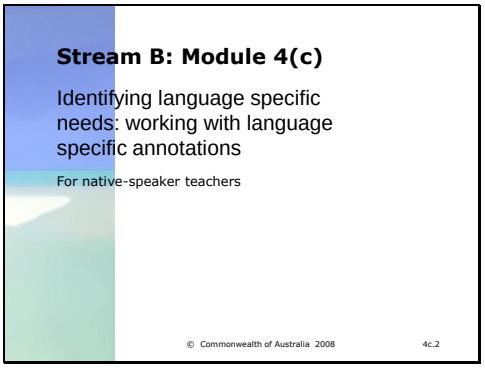
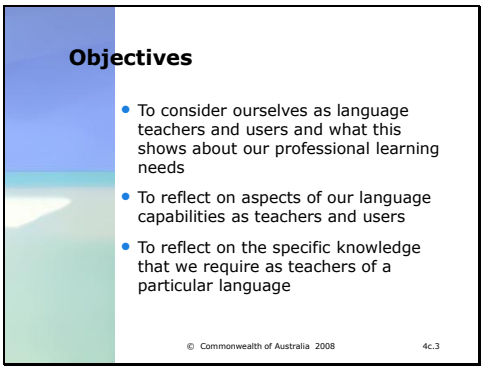
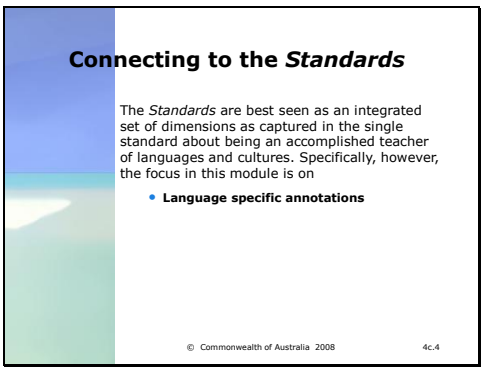
Identifying language-specific needs: working with language-specific annotations

Module for use with native speaker teachers using language-specific annotations of the AMFLTA *Professional standards for accomplished teaching of languages and cultures*

NOTES


Stream B: Module 4(c)
Identifying language specific needs: working with language specific annotations
For native-speaker teachers
© Commonwealth of Australia 2008
4c.2


Objectives
To consider ourselves as language teachers and users and what this shows about our professional learning needs
To reflect on aspects of our language capabilities as teachers and users
To reflect on the specific knowledge that we require as teachers of a particular language
© Commonwealth of Australia 2008
4c.3


Connecting to the Standards
The Standards are best seen as an integrated set of dimensions as captured in the single standard about being an accomplished teacher of languages and cultures. Specifically, however, the focus in this module is on
Language specific annotations
© Commonwealth of Australia 2008
4c.4

Module 4(c):
Identifying language-specific needs: working with language-specific annotations

Module for use with native speaker teachers using language-specific annotations of the AMFLTA *Professional standards for accomplished teaching of languages and cultures*

Overview

This module is designed to provide opportunities for teachers to reflect on language-specific issues relating to teaching languages in the Australian context. Language-specific annotations to the *Standards* have been developed in seven languages:

- Chinese
- French
- German
- Indonesian
- Italian
- Japanese
- Spanish.

Teachers of other languages are provided with an alternative version of the module designed to guide them in thinking through their own annotations.

This version of the module has been developed for use by native speaker teachers. The ways in which native speaker and non-native speaker teachers use the *Standards* are different, so different versions of this module have been developed.

This module is divided into five sections:

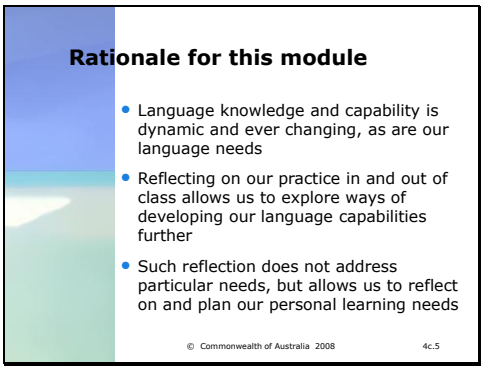
1. Rationale and introduction
2. Classroom language use
3. Explicit knowledge of the linguistic system
4. Explicit knowledge of language use
5. Attitudes, values, cultural and linguistic practices.

Objectives

In this module you will:

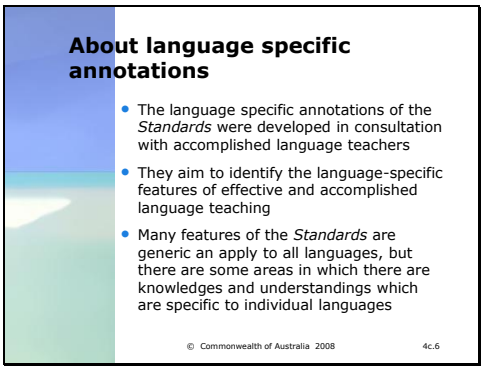
- consider yourselves as language teachers and users and what this shows about your professional learning needs
- reflect on aspects of your language capabilities as teachers and users
- reflect on the specific knowledge that you require as teachers of a particular language.

NOTES
Section 1: Rationale and introduction

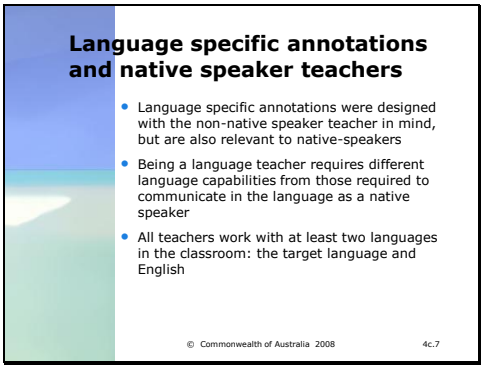


This module has been designed to encourage reflection on language capabilities. Its main function is to assist you to understand your own language use and clarify your professional learning needs. Knowing any language is a dynamic and changing process and so it is useful to take stock of our capabilities and needs from time to time, no matter how experienced we may be.

While it is impossible to address the language capabilities in a short session, it is possible to work constructively towards identifying areas of professional learning and strategies for further development.



The *Standards* were developed on the basis of the knowledge and opinion of a group of accomplished teachers of each language. This is in keeping with the AFMLTA's view that professional standards should be designed for and by the profession. The language-specific annotations are not so much comprehensive statements of knowledge or capabilities, as guidelines for investigating one's own knowledge and capabilities. They give typical examples of the standards in each language and are not intended as descriptions of required knowledge. When using these standards, remember that they are designed to reflect an accomplished level of practice and are intended to be a resource for planning ongoing professional learning throughout a teacher's career.

