# Advice on interacting

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This document provides practical advice for K-6 language teachers on engaging with their language students by focusing on communicative activities aligned with the interacting strand of the communicating objective of the K-10 languages syllabuses. Interacting is the most crucial component of the languages syllabuses and was the most difficult to teach and assess during the learning from home period.

This document contains suggested activities based on syllabus content that require students to interact and communicate verbally and are intended as stand-alone activities. It is recommended that teachers choose activities for which students already know the language required to complete the activity.Some of the suggested activities can be adapted as tasks to be completed in a task-based learning unit or used as activities to practise language required to complete a communicative task.

Use formative assessment tools and strategies, such as an observation checklist to determine where your students are currently at. When observing students, look for specific areas for students to improve in and provide feedback in a timely manner.

Things to consider:

* Pronunciation – what are the particular sounds of [Language] that individual students need to concentrate on?
* Accuracy –is the student able to produce correct sentences using correct vocabulary and grammar‏‎‏‎?
  + Vocabulary – is the vocabulary used appropriately?
  + Grammar – are there errors with word order or verb conjugation?
* Fluency – is the student able to use the language in a well-paced manner without long or awkward pauses?
* Communication – is the student able to use [Language] to communicate in speech despite errors made?

## Early Stage 1

### Stage statement on interacting

By the end of Early Stage 1, students interact in [Language] with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases, including formulaic phrases.

### Outcome

* interacts in simple exchanges in [Language] **LXXe-1C**

|  |  |  |
| --- | --- | --- |
| Syllabus content | Language focus | Suggested strategy |
| Exchange greetings using culturally appropriate gestures | Greetings | Half the class from a circle facing out. The other half form an inward facing circle looking at their classmates. Once greetings have been exchanged, using culturally appropriate gestures, one circle rotates and students repeat with a new partner. |
| Greet others or at different times of the day | Greetings | As students mingle and exchange greetings, the teacher or a student calls out a time of day, for example ‘morning’ or ‘evening’. Students adjust their greetings accordingly. |
| Participate in classroom routines | Commands | In small groups, students take turns at being the teacher and give simple commands for example, ‘Sit down!’ |
| Share personal information about themselves and their family | Who is this? It’s my mum  What is her name? Her name is… | In small groups, students show classmates a family photo. Students take turns pointing to a family member asking ‘Who is this?’ and ‘What is his/her name?’ |

## Stage 1

### Stage statement on interacting

By the end of Stage 1, students interact in [Language] with their peers and teacher to exchange greetings and simple information. They use [Language] in play-based learning contexts and classroom routines, using modelled language.

### Outcome

* participates in classroom interactions and play-based learning activities in [Language] **LXX1-1C**

|  |  |  |
| --- | --- | --- |
| Syllabus content | Language focus | Suggested activity |
| Introduce self to peers | Greetings and personal information | Students mingle, asking and answering questions about themselves, including name and age. |
| Introduce others to peers | Greetings and personal information | 3 person role play – a student is walking in the ‘street’ with a friend and bumps into another friend. The student introduces the friends to each other. |
| Answer simple questions about objects | Adjectives  Questions and answers – Is it…? | Each student has their own image or object. With support, they compose closed questions, for example ‘Is it big or small?’ After teacher led practice of appropriate answers (‘Yes, it is big’), students mingle to ask and answer questions. |
| Describe people | (S)he is tall/short.  (S)he has long brown/short red hair | Guess who? Students look at images of people. They choose one person to describe to classmates. Classmates listen to the description and ask ‘Is it (person)? |
| Describe belongings | Questions – Is it (adjective)? Is it a (noun)? | 20 questions. A student chooses an object in the classroom. Classmates ask questions to work out which object. |
| Take on the role of different people in different contexts and share information about themselves | Greetings  Adjectives  Likes | Students act as their favourite character. They mingle and exchange greetings, introduce selves and share information such as ‘I am….’ or ‘I like…’ |

## Stage 2

### Stage statement on interacting

By the end of Stage 2, students interact with others in [Language] to share information and participate in guided classroom activities that involve following instructions and collaborating with peers.

### Outcome

interacts with others to share information and participate in classroom activities in [Language]  **LXX2-1C**

|  |  |  |
| --- | --- | --- |
| Syllabus content | Language focus | Suggested strategy |
| Exchange personal information about self | Question and answer forms | Pairs have a time limit to ask and answer questions about themselves, including name, age, where they live and likes and dislikes. |
| Exchange personal information about family | Question and answer forms | In groups, students show classmates a family photo. Each member of the group asks a question about each person in the photo. |
| Exchange personal information about leisure | Likes | Find someone who – students are given a list of things people like. They mingle and ask each other questions based on the list, for example, ‘Do you like carrots?’ or ‘Do you like playing cards?’ The first student to find a different person to answer ‘yes’ to each question is the winner. |
| Ask and answer questions about the position of objects | Prepositions of place for example, in, on, under, behind | A student hides an object in the classroom. Classmates ask questions about its location. |
| Participate with peers in a transaction | Countable and uncountable nouns  How much/how many? | Market day – half the class are stallholders and the other half are customers. Then students swap. |
| Share pictures and experiences relating to a trip | Past tense questions | Students describe a virtual trip to a place in [Country]. Classmates ask questions such as ‘What did you see/eat/buy?’ |

## Stage 3

### Stage statement on interacting

By the end of Stage 3, students interact with others in [Language] to exchange information and opinions. They engage in classroom activities and collaborate with peers to plan a group activity or shared event.

### Outcome

* uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities **LXX3-1**

|  |  |  |
| --- | --- | --- |
| Syllabus content | Language focus | Suggested strategy |
| Exchange personal information about others | Personal information  Am I …? | Celebrity heads – students are given the image or name of a famous person which they cannot look at. Students ask questions related to physical description, career or nationality to try to identify the famous person. |
| Accept or decline invitations | Polite language | Half of the class plan a trip (park, beach, movies, shopping) or event (party). They mingle and invite classmates. The other half of the class alternate between accepting and declining invitations. Students then switch roles. |
| Exchange information with a peer to organise where and when a meeting will take place | What time? Where? | Students plan a trip or event. With a partner they work out the details of when they will meet. |
| Collaborate to decide on a menu for a class lunch | Suggestions – Let’s have….  Food vocabulary | In groups, students work together to plan a menu. Each group presents to the class and the class votes to choose the best menu. |
| Recount own experiences orally | Past tense | Shopping list game – students work in groups to list all of the students’ recent experiences. For example, Student says ‘At the weekend, I bought new clothes’, the next student says ‘At the weekend, I bought new clothes and swam in the pool.’ Then change the order of speakers and list of activities |

Stage statements, outcomes and syllabus content are from [Languages K-10 Framework 2018](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.PDF?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.