteria  Validation</p>	<p>In this example of a unit of work the teacher plans the understanding she wants the students to have by the end. Lesson content (cultural, linguistic, grammatical) is presented through resources, questions and tasks that complement appropriate activities. The teacher plans to observe evidence of learning in diverse ways, from informal and formative to increasingly formal assessment tasks. She observes the students' engagement in learning in the classroom, gauged by their recall of information, responses to questions, discussion and evaluations, as well as their performance in specific written and oral tasks.</p>
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**French Years 5/6**

CLASSROOM PRACTICE

UNIT *L'école*

Year 5/6

Term 3 2007

<p>UNDERSTANDINGS <i>(What understandings will my students have at the end of the unit?)</i></p>	<p>ESSENTIAL CONTENT <i>(What do I want them to have the opportunities to learn?)</i></p>	<p>ACTIVITIES <i>(What is the best vehicle to deliver learning?)</i></p>	<p>ASSESSMENT / OUTCOME <i>(What evidence will there be that they have learnt?)</i></p>
<p>Make comparisons through drawing on their own experiences</p>	<p><u>Lesson 1</u> 'What do you know / want to know about school life in France?'</p>	<p>Students recall facts and brainstorm and formulate questions to be answered</p>	<p>Students positively engaged in process of recall and questioning Levels of knowledge, generalisations and common views in responses noted and recorded</p>
<p>Consider daily routines and aspects of everyday life such as going to school from the perspective of someone from another country.</p>	<p><u>Lessons 2, 3, 4</u> Viewing of video '<i>Families of France</i>' students consider 'What important features and differences did you notice about the lives of the two children?'</p>	<p>Students view the video with the following given model of</p> <ul style="list-style-type: none"> <li>• Noticing</li> <li>• Comparing</li> <li>• Reflecting</li> </ul> <p>Class discussion and interaction at specific pause times throughout the video</p>	<p>Students able to discuss and draw conclusions about similarities and differences from the video</p>
<p>Identify the differences and similarities with the French school structure and the ACT school structure</p>	<p><u>Lesson 5</u> Students analyse data relating to the structure of the French school system.</p>	<p>Use the interactive whiteboard with class group to access sites to find current information on the structure of schooling in France</p>	<p>Students are able to discuss and draw a table of the structure of schooling years in France</p>
<p>Understand and recognise the essential French vocabulary relating to school life</p>	<p><u>Lesson 6</u> Matching various unfamiliar French words relating to school with the English translation</p>	<p>Students use French–English dictionaries to match meanings e.g. <i>redoubler</i> (to repeat a class) <i>L'emploi du temps</i> (timetable)</p>	<p>Students complete activity sheet with accuracy. Students become familiar with new words through quick oral quiz.</p>

<p>Recognise the reason for the special connection between the French town of Villers-Bretonneux and Australia</p>	<p><u>Lesson 7</u>  <i>'Ecole Victoria'</i>          History of Villers-Bretonneux &amp; the connection between Australia and France (WWII)          Explicit teaching of conjugating 'nous'(we) with regular verbs</p>	<p>Read text in English and view map about Villers-Bretonneux with students</p> <p>Revise days of week</p> <p>Demonstrate conjugating regular verbs</p> <p><i>Nous avons</i></p> <p><i>Nous retournons</i></p> <p><i>Nous arrivons</i></p> <p>Students complete activity sheet containing the conjugation</p>	<p>Students successfully complete work sheet activity.</p> <p>Décris une journée typique à l'école.</p> <p>Describe a typical school day</p>
<p>Understand and recognise the essential French vocabulary relating to classroom routines</p> <p>Reflect on how they may support new students and help avoid misunderstandings and fear</p>	<p><u>Lesson 8</u>          Students learn common expressions and vocabulary used in the classroom by students.</p>	<p>Role play '<i>en class</i>' expressions</p> <p><i>J'ai perdu mes devoirs</i>          (I've lost my homework)</p> <p><i>Excusez-moi, je suis en retard</i>          (Sorry I'm late).</p> <p>Explicit teaching of negation</p> <p><i>J'aime les mathématiques mais je n'aime pas le sport.</i>          (I like maths but I don't like sport.)</p>	<p>Students complete activity sheet with accuracy</p> <p>Students become familiar with new phrases and successfully apply them to role play situations.</p>
<p>Students make comparisons through drawing on their own experiences.</p>	<p><u>Lessons 9, 10</u>          Students match words and phrases relating to '<i>L'école</i>' using clues from learned vocabulary and English similarities.</p>	<p>In groups students read phrases and chose the best answer.</p> <p><i>les grandes vacances-          les vacances d'été</i></p> <p><i>les langues étrangères-          L'anglais, l'allemand,          l'espagnol, l'italien</i></p> <p><i>la rentrée des classes-          le premier jour de          l'année scolaire</i></p>	<p>With support students will be able to match French words about school with their French definitions.</p>

<p>There are differences between school life in France and Australia.</p>	<p><u>Lesson 11</u></p> <p>Students learn about aspects of 'La Vie Scolaire' (school life) that are different to Australia.</p>	<p>Students work with small groups or partners to complete worksheets. Read phrases and choose the best answer from the multiple choices.</p> <p><i>En France, l'année scolaire commence au mois de...</i></p> <p>a) février b) mai</p> <p>c) juillet d) septembre</p>	<p>The students are successful with their answers, recalling and applying vocabulary from previous lessons.</p>
<p>Imagine what it would be like for a student from France or any other country whose first language is not English when coming to school in Canberra for the first time.</p>	<p><u>Lesson 12</u></p> <p>Students listen to taped conversations and make sense of dialogue.</p> <p>Explicit teaching of plurals:</p> <p><i>Ma matière préférée est ...</i> (my favourite subject is...)</p> <p><i>Mes matières préférées sont...</i> (my favourite subjects are...)</p>	<p>Students listen to interviews about 'ma matière préférée', (my favourite subject), from video 'Quinze Minutes'.</p> <p>Students given transcript of seven interviews</p> <p>Students watch a short video clip of the interviews</p> <p>Complete activity sheet recording when they hear selected words or see word in the film clip</p>	<p>Students are able to listen to and recognise topic words.</p>
<p>Consider daily routines and aspects of everyday life such as going to school from the perspective of someone from another country.</p>	<p><u>Lesson 13</u></p> <p>Students learn vocabulary necessary to form a variety of questions and responses about their school subjects.</p>	<p>Role play in pairs</p> <p>Students compose questions about school subjects and give appropriate responses to each other.</p>	<p>Students are able to pose questions.</p> <p>Students are able to respond to questions about school subjects using a variety of answers.</p> <p>Students speak with confidence and clarity in front of an audience.</p>
<p>Understand and recognise the essential French vocabulary relating to classroom routines.</p>	<p><u>Lesson 14</u></p> <p>Revise telling of time</p> <p><i>et demie</i> (half past)</p> <p><i>moins le quart</i> (a quarter to)</p> <p><i>et quart</i></p>	<p><i>L'école de surf</i> (timetable)</p> <p>Complete a timetable for a student with instructions written in French and in English.</p>	<p>Students successfully complete the timetable worksheet without support.</p>

	(a quarter past)		
Reflect on how they may support new students and avoid misunderstandings and fear	<u>Lesson 15</u> Students reflect and interact to share their impressions of the learning that has taken place.	Review unit of work with students. Students complete reflection sheet about the unit and the impression it has made on their learning and attitudes.	Students will complete reflection sheets. They will respond positively to having learnt from the unit and will have a supportive attitude towards new students, including those from another country.