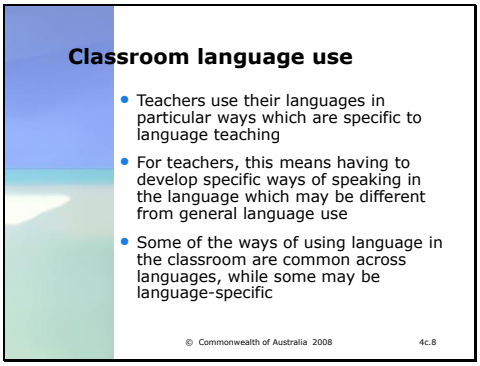


Some aspects of the language-specific annotations to the the *Standards* were designed primarily with non-native speakers in mind. Native speaker teachers have different language needs and it is useful to reflect on how they, as native speakers, work as teachers using their full repertoire of languages, including English.

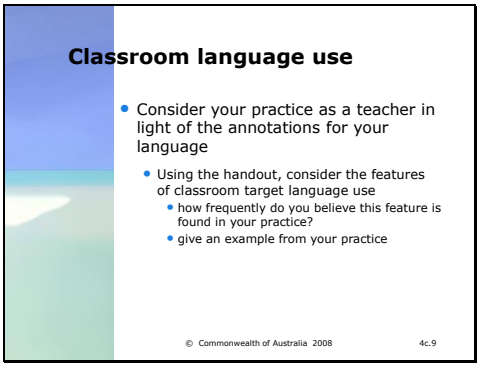
Key ideas / learning
Rationale and introduction

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator will briefly introduce the project, the focus of the module and the annotations of the *Standards*. Anticipated time: 10 minutes	PowerPoint slides 4c.5 – 4c.7

NOTES
Section 2: Classroom language use



The focus of this section is on reflecting on how you use language in the classroom. It examines the sorts of activities that language teachers can be expected to engage in while teaching and the target language capabilities that go with this.

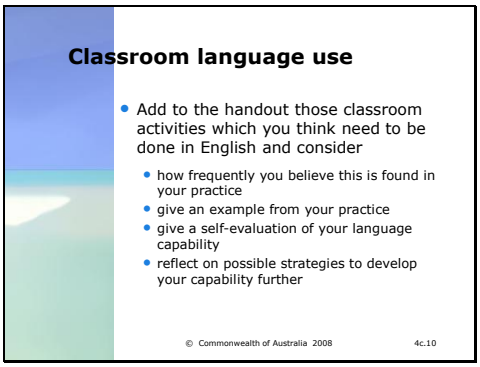


Tasks

Choose how you wish to work with this task (alone or with others), as different configurations have different benefits. The current annotations are a useful starting point for native speaker teachers to begin to think about their own practice.

Small group or independent task 1

It is particularly important to consider whether something is common or not in your practice, rather than just identify whether it is present or absent, and also to think of a concrete example of how you use language.



Small group or independent task 2

As you complete this task, consider how you use the common language of your learners in their own practice. Reflect on the sorts of activities learners perform in English and how you evaluate yourselves as performers.

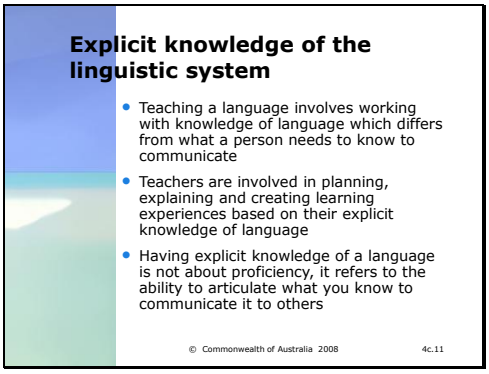
As with the previous task, it is particularly important to consider whether something is common or not in your practice rather than just identifying whether it is present or absent, and also to think of a concrete example of how you use language.

Consider what potential learning needs this task might throw up and how such needs could be addressed. Remember, this is not about identifying overall language proficiency, but aspects of language on which you would like to focus more attention.

Key ideas / learning
Investigating language use in the classroom

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator introduces the key ideas about classroom language use and sets up the task Anticipated time: 5 minutes	PowerPoint slides 4c.8 – 4c.10
Small group or independent task 1 Consider your practice as a teacher in light of the annotations for your language (Handout 1). Using Handout 2, consider the features of your classroom target language use: • How frequently do you believe this feature is found in your practice? • Give an example from your practice. Anticipated time: 20 minutes	Handout 1 (for the relevant language) Handout 2
Small group or independent task 2 Add to Handout 2 those classroom activities that you think need to be done in English, and: • consider how frequently you believe this is found in your practice • give an example from your practice • evaluate your language capability • reflect on possible strategies to develop your capability further. Anticipated time: 20 minutes	
Whole group task The facilitator leads a brief discussion of the key themes or questions that emerged from the task. These should be noted on the whiteboard as a record of the participants' thinking. Anticipated time: 10 minutes	

NOTES
Section 3: Explicit knowledge of the linguistic system



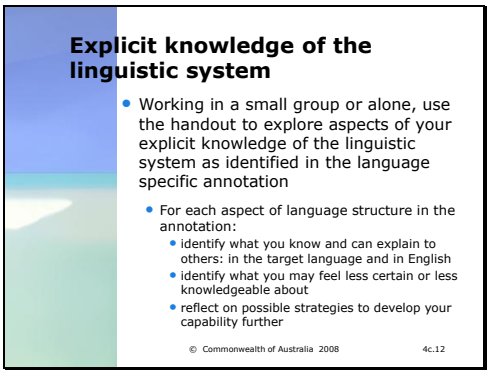
Explicit knowledge of the linguistic system includes understanding aspects such as syntax (the ways in which words are arranged in sentences), morphology (the ways in which words change to show additional information, e.g. plurality, cases, person) vocabulary, pronunciation and writing conventions.

A teacher's knowledge of language is different from that required by a speaker of a language because a teacher needs to communicate knowledge about language to others, to draw on his or her knowledge of language to design learning experiences. This requires teachers to know explicitly what a speaker of a language may only know implicitly and to express this knowledge in ways that are able to support learning.

Explicit knowledge about the linguistic system means something different from simply being proficient in the language. It involves things such as:

- knowing how to analyse language
- knowing a metalanguage for communicating about language
- being able to make and explain judgments about language
- being able to articulate the patterns, rules, etc. of the language system.

Explicit knowledge of the linguistic system needs to be learned and does not come automatically from the ability to use the language appropriately.

