# Strategies to address the ‘Interacting’ outcomes in distance education settings 7–10

This document provides strategies for facilitating interacting activities within the distance education setting, aligned with the Stages 4 and 5 **Interacting** outcomes in the [Modern Languages K–10 Syllabus (2022)](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview).

## What does the syllabus say about ‘Interacting’?

The syllabus states ‘Interacting in a language is primarily done through oral[[1]](#footnote-2) language.’

Key features of interacting include:

* reciprocity, with a purposeful and meaningful ‘back and forth’ exchange
* some spontaneity, created by a degree of unknown or unpredictable content in the interaction
* students listening to understand, in order to gather information and continue the interaction.

Interacting supports students to negotiate meaning and develop fluency. When students are required to move from scripted, to scaffolded, to spontaneous interactions, they gradually develop more confidence in using the language to communicate authentically. This includes using communication strategies to keep the interaction flowing. Role plays or the pre-planned and rehearsed production of oral texts are not considered interacting – instead, they align with the **Creating texts** outcomes, using spoken language. It is important to note that scaffolded and supported interactions, with elements of spontaneity and reciprocity, still meet the **Interacting** outcomes.

Giving students opportunities to practise responding in reciprocal and spontaneous interactions is critical to students developing communication skills. Across a stage, students are required to engage with the related **Interacting**, **Understanding texts** and **Creating texts** outcomes, and with each outcome’s content dot points. Whilst many of the **Interacting** content dot points can be demonstrated by interacting with a teacher, there are certain content dot points which specifically require students to **interact with their peers***.*

In Stage 4, students are required to:

* **socialise with peers (ML4-INT-01).**

In Stage 5, students build upon this and are required to:

* **socialise with peers to build and maintain relationships (ML5-INT-01)**
* **make arrangements with peers (ML5-INT-01).**

It is important to provide students with a range of opportunities to practise their interacting skills and demonstrate their ability to meet all content dot points. Students require genuine opportunities to orally[[2]](#footnote-3) interact with their peers.

## Important considerations

### Addressing content dot points

As with all content dot points, you do not need to address all **Interacting** content dot points every lesson. However, regular engagement in these types of activities significantly enhances students’ skills and capabilities.

### Students with disability and additional learning and support needs

It is important to make appropriate adjustments for students with disability and additional learning and support needs to assist them in meeting course outcomes. Depending on a student’s disability or additional learning and support needs, orally interacting may not be possible. In this case, consider the students’ preferred forms of communication, for example, through assistive communication devices or non-verbal communication, such as gestures. If they are interacting through written form, consider giving students scaffolds to support the written interaction. When making adjustments, consider the students’ individual support needs in consultation with your school’s Learning Support team.

## Ideas for facilitating interacting with peers

### Group sessions

**Schedule group sessions online and facilitate interacting-based activities.** Endeavour to schedule at least one group session per term with students across schools who are enrolled in the same course. In these group sessions, prioritise peer-to-peer interacting activities.

Below are 10 activities which feature in the language-specific units on the [Planning, programming and assessing languages 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10) webpage. These can be adjusted for an online setting with a small number of students:

