The Australian Government is committed to languages education in Australian schools and recognises the important role it plays in equipping young Australians with the knowledge, skills and capabilities to communicate and work with our international neighbours.

The Government is making a substantial investment in Australia’s schools. The new National Education Agreement will provide $18 billion to the states and territories over the period 2009 to 2012, offering flexibility to target resources towards key areas such as languages education.

The development of *Teaching and Learning Languages: A Guide* represents a key part of the Government’s commitment to support teachers in delivering quality language education programs for all young Australians.

Learning a language should involve understanding how languages and cultures are a fundamental part of people’s lives. Teaching languages from an intercultural perspective improves the engagement and learning outcomes of students of languages in Australian schools.

This Guide is a multi-modal package that is accompanied by a series of web-based materials which provide online practical examples of how the principles for developing intercultural language learning outlined in this Guide can be incorporated in language education. The online examples are drawn from the work of experienced language teachers who are working to implement new ways of teaching and learning in their classrooms.

This Guide is a significant new resource for teachers, schools and communities, which can be used to create inspiring language learning environments.

It will give students the opportunity to come to understand their own place in the world through their language learning, and will help them to use their learning to develop Australia’s economic, social and cultural relations in an increasingly globalised world.

I commend this Guide and hope teachers will find it useful in their language teaching endeavours.

Julia Gillard
Minister for Education
Acknowledgments

The authors wish to acknowledge the contributions of those who participated in the project to produce this Guide and the supporting online materials.

Development of *Teaching and Learning Languages: A Guide* was funded by the Department of Education, Employment and Workplace Relations under the Australian Government’s School Languages Program (SLP). It supports some of the actions recommended in the *National Statement for Languages Education in Australian Schools* and the *National Plan for Languages Education in Australian Schools 2005–2008* developed through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) relating to the strengthening and promoting of quality teaching and learning practices and supporting the provision of high quality, ongoing and structured professional learning programs.

The project was developed by the Research Centre for Languages and Cultures (RCLC) at the University of South Australia.

Thanks to Jim Dellit for his editorial work on the Guide, and to Ari Bickley for the design.

The Project Advisory Group

Judy Gordon, Thomas Natera and Georgia Bray, representing the Australian Government Department of Education, Employment and Workplace Relations (DEEWR)

Joe van Dalen, representing the Australian Federation of Modern Language Teachers Associations (AFMLTA)

Meredith Beck and Ghislaine Barbe, representing a non-government education jurisdiction

Tamara Romans, representing a state/territory government education jurisdiction

Jacqueline von Wersch, representing an ethnic/community languages school provider

Ann Bliss, representing a national parents’ body

The RCLC project team

Associate Professor Angela Scarino (Project Director)

Professor Anthony J Liddicoat (Project Director)

Dr Jonathan Crichton

Dr Timothy J Curnow

Jim Dellit

Michelle Kohler

Kate Loechel

Nives Mercurio

Dr Anne-Marie Morgan

Andrew Scrimgeour

Dr Kazuyo Taguchi
Using resources critically ................................................................................................... 63
Relating resources to each other ....................................................................................... 64
Learners as resources ........................................................................................................ 65
Developing a resource bank .............................................................................................. 66

5 Assessing
The purposes of assessment ............................................................................................. 67
The assessment cycle ........................................................................................................ 71

6 Programming and Planning
Planning language programs ............................................................................................ 77
Long-term and short-term planning ................................................................................. 82
Planning interactions ........................................................................................................ 85
Personalising learning experiences .................................................................................... 85

7 Evaluating Language Programs
Evaluation for program renewal ....................................................................................... 87
Evaluation in context ........................................................................................................ 88
Purpose and scope of evaluation ...................................................................................... 89
Evaluation as inquiry ........................................................................................................ 90

8 Developing a Professional Learning Culture
Commitment to growth and development ......................................................................... 91
Creating a culture of professional learning ......................................................................... 92
Contexts of a professional learning culture ....................................................................... 93
Collaborating for a professional learning culture ............................................................ 95

9 Further Resources ......................................................................................................... 98

10 References .................................................................................................................. 100