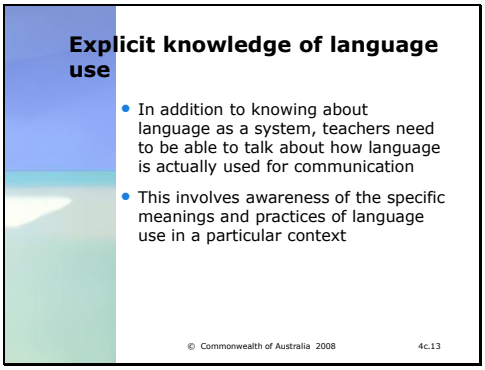


The focus of this task is therefore not on whether or not you can use particular elements of the language system, but whether or not you can articulate what lies behind the capacity to use them and communicate this to others. A teacher may not have explicit knowledge of an element of the system that he or she uses correctly and fluently in their own language. This is because knowledge which is acquired in a first language context may not have been analysed.

Key ideas / learning
Investigating explicit knowledge of the linguistic system

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator introduces the key ideas about explicit knowledge of the linguistic system and sets up the task Anticipated time: 5 minutes	PowerPoint slides 4c.11 – 4c.12
Small group or independent task Working in a small group or alone, use Handout 3 to explore aspects of your explicit knowledge of the linguistic system as identified in the annotations for your language (Handout 1). For each aspect of language structure in the annotation: • identify what you know and can explain to others: in the target language and in English • identify what you may feel less certain or knowledgeable about • reflect on possible strategies to develop your capability further. Anticipated time: 20 minutes	Handout 1 (for the relevant language) Handout 3
Whole group task The facilitator leads a brief discussion of the key themes or questions which emerged from the task. These should be noted on the whiteboard as a record of the participants' thinking. Anticipated time: 5 minutes	

NOTES
Section 4: Explicit knowledge of language use

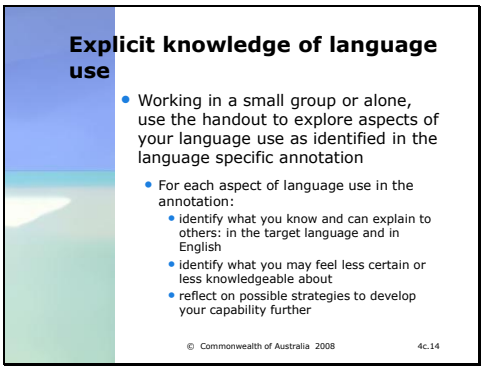


Language use involves more than just knowledge of the language system; it also involves knowing how the language system is used in communication. This can include knowing how different registers of language are used (e.g. formal and informal), the conventions of how texts are constructed, how language use is affected by context (e.g. who the participants are, what relationships exist between them, where they are communicating) and many other dimensions of the ways in which language is used to communicate.

Again, for a language teacher this knowledge is from that of a native speaker because a teacher needs to know how to analyse language in use and to explain aspects of this to learners and construct learning experiences that develop this knowledge. It involves being able to articulate explicitly for others what a user of a language knows implicitly.

Explicit knowledge of language use may include knowing things such as:

- common conventions of language use (e.g. text features, politeness conventions, stylistic conventions, register differences)
- the ways in which context affects use of the language
- ability to analyse the effect of choices within the linguistic system (e.g. in terms of appropriateness, significance, effect)
- a metalanguage with which to communicate this information.

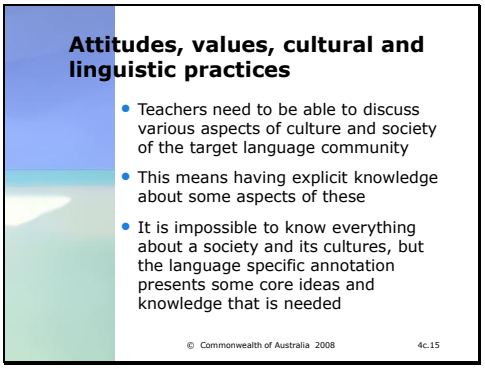


The focus of this task, as in the previous one, is not on whether or not you can use language appropriately, but whether or not you can articulate what lies behind the capacity to use the language and communicate this to others.

Key ideas / learning
Investigating explicit knowledge of language use

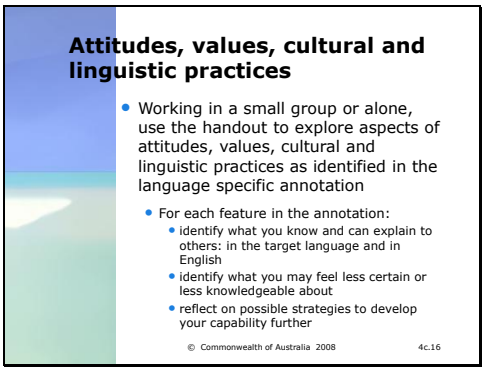
Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator introduces the key ideas about explicit knowledge of language use and sets up the task Anticipated time: 5 minutes	PowerPoint slides 4c.13 – 4c.14
Small group or independent task Working in a small group or alone, use Handout 4 to explore aspects of your explicit knowledge of language use as identified in the annotations for your language (Handout 1). For each aspect of language use in the annotation: • identify what you know and can explain to others: in the target language and in English • identify what you may feel less certain or knowledgeable about • reflect on possible strategies to develop your capability further. Anticipated time: 20 minutes	Handout 1 (for the relevant language) Handout 4
Whole group task The facilitator leads a brief discussion of the key themes or questions which emerged from the task. These should be noted on the white board as a record of the participants' thinking. Anticipated time: 5 minutes	

NOTES
Section 5: Attitudes, values, cultural and linguistic practices



Because language is not used in isolation from the culture of its users, a language teacher needs to be able to develop learners' knowledge of language and culture, and their interrelationships. In order to do this, teachers need to have some explicit knowledge of elements of the attitudes, values, and cultural and linguistic practices found in target language cultures.

It is impossible for anyone, regardless of their background and experience, to know everything about any culture and so the annotations cannot capture this knowledge. Instead, the annotations should be read as accomplished teachers' attempts to identify a basic set of core ideas which they feel are important for teaching. The language-specific annotations do not capture the full knowledge involved in teaching a language and its associated cultures. There are many general culture capabilities that need to be developed by learners that are not included in the language-specific annotations. They also do not capture how teachers relate the target language and its cultures to the languages and cultures that learners bring to their learning.



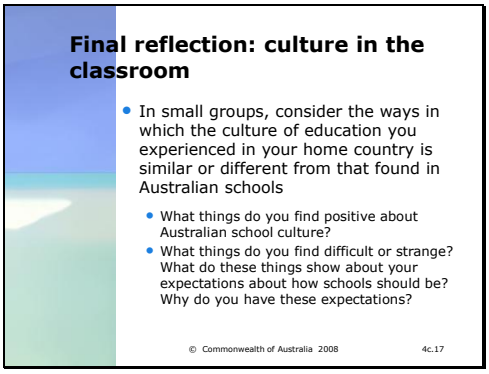
The language-specific annotations should thus be treated as a starting point for the exploration of language and culture in the classroom and not as an articulation of the necessary knowledge that a teacher brings to the teaching of the languages and cultures involved.