1. **Find someone who[[3]](#footnote-4)** – create a list of prompts in the target language related to the topic, such as, *‘Find someone who loves swimming’*, *‘Find someone who likes sport’*, *‘Find someone who hates cooking’*. Provide each student with their own copy of these prompts, through an online editable document such as Google Docs. Separate students at random into different breakout rooms. In these breakout rooms, students ask their classmates questions such as *‘Do you like swimming?’,* to find a peer who fits the prompt. Their peer must respond in the target language, for example, *‘Yes I love swimming’* or *‘No, I don’t like swimming’*. If their peer fits the prompt, students write their name down, aiming to write a peer’s name for each prompt. After the student has responded to the question, they must extend the conversation by asking their peer in return. Encourage students to prolong the conversation, asking as many follow-up questions as possible. Allow students a few minutes in each breakout room to ask each other as many questions as possible, before moving students to a new breakout room with other classmates. Continue until students have had the opportunity to interact with multiple peers. While students are working in breakout rooms, visit each room to check progress and provide feedback. After an allocated time, bring all students back to the main session and ask them to each share some of the interesting things they learned about their classmates, for example, *‘Tino hates cooking but he likes sport’*. Encourage students to expand on their answers with any additional facts or by comparing answers to themselves, for example, *‘Tino hates cooking because it is boring, but he does like sport. However, I love cooking*.’
2. **Find your match[[4]](#footnote-5)** – organise a list of ‘pairs’ related to the topic. For example, pairs of food and drink items, pairs of clothing items, pairs of physical attributes, pairs of household items, pairs of holiday destinations and so on. Allocate each student their own vocabulary item, using the direct message function of video conferencing system. Then, display a visual list of all the pairs on the screen, to give students inspiration for the types of questions they could ask. One at a time, students take turns asking a peer a question in the target language, to elicit the information necessary to find their pair. For example*, ‘Scott, are you expensive’* or *‘Jen, are you green?’*. Students must respond in the target language. All students listen to the responses, in case it gives a hint which could assist them in finding their own pair. When a student believes they have found their pair, they wait for their turn to guess. For example, *‘Jen, are you an apple?’*. Their classmate must respond in the target language, *‘Yes I am an apple’* or *‘No I am not an apple’*. The first student to find their pair wins. Students continue playing until all pairs are found.
3. **Class surveys[[5]](#footnote-6)** – create a survey related to the topic, such as daily routines, hobbies and interests, home and neighbourhood and so on. Give each student a copy of the survey, through an online platform such as Google Docs. Revise the core questions required for completing the survey, displaying them on the screen and drilling orally with students. Separate students into breakout rooms where they will ask each other questions to fill out their survey. For example, if the survey is on the topic of daily routine, students may ask questions to elicit what times their peers’ complete activities throughout the week, for example, *‘What time do you wake up?’* or *‘What time do you go to bed?’*. Students must respond with a full sentence in the target language, before asking their peer a question in return. Throughout the activity, students record their peers’ answers on their survey sheets. Move students into different breakout rooms so students can interact with all of their peers. While students are working in breakout rooms, visit each room to check progress and provide feedback. After a specified time, such as 5 minutes, bring students back to the main session and ask them to share their findings in the target language. For example, *‘Kate gets up at 8 am’* or *‘John and Luke go to bed at 10 pm but Maree goes to bed at midnight’*. Encourage students to use a range of different language structures to share their findings.
4. **Sentence stealer[[6]](#footnote-7)** – display 12 model sentences on the screen. Say the sentences and ask students to repeat to practise pronunciation. Ask questions to ensure understanding of the sentences. Using an online document of their own, such as Google Docs, students write down 3 of the sentences from the model sentences displayed on the screen. Students must not share these with their peers. Next, tell students to take a screenshot of the model sentences, so they have the list readily available to them throughout the game. Alternatively, provide the list in a document form for students to refer to. Use breakout rooms to pair up students. In each breakout room, students play ‘scissors, paper, rock’. Where appropriate, teach students to play ‘scissors, paper, rock’ in the target language so the entire activity can be completed in the target language. The winner, Student A, gets to read out any 3 of the model sentences of their choice. They do not need to be the same ones they have written down. If Student B has a sentence written down that Student A has said, Student A is permitted to ‘steal’ the sentence. To steal, Student A writes it on their own list, and Student B must remove it from theirs. Encourage students to use the target language in the game, for example ‘*Yes I have the phrase…’, ‘No I don’t have those phrases’* as well as, *‘You win’, ‘I win’, ‘You lose’,* and *‘Thank you’.* If students are not likely to be honest, request that next to each sentence they write who they stole it from, should monitoring become necessary. Repeat this process every 2 to 3 minutes, placing students in new breakout rooms with different classmates. The student with the most phrases written down at the end, wins. It is possible students will have the same model sentence written down several times, if they have stolen it from several peers.
5. **Speed chatting[[7]](#footnote-8)** – organise a list of questions related to the topic and insert these into the [random Picker Wheel tool](https://pickerwheel.com/). Give each student a copy of the random Picker Wheel, through the shareable link function. Divide the class into pairs and separate each pair into their own breakout room. In each breakout room, students take turns spinning the wheel and asking their peer the question displayed. Their peer must respond to the question in the target language and then ask a question in return. This question can be the same or a variation of the original question. The original student must then respond in the target language. Encourage students to continue asking and answering questions back and forth for as long as possible. After approximately 3 minutes, move students into a new breakout room with a new partner. Repeat several times.
6. **Sentence builder[[8]](#footnote-9)** – display a pre-made sentence builder related to the topic on the screen. As a class, brainstorm questions related to the content on the sentence builder, and discuss how the text on the sentence builder could be manipulated to answer the questions brainstormed. Call on one student at a time, asking them a question in the target language. Encourage students to use the sentence builder to assist them in responding. As students grow in confidence, separate them into breakout rooms, where they practise asking each other questions and responding in the target language. Instruct students to take a screenshot of the sentence builder so they can refer to it in breakout rooms. Alternatively, virtually provide the sentence builder, and some sample questions, for students to refer to. Encourage students to expand on interactions, using other vocabulary and structures from the topic or from prior learning. After a specified time, for example 10 minutes, bring students back to the main session, and in pairs, students must demonstrate an example of an interaction. To make the activity more interesting, