**Ways of Teaching – Languages Transcript**

...’Music’...

Students: *Hallo wie gehts? Danke, gut, und dir? Sehr gut, danke. Tschüss, auf Wiedersehen!*

Narrator: The Western Australian Curriculum: Languages enables all students to communicate proficiently in a language other than English. Through learning a language students acquire essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Students: *Bravi, bravi, bravi, bravissimi.*

Student 1: *Roku, shichi, hachi, kyuu, juu.*

Narrator: In the West Australian Curriculum, the Languages learning area comprises Second Language subjects: Chinese,

Students: *Qían lǎo shi haǒ.*

Narrator: French,

Students: *Bonjour Madame.*

Narrator: German,

Students: *Guten Morgen.*

Narrator: Indonesian,

Students: *Selamat pagi.*

Narrator: Italian,

Students: *Buongiorno.*

Narrator: And, Japanese.

Students: *Konnichiwa.*

Teacher 1: The most important thing, I think, as a language teacher, is enthusiasm and, I think, passion for what you teach and the culture that you’re teaching and the language that you’re teaching. And I think, basically to create an environment where, when students walk through that door, that they’re excited to be here, they’re excited to come, and they leave feeling really motivated and ready to come back next week and continue their journey.

Teacher 1: *Ini bua apa.*

Students: *Ini bua apa.*

Teacher 1: *Bua apa? Ini?*

Student 1: *Jeruk.*

Teacher 1: *Ini jeruk. Bagus!*

Narrator: The Languages subjects are organised into two interrelated strands that reflect the important aspects of language learning: Communicating and Understanding.

The Communicating strand focuses on students learning to use language to interpret, create and exchange meaning and to use the language to communicate in different contexts.

Students: *Drei, vier…*

Student 2: (puppets): *ei dei…*

Teacher 2: You say *Tschüss!*

Student 2: *Tschüss!*

Teacher 2: *Auf Wiedersehen!*

Student 2: *Auf Wiedersehen*, bye bye!

Narrator: The understanding strand focuses on students analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Teacher 3: Ok Batiste

Student 3: *J’ai* …

Teacher 3 : Say it different.

Student 3 : *J'ai trente trois ans.*

Teacher 3: *Trente trois ans.*

Student 3: *Je vie en de France. Mon club c’est Manchester City, et je. Suis défenseur.*

Teacher 3: *Je suis défenseur!*

Narrator: To engage students in the Languages, teachers create learning experiences that challenge students to communicate more effectively in a globalised world, become more accepting of diversity, and more aware of their place in the international community.

Typically, teaching and learning programs provide for classroom instruction, student responses and interactions in the target language.

Teacher 4: *Due e tre…*

Teacher 4 and Students: *Io sono burrattino, piccolino, piccolino. Io sono burrattino, birichino, birichino. Io sono burrattino, carino, carino.*

Teacher 4: *Seduti. Tu come sei?*

Student 4: *Io sono intelligente e sportiv … sportivo.*

Teacher 4: *Io sono…*

Student 5: *Io sono bella e intelligente.*

Teacher 4: *Bella e intelligente. Oh, mamma mia!*

Narrator: For creating, analysing and performing a range of imaginative texts.

Teacher 5: Just last term I put them into groups. They got to choose a song, a *lagu*, the idea was that they then translated the *lagu*, and then had to create a movie. I must say that the engagement in that was fantastic.

Teacher 5 and students: (rapping) *Yo, kita makan Anggur! Mmm manis! Yo, kita makan Limon! Aduh, aduh, aduh, duh, duh, duh!! Bukan main asamnya!*

Narrator: Teachers facilitate interaction between students and speakers of the target language to connect with their world.

Teacher 5: The importance. The kids remember and we saw that today. Half the class had their hands up, busting to ask a question, and they ask questions that we don’t even think of: ‘Were you these when the wall fell down?’ And to see Antje’s face light up and say ‘Yes, I was’. It was a very special day. It wasn’t just something that Frau Kuehs told them. It was a real person that lived there at that real time.

Guest speaker: There were still lots of families and they couldn’t just see each other as much as they wanted too, so in the end they decided to get rid of the wall and make it all one country again.

Narrator: Allow for analysing, translating and locating information in authentic texts.

Student 6: *Ginkou wa doko desuka*.

Student 7:*Err, nikuya wa … nikuya no hidari ni arimasu*

Student 6: *Koko desuka*?

Student 7: *Hai.*

Teacher 6: *Yokatt …*

Narrator: Integrate information and communications technology to enhance learning.

Teacher 7: We’ve become very good over the years at using ICT for the delivery of curriculum. This is looking a great deal more about students’ use of ICT as part of their own learning. And giving chances to work with others to do that as well.

Narrator: Teaching and learning programs exemplify intercultural language learning.

Teacher 8: *Rěn zhī chū,*

Students: *Rěn zhī chū,*

Teacher 8: *Xìng běn shàn.*

Students: *Xìng běn shàn.*

Teacher 8: Can you see the difference?

Teacher 8: Can you say *zhī chū*?

Students: *Zhī chū.*

Teacher 8: *Zhīzhū.*

Students: *Zhīzhū.*

Teacher 8: Make sure you say it well, Ok?

Teacher 8: Humour. Building that rapport with the kids, and actually making them see the need for the whole, for learning that language. Well, I’ve been doing this for a few years now, and the first thing you hear is, ‘I’m never going to China, so why am I learning Chinese?’ Um, it’s getting them to see the relevance. The world is so small now, um, and I say to them, ‘You don’t have to go to China to speak Chinese. Go down to the local Chinese shop, and you can speak Chinese even then. So … showing them the relevance of the language.

Narrator: Learning a language contributes to the overall education of students, particularly in the areas of communication, intercultural understanding and literacy.

Teacher 5: So, bringing their lives into the classroom or taking them from the classroom out into the real world and seeing that progression. And they, the children learn so much about their own language when they’re studying another language.

Narrator: For all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Teacher 5: *Auf Wiedersehen, Kinder!*

Students: *Auf Wiedersehen, Frau Kuehs.*

… ‘Music’ ...

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