Different teachers will bring different knowledge and experience to the classroom. Effective teaching depends on an ability to draw on everything that a teacher knows and has experienced and the connections that s/he has made.

Key ideas / learning
Investigating knowledge of attitudes, values, cultural and linguistic practices

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator introduces the key ideas about classroom language use and sets up the task. Anticipated time: 5 minutes	PowerPoint slides 4c.15 – 4c.16
Small group or independent task Working in a small group or alone, use Handout 5 to explore aspects of attitudes, values, and cultural and linguistic practices as identified in the annotations for your language (Handout 1). For each feature in the annotation: • identify what you know and can explain to others: in the target language and in English • identify what you may feel less certain or knowledgeable about • reflect on possible strategies to develop your capability further. Anticipated time: 20 minutes	Handout 1 (for the relevant language) Handout 5
Whole group task The facilitator leads a brief discussion of the key themes or questions which emerged from the task. These should be noted on the white board as a record of the participants' thinking. Anticipated time: 5 minutes	

NOTES



This reflection task is designed to provide an opportunity for teachers who have been educated outside Australia to reflect on the similarities and differences they experience between their own culture of schooling and the culture of schooling in Australia. In particular, they will reflect on the implications this has for their work as language teachers.

You may find it useful to complete this task in groups of teachers who share a common background. However, the tasks can also be done with mixed background groups.

Key ideas / learning
Reflection

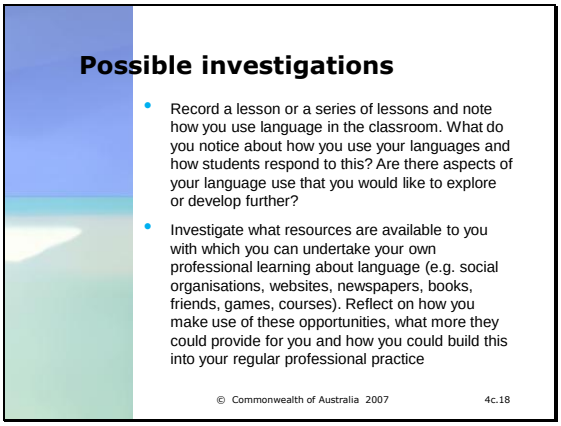
Interaction / tasks / questions	*Supporting resources*
Small group task In small groups, consider the ways in which the culture of education you experienced in your home country is similar or different from that found in Australian schools. • What things to you find positive about Australian school culture? • What things do you find difficult or strange? What do these things show about your expectations how schools should be? Why do you have these expectations? Anticipated time: 25 minutes	PowerPoint slide 4c.17 Writing paper

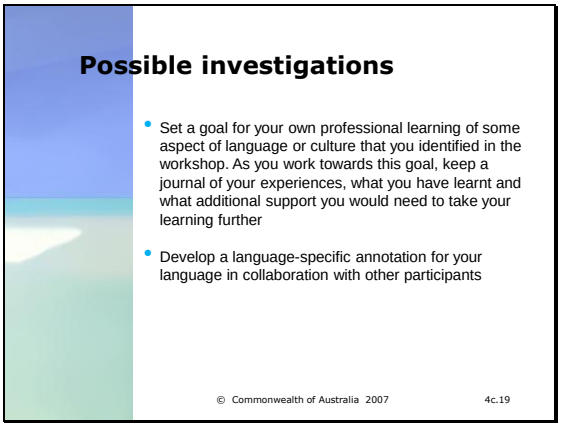
Questions for reflection

What have you learnt about yourself as a language user and as a language teacher from participating in this workshop?

How can you develop your capabilities as a language user and a language teacher given the opportunities which you have to further your own learning?

NOTES


Possible investigations
Record a lesson or a series of lessons and note how you use language in the classroom. What do you notice about how you use your languages and how students respond to this? Are there aspects of your language use that you would like to explore or develop further?
Investigate what resources are available to you with which you can undertake your own professional learning about language (e.g. social organisations, websites, newspapers, books, friends, games, courses). Reflect on how you make use of these opportunities, what more they could provide for you and how you could build this into your regular professional practice
© Commonwealth of Australia 2007
4c.18


Possible investigations
Set a goal for your own professional learning of some aspect of language or culture that you identified in the workshop. As you work towards this goal, keep a journal of your experiences, what you have learnt and what additional support you would need to take your learning further
Develop a language-specific annotation for your language in collaboration with other participants
© Commonwealth of Australia 2007
4c.19

Suggestions for school-based investigations

- Identify some things about schooling in Australia that you find challenging or difficult to understand. Interview some Australian-born colleagues about these things and identify some of the assumptions you and they have about these things.
- Record a lesson or a series of lessons and note how you use language in the classroom. What do you notice about how you use your languages and how students respond to this? Are there aspects of your language use that you would like to explore or develop further?
- Investigate what resources are available to you with which you can undertake your own professional learning about language (e.g. social organisations, websites, newspapers, books, friends, games, courses). Reflect on how you make use of these opportunities, what more they could provide for you and how you could build this into your regular professional practice.
- Set a goal for your own professional learning of some aspect of language or culture that you identified in the workshop. As you work towards this goal, keep a journal of your experiences, what you have learnt and what additional support you would need to take your learning further.

Further reading

Andrews, S. (1999). Why do L2 teachers need to 'know about language'? Teacher metalinguistic awareness and input for learning. *Language and Education*, *13*(3), 161-217

Lo Bianco, J., & Crozet, C. (2003). *Teaching invisible culture: Classroom practice and theory*. Melbourne: Language Australia. (Contains chapters on Chinese, French, German, Italian, Japanese)

Language-specific texts

Chinese

Giskin, H. & Walsh, B. S. (2001). *An introduction to Chinese culture through the family*. SUNY Press: Albany

Pan, L. (1998). *The encyclopedia of the Chinese overseas*. Singapore: Landmark Books

Wu, D. & Murphy, P. D. (1994). *Handbook of Chinese popular culture*. Westport, Conn.: Greenwood Press

Yip, P.-C. & Rimmington, D. (2004). *Chinese comprehensive grammar*. Oxford: Routledge

French

Battye, A., Hintze, M.-A. & Rowlett, P. (2000). *The French language today: A linguistic introduction*. London: Routledge

Broadey, E. (2008). *French: An essential grammar*. Oxford: Routledge

Dauncey, H. (2003). *French popular culture*. London: Hodder Arnold

Howarth, D. & Varouxakis, G. (2003). *Contemporary France: An introduction to French politics and society*. London: Hodder Arnold

NOTES

German

Clyne, M. G. (1984). *Language and society in the German-speaking countries*. Cambridge: Cambridge University Press

Donaldson, B. (2006). *German: An essential grammar*. Oxford: Routledge

Lewis, D. (2001). *Contemporary Germany: A handbook*. London: Hodder Arnold

Indonesian

Draine, C. & Hall, B. (1996). *Culture shock: Indonesia*. Singapore: Times Editions

Drakeley, S. (2005). *The history of Indonesia*. Westport, Connecticut: Greenwood Press.

Sneddon, J. N. (1996). *Indonesian reference grammar*. St Leonards: Allen & Unwin

Sneddon, J. N. (2003) *The Indonesian language: Its history and role in modern society*. Sydney: UNSW Press

Vickers, A. (2005). *A history of modern Indonesia*. Cambridge: Cambridge University Press

Italian

Cresciani, G. (2003). *The Italians in Australia*. Cambridge: Cambridge University Press

Kinder, J.J. & Savini, V. M. (2004). *Using Italian: a guide to contemporary usage*. Cambridge: Cambridge University Press.

Lepschy, A. L. & Lepschy, G. (1988). *The Italian language today*. London: Routledge

Maiden, M. Robustelli, C. & Hawkins, R. (2000). *Reference grammar of modern Italian*. Chicago: NTC Publishing

Rubino, A. (2002). Italian in Australia: Past and new trends. In C. Kennedy (Ed.) *Proceedings of the Innovations in Italian Teaching Workshop*, (pp. 1-15).

Severgnini, B. (2006). La bella figura: *A field guide to the Italian mind.* New York: Broadway Books

Japanese

Backhouse, A. E. (1993). *The Japanese language: An introduction*. Melbourne: Oxford University Press

Craig, T. J. (2000). *Japan pop!: Inside the world of Japanese popular culture*. Armonk, NY: M.E. Sharpe

Valey, P. (2000) *Japanese culture*. Honolulu: University of Hawai'i Press

Spanish

Falcon, R. (1998). *Salsa: A taste of Hispanic culture*. Westport: Greenwood Press

Kattán-Ibarra, J. & Pountain, C. J. (2003). *Modern Spanish grammar: a practical guide*. London: Routledge

Pountain, C. J. (2003). *Exploring the Spanish language*. London: Hodder Arnold

Romero, M. & Habell-Pallán, M. (2002). *Latino / a popular culture*. New York: NYU Press

Stanton, E. F. (1999). *Handbook of Spanish popular culture*. Westport, Conn.: Greenwood Press

NOTES

Attachments

Handout 1 Language-specific annotations: **Language and culture standard** ..... *page 23*

Handout 2 Classroom language use ..... *page 37*

Handout 3 Explicit knowledge of the linguistic system ..... *page 39*

Handout 4 Explicit knowledge of language use ..... *page 41*

Handout 5 Attitudes, values, and cultural and linguistic practices ..... *page 43*

NOTES

Chinese-specific annotations **Handout 1**

Language and culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge. They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures. They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	Accomplished teachers of Chinese are able to use Chinese in a range of classroom-related functions: ○ using Putonghua in a principled way for regular classroom management/organisation, instruction and discussing and creating a classroom environment appropriate to the needs of students ○ knowing the language and culture of some pedagogically relevant topics for the age group they are teaching ○ using sustained Putonghua in relevant classroom genres and demonstrating the ability to model these for students ○ using appropriate written texts in relevant classroom genres and demonstrating the ability to model these for students ○ recognising and using instances of Chinese language and culture to raise awareness of more general issues of language, culture and diversity ○ teaching through Putonghua using vocabulary, syntax and discourse structures relevant to the age and level of their learners Accomplished teachers of Chinese have the ability to use Chinese outside classroom contexts, such as: ○ managing the transactional needs of basic living and travelling in Chinese-speaking communities ○ engaging in casual conversation in Putonghua with speakers of Putonghua including non-native speakers including making telephone calls ○ participating in some formal language contexts (such as visiting a school or meeting local community members) ○ watching television broadcasts and listening to radio programs with a general understanding of the gist. (However, in news broadcasts and current affairs, aspects such as assumed knowledge, speed of delivery, specialised vocabulary, acronyms, etc require a greater linguistic and cultural repertoire than is needed for teaching) ○ using contemporary media (e.g. magazines, internet, television, films, etc.) for enjoyment ○ reading and writing informal e-mails and/or letters ○ understanding the gist of newspaper and magazine articles for own purposes ○ identifying, analysing and reproducing characters and words including using a bilingual dictionary

They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people.	They have explicit knowledge of the linguistic system of Putonghua and demonstrate this in their teaching, e.g.: ○ principles of word formation (e.g. compound words) ○ principles of sentence structure (word order, conjunctions, connectives, etc.) ○ placement and use of particles, aspect/tense markers, prepositions and complements ○ the sound system of Putonghua (sounds, tones, syllables) ○ knowledge of and accurate use of pinyin to represent spoken language ○ the orthographic system of Modern Standard Chinese language ○ the principles of character formation (strokes, components, radicals) ○ recognising the characteristics of simplified and traditional character systems ○ knowledge of characters found in school contexts and the ability to write them accurately They have explicit knowledge of aspects of Chinese language use e.g.: ○ recognising the effect of context on language use and linguistic meaning ○ understanding of common Chinese politeness conventions and how they may vary according to regions ○ understanding the relevance and use of idiomatic expressions (e.g. four character expressions) ○ understanding the features of common Chinese text types
They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	They have awareness of some fundamental aspects of Chinese values, attitudes and linguistic and cultural practices: ○ awareness of the role of belief systems and their contribution to/impact on contemporary life. ○ awareness of Chinese society in transition between traditional and modern perspectives and how this affects Chinese identities, practices and language. ○ awareness of the impact of history, demography, and geography on Chinese ways of life. ○ awareness of the relationship between traditional and simplified character systems, and the regions where these are used. ○ awareness and appreciation of the presence of non-Chinese groups/communities in Chinese-speaking societies. ○ awareness of Chinese views and attitudes towards other cultures and the ways in which these influence interactions with them

French-specific annotations **Handout 1**

Language and culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge. They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures. They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	Accomplished teachers of French are able to use French in a range of classroom-related functions: o using French in a principled way for regular classroom interaction (e.g. management/organisation, instruction, discussion) and creating a learning environment appropriate to the needs of students o knowing the language and culture of topics relevant for the age group they are teaching o producing sustained talk and writing in relevant classroom genres and demonstrating the ability to model these for students o recognising and using instances of French language and cultures to raise awareness of more general issues of language, culture and diversity o teaching through French using vocabulary, syntax and discourse structures relevant to the age and level of their learners Accomplished teachers of French have the ability to use French outside classroom contexts, such as: o managing the needs of basic living and travelling in French-speaking communities o engaging in casual conversation with other speakers of French including non-native speakers o participating in some formal language contexts (such as visiting a school or meeting local community members) o making telephone calls, reading and writing e-mails and/or letters o reading newspapers and magazines, watching television broadcasts and listening to radio programs with a general understanding. (However, in news broadcasts and current affairs, aspects such as assumed knowledge, speed of delivery, specialised vocabulary, acronyms, etc require a greater linguistic and cultural repertoire than is needed for teaching) o reading literature and using contemporary media (e.g. magazines, music, internet, television, films, etc.) for enjoyment

