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GOVERNMENT OF  
WESTERN AUSTRALIA



School Curriculum  
and Standards  
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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# Ways of Teaching

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## Overview



Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

Scope and Sequence

◀ Return to Languages

The 'ways of teaching' are consistent across the years of previous years.

The 'ways of teaching' are consistent across the years of previous years. *Western Australian* (<http://k10outline.s>) and class environment learning. The principal practice.

The Languages learning Language, French: Second Language, content is presented Understanding. The target language to to communicate in students analysing interpreting and sh

Through learning a second language the understanding of their language use

## Languages

Through Languages Socialising, Informal develop their under

of Systems of language and culture. The subject has the aim that they engage in intercultural communication but are integrated in real contexts. The relationship between language and for different students

To support students' learning programs in the Language

- the prior knowledge and learning
- in the early years of learning activities
- the sub-strands of language incorporated and
- opportunities are provided and to reflect on
- the target language in comprehending

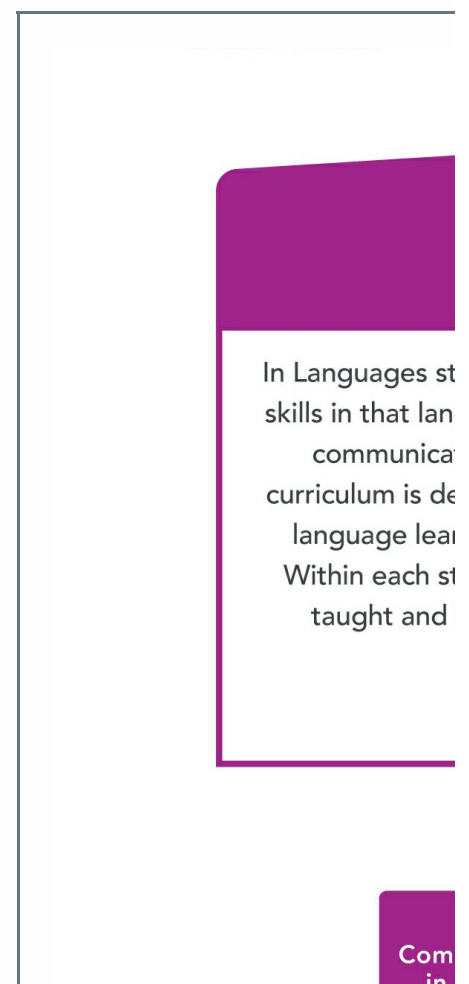
To engage students' experiences which:

- draw on students' experiences and materials to create a context in which the language is spoken
- use a wide range of resources, websites, tickets, etc.
- involve students in the learning process

- and imaginative
- involve students experiences and community
- provide opportunities for the language the
- use new and emerging technologies and to facilitate communication in the language
- include current and emerging issues of young people in the

Figure 1 is a visual

For information on experiences in Lang





Chi  
Second



CLASSROOM  
INSTRUCTIONS &  
STUDENT  
RESPONSES &  
INTERACTIONS  
IN THE TARGET  
LANGUAGE

Figure 1:" Ways o

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