They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people. They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	They have explicit knowledge of the linguistic system of French and demonstrate this in their teaching, e.g.: ○ principles of word formation (prefixes, suffixes, etc.) ○ principles of sentence structure (word order, coordination and subordination, etc.) ○ the sound system and orthographic system of French ○ features of the noun system: e.g. gender, number, articles, adjective agreement ○ features of the verb system: e.g. verb forms (regular and irregular) tense, mood, voice, negation sequence of tenses ○ personal pronouns: e.g. formal and informal versions of pronouns, pronoun order, agreement ○ prepositions and contracted forms ○ comparisons between English and French They have explicit knowledge of aspects of French language use e.g.: ○ differences between spoken and written language ○ differences between levels of formality ○ differences between colloquial and standard French ○ recognition of the effect of context on language use and linguistic meaning ○ use of different registers ○ understanding of common French politeness conventions and how they may vary according to regions and age groups They have awareness of some fundamental aspects of values, attitudes and linguistic and cultural practices found in French-speaking societies: ○ general awareness of issues relating to the Francophone world and in-depth knowledge of at least one French-speaking society ○ awareness of the linguistic and cultural diversity found in French-speaking communities ○ awareness of some contemporary social and political issues in French-speaking communities ○ awareness of some common public values and symbols and their significance in French-speaking communities: e.g. *laïcité, la République, la Révolution, engagement* ○ awareness of evolving modes of communication and their effect on the French language and its use ○ awareness of variations in French language use in different French-speaking communities ○ awareness of the impact of geography and history on ways of life in French-speaking societies

German-specific annotations **Handout 1**

Language and culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge. They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures. They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	Accomplished teachers of German are able to use German in a range of classroom-related functions: ○ for regular classroom management/organisation and instruction, discussing and creating a positive classroom environment, and to negotiate curriculum ○ investigating and teaching the language and culture within topics appropriate for the age group ○ sourcing and producing sustained oral and written texts using relevant classroom text types and demonstrating the ability to model these for students ○ identifying, recognising and using German language and culture to raise awareness of more general issues of language, culture and diversity ○ engaging students in their learning through the use of German ○ teaching through German using relevant vocabulary, syntax and text types relevant to the age and level of their learners Accomplished teachers of German have the ability to use German for communicating with other German speakers for professional and personal purposes, such as: ○ engaging in casual conversation with other speakers of German including non-native speakers ○ discussing classroom related topics with colleagues at professional development forums within the school and beyond ○ managing the transactional needs of living and travelling in German-speaking countries ○ participating in some formal language contexts (such as visiting a German-speaking school, meeting local community members, negotiating international contacts) ○ making telephone calls, reading and writing e-mails and/or letters, ○ reading newspapers and magazines, watching television broadcasts and listening to radio programs ○ reading literature for enjoyment ○ using contemporary media e.g. current magazines, newspapers, films, ICTs (podcasts, vodcasts etc.) to follow current issues in German-speaking countries and as teaching and learning tools for the classroom

They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people. They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	They have explicit knowledge of the linguistic system of German and demonstrate this in their teaching, e.g.: ○ principles of word formation (prefixes, suffixes, compound words, etc.) ○ principles of sentence structure (word order, clauses, conjunctions, prepositions, contractions etc.) ○ the sound system and orthographic system of German and German spelling reform ○ features of the verb system and their use: e.g. person, tense, mood, verb endings, separable, inseparable and reflexive verbs, etc. ○ features of nominal system: e.g. gender, plural formation, case, adjective agreement, etc.) ○ personal pronouns and their use, especially formal and informal pronouns They have explicit knowledge of aspects of German language use e.g.: ○ differences between spoken and written language ○ differences between levels of formality ○ differences between colloquial, regional and standard German within and between German-speaking countries ○ recognising the effect of context on language use and linguistic meaning ○ understanding common German politeness conventions and how they may vary according to regions, contexts and age groups over time ○ ways of expressing opinions ○ ways of negotiating interpersonal relationships ○ the impact of English and other languages on contemporary German They have awareness of some fundamental aspects and diversity of values, attitudes and linguistic and cultural practices of German-speaking societies: ○ awareness of the diversity found within and between German-speaking communities ○ awareness of the impact of demography, geography, climate and historical events on the language, culture and lifestyle of German-speaking countries over time ○ awareness of aspects of linguistic variation in German-speaking countries and their significance for speakers ○ knowledge of the past and present contribution of German-speakers to Australia

Indonesian-specific annotations **Handout 1**

Language and culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge. They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures. They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	Accomplished teachers of Indonesian are able to use Indonesian in a range of classroom-related functions: ○ using Indonesian in a principled way for regular classroom management/organisation and instruction and discussing and creating a classroom environment ○ knowing the language and culture of some pedagogically relevant topics for the age group they are teaching ○ producing sustained oral and written texts in relevant classroom genres and demonstrating the ability to model these for students ○ recognising and using instances of Indonesian language and culture to raise awareness of more general issues of language, culture and diversity ○ teaching through Indonesian using relevant vocabulary, syntax and discourse structures relevant to the age and level of their learners Accomplished teachers of Indonesian have the ability to use Indonesian outside classroom contexts, such as: ○ managing the transactional needs of basic living and travelling in Indonesia ○ engaging in casual conversation with other speakers of Indonesian including non-native speakers ○ participating in some formal language contexts (such as visiting a school or meeting local community members) ○ making telephone calls, reading and writing e-mails and/or letters, ○ reading newspapers and magazines, watching television broadcasts and listening to radio programs with a general understanding. (However, in news broadcasts and current affairs, aspects such as assumed knowledge, speed of delivery, specialised vocabulary, acronyms, etc require a greater linguistic and cultural repertoire than is needed for teaching) ○ reading literature and using contemporary media (e.g. magazines, internet, television, films, etc.) for enjoyment

They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people. They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	They have explicit knowledge of the linguistic system of Indonesian and demonstrate this in their teaching, e.g.: ○ principles of word formation (prefixes, suffixes, reduplication, etc.) ○ principles of sentence structure (word order, connectives, etc.) ○ the sound system and orthographic system of Indonesian ○ features of the noun system: e.g. reduplication ○ features of the verb system: e.g. the *di-* passive construction, verb families built on stems + *ber-*, *ter-*, *men-* prefixes. ○ features of noun verb system: e.g. *ke- -an*, *pe- -an*, forms. ○ personal pronouns: e.g. formal and informal versions of pronouns (e.g. *anda*, *kamu*), avoidance or omission of pronouns and the use of address terms in place of 'you' They have explicit knowledge of aspects of Indonesian language use e.g.: ○ differences between spoken and written language ○ differences between levels of formality (e.g. non-use of verb prefixes) ○ differences between colloquial and standard Indonesian*)* ○ recognising the effect of context on language use and linguistic meaning ○ recognising students' need to be able to use formal Indonesian actively, and at least recognise informal Indonesian in authentic language use ○ understanding of common Indonesian politeness conventions and how they may vary according to regions and age groups They have awareness of some fundamental aspects of Indonesian values, attitudes and linguistic and cultural practices found in different ethnic groups throughout the Indonesian archipelago: ○ awareness of the role of religion, especially Islam, in the Indonesian context, recognising that religion is characterised by a variety of lifestyles and is practiced to different extents by different people ○ awareness of the role and significance of *Pancasila* in Indonesian life and culture ○ awareness of Indonesian society in transition between traditional and modern perspectives and how this affects Indonesian identities, practices and language ○ awareness and appreciation of Indonesian as a multilingual society and Indonesian speakers as multilingual people, usually speaking both a local language and Bahasa Indonesia ○ awareness of code switching as a frequent communicative practice in Indonesian (e.g. between local/regional languages/English) depending on context, audience and purpose ○ awareness of the hierarchical nature of some parts of Indonesian society and the diversity of relative status and expected gender roles of men and women and how these impact on behaviour and language use ○ awareness of the impact of demography, geography and climate on Indonesian ways of life ○ awareness of the relationship between Indonesian and Malay, and the regions where these languages are used

Italian-specific annotations **Handout 1**

Language and culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge. They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures. They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	Accomplished teachers of Italian are able to use Italian in a range of classroom-related functions: ○ using Italian in a principled way for regular classroom interaction (e.g. management/organisation, instruction, discussing) and creating a learning environment ○ knowing the language and culture of topics relevant for the age group they are teaching ○ producing sustained oral and written texts in relevant classroom genres and demonstrating the ability to model these for students ○ recognising and using instances of Italian language and culture to raise awareness of more general issues of language, culture and diversity ○ teaching in Italian using vocabulary, grammar and discourse structures relevant to the age and level of their learners Accomplished teachers of Italian have the ability to use Italian outside classroom contexts, such as: ○ managing the needs of basic living and travelling in Italy ○ engaging in casual conversation with other speakers of Italian ○ participating in some formal language contexts (such as visiting a school or meeting local community members) ○ making telephone calls, reading and writing e-mails and/or letters ○ reading newspapers and magazines, watching television broadcasts and listening to radio programs with a general understanding. (However, in news broadcasts and current affairs, aspects such as assumed knowledge, speed of delivery, specialised vocabulary, acronyms, etc require a greater linguistic and cultural repertoire than is needed for teaching) ○ reading literature and using contemporary media (e.g. magazines, internet, television, films, etc.) for enjoyment

They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people. They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	They have explicit knowledge of the linguistic system of Italian and demonstrate this in their teaching, e.g.: ○ principles of sentence structure (word order, coordination and subordination, etc.) ○ the sound system and orthographic system of Italian ○ features of the nominal system: e.g. gender, number, articles, adjectival agreement ○ features of the verb system: regular and irregular verb forms, tenses, moods, voice, sequence of tenses ○ principles of word formation (prefixes, suffixes, etc.) ○ uses of prepositions ○ features of the pronoun system: formal/informal, omission of pronouns, position of pronouns They have explicit knowledge of aspects of Italian language use e.g.: ○ differences between spoken and written language ○ differences between levels of formality (e.g. non-use of verb prefixes) ○ differences between colloquial and standard Italian ○ recognising the effect of context on language use and linguistic meaning ○ understanding of common Italian politeness conventions and how they may vary according to regions and age groups They have awareness of some fundamental aspects of Italian values, attitudes and linguistic and cultural practices found within Italian-speaking communities: ○ awareness of the dynamic nature of Italian language and society ○ awareness of the diversity of Italian language and culture in Italy and in other parts of the world ○ awareness of the importance of regional identities and regional cultures in the Italian-speaking world ○ awareness of dialects and their place and value in Italian-speaking communities, and their relationship to standard Italian ○ awareness of Italian language use in Australia and the ways in which this has been influenced by English ○ awareness of the significant differences between Italian language and culture between Australia and Italy ○ awareness of the mutual influence of Italian and Australian ways of life and related language ○ awareness of the relationship between Italian and other languages (e.g. Latin, Romance languages, English) ○ awareness of the impact of geography (place) and history (time) on contemporary Italy and Italians ○ awareness of the impact of current migration patterns within Italy and the influence of other cultures on Italian society today

Japanese-specific annotations **Handout 1**

Language and culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge. They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures. They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	They are able to use Japanese in a range of classroom-related functions: ○ using Japanese in a principled way for regular classroom management/organisation and instruction and discussing and creating a classroom environment appropriate to the needs of students ○ knowing the language and culture of some pedagogically relevant topics for the age group they are teaching ○ using sustained oral in relevant classroom genres and demonstrating the ability to model these for students ○ using appropriate written texts in relevant classroom genres and demonstrating the ability to model these for students ○ recognising and using instances of Japanese language and culture to raise awareness of more general issues of language, culture and diversity ○ teaching through Japanese using vocabulary, syntax, discourse structures *kana* and *kanji* relevant to the age and level of their learners and making principled choices about language levels Accomplished teachers of Japanese have the ability to use Japanese outside classroom contexts, such as: ○ managing the transactional needs of basic living and travelling in Japan ○ writing Japanese texts using a computer (e.g. word-processing, e-mail, etc.) ○ engaging in casual conversation with other speakers of Japanese including non-native speakers ○ participating in some formal language contexts (such as visiting a school or meeting local community members) ○ making telephone calls ○ reading and writing short e-mails and/or letters for personal and professional purposes ○ understanding the gist of newspaper and magazine articles for own purposes ○ watching television broadcasts and listening to radio programs with a general understanding of the gist. (However, in news broadcasts and current affairs, aspects such as assumed knowledge, speed of delivery, specialised vocabulary, acronyms, etc require a greater linguistic and cultural repertoire than is needed for teaching) ○ using contemporary media (e.g. magazines, *manga*, internet, television, films, etc.) for enjoyment ○ engaging with contemporary media (e.g. magazines, internet, television, films, etc.) for enjoyment ○ using a dictionary to identify unfamiliar words and *kanji*

They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people.	They have explicit knowledge of the linguistic system of Japanese and demonstrate this in their teaching, e.g.: o principles of sentence structure (word order, particles, grammatical constructions, etc.) o features and use of the verb system (stem, tense, plain and です/-ます forms, nominalisation, transitive and intransitive verbs, -ている) o features of the adjective system: な-adjectives, い-adjectives o principles of the *kana* writing systems (stroke order, formation, differences between *hiragana* and *katakana*) o principles of the *kanji* writing system (stroke order, radicals, compounds, 音読み and 訓読み) o features of the sound system (vowels, consonants, long and short sounds) o commonly used honorifics: i.e. 尊敬語, 謙譲語 o commonly used onomatopoeia: i.e. 擬声語, 擬態語. They have explicit knowledge of aspects of Japanese language use e.g.: o differences between levels of formality and their significance for Japanese interpersonal relationships. o differences between colloquial and standard Japanese and between regional dialects (弁) and standard Japanese o use of idioms and set phrases o awareness of the significance and appropriate use of honorifics: 尊敬語, 謙譲語 o structures of written texts: e.g. 作文, diary, letter, e-mail o structure of some spoken texts: e.g. phone calls, speeches o differences between spoken and written language o recognition of the effect of context on language use and linguistic meaning o awareness of gender differences in language use o understanding of common Japanese politeness conventions and how they may vary according to age and social groups.
They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	They have awareness of some fundamental aspects of Japanese values, attitudes and linguistic and cultural practices found in different ethnic groups throughout the Japanese archipelago: o awareness of the intertwining of traditional and modern perspectives in Japanese society and how this affects Japanese identities (e.g. perceived homogeneity) , practices and language o awareness of the culture specific communication conventions (e.g. bowing, personal distance, and gestures) o awareness of the role and importance of regional variation in Japanese dialects, culture, celebrations and identities o awareness of the role of respect for age, seniority and hierarchy in Japanese society (e.g. 先輩 and 後輩) o awareness of the embeddedness of Shinto and Buddhism in Japanese daily life o awareness of the diversity existing within Japan and of the ways in which Japanese people view their identity in relationship to it o awareness of the hierarchical nature of some parts of Japanese society and the diversity of relative status and expected gender roles of men and women and how these impact on behaviour and language use o awareness of the impact of demography, geography, climate, and history on Japanese ways of life o awareness of the Japanese concepts of 内 and 外 and recognition of the ways they affect language use o awareness of relationship between Japanese and western practices and the role, use and impact of English and other languages and their significance in Japanese society

Spanish-specific annotations **Handout 1**

Language and culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge. They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures. They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	Accomplished teachers of Spanish are able to use Spanish in a range of classroom-related functions: ○ using Spanish judiciously for regular classroom management/organisation and instruction and discussing and creating a classroom environment ○ knowing the language and culture of some pedagogically relevant topics for the age group they are teaching ○ producing sustained oral and written texts in relevant classroom genres and demonstrating the ability to model these for students ○ recognising and using instances of Spanish language and culture to raise awareness of more general issues of language, culture and diversity ○ teaching through Spanish using developmentally appropriate vocabulary, syntax and discourse structures for the age and level of their learners ○ providing a linguistically and culturally rich learning environment They have the ability to use Spanish outside classroom contexts, such as: ○ managing the transactional needs of basic living and travelling in Spanish-speaking countries ○ engaging in casual conversation with other speakers of Spanish including non-native speakers ○ participating in some formal language contexts (such as visiting a school or meeting local community members) ○ making telephone calls, reading and writing e-mails and/or letters, ○ reading newspapers and magazines, watching television broadcasts and listening to radio programs with a general understanding. (However, in news broadcasts and current affairs, aspects such as assumed knowledge, speed of delivery, specialised vocabulary, acronyms, etc. require a greater linguistic and cultural repertoire than is needed for teaching) ○ reading literature and using contemporary media (e.g. magazines, internet, television, films, etc.) for enjoyment

They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people. They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	They have explicit knowledge of the linguistic system of Spanish and demonstrate this in their teaching, e.g.: ○ principles of orthography, pronunciation and the sound system of Spanish, including syllabification ○ principles of sentence structure and word order ○ features and use of the verb system (including regular and irregular verbs, indicative and subjunctive forms, tense and aspect forms) ○ features of the nominal system (gender, number, adjective agreement) ○ use of prepositions and conjunctions ○ formation and use of adverbs ○ features and use of the pronoun system, including an awareness of the range of forms used across the Spanish-speaking world (formal and informal, *ustedes* vs *vosotros*, *vos*) ○ idiomatic uses of verbs (including *ser* and *estar*) They have explicit knowledge of aspects of Spanish language use e.g.: ○ differences between colloquial and standard Spanish ○ recognition of the effect of context on language use and linguistic meaning ○ aspects of regional variation in pronunciation, vocabulary, grammar and language use ○ understanding of common Spanish politeness conventions and how they may vary according to regions and social groups They have awareness of some fundamental aspects of Spanish values, attitudes and linguistic and cultural practices found in different regions of the Spanish-speaking world: ○ awareness of issues relating to the wider Spanish-speaking world, including the spread of Spanish and its significance as an international language, and an in-depth knowledge of at least one Spanish-speaking society ○ knowledge of basic geography and significant historical events of the Spanish-speaking world, and awareness of Australia's relations with Spanish-speaking countries ○ knowledge of the Spanish-speaking community in Australia ○ awareness of Spanish-speaking societies in transition between traditional and modern perspectives and how this affects identities, practices and language ○ awareness of the impact of demography (including issues of poverty and gender relations), geography and climate on ways of life ○ awareness of the multilingualism of Spanish-speaking countries, especially of those societies in which Spanish shares the role of official language ○ awareness of the contribution of Spanish speakers and Spanish-speaking communities to traditional and contemporary culture internationally, in fields such as music, art, architecture, cuisine, etc. ○ awareness of the role of religion in Spanish-speaking contexts and the impact it has on the development of modern societies, recognising that religion is characterised in different ways and practiced to different extents by different people

Classroom language use

Handout 2

Language feature	How consistently I use this	Examples from my practice	How I feel about my capabilities	Possible ways to address gaps

NOTES

Explicit knowledge of the linguistic system

Handout 3

Language feature	What I know about it	What I need to learn about it	Possible ways to address gaps

NOTES

Explicit knowledge of language use

Handout 4

Language feature	What I know about it	What I need to learn about it	Possible ways to address gaps

NOTES

Attitudes, values, cultural and linguistic practices

Handout 5

Language feature	What I know about it	What I need to learn about it	Possible ways to address gaps

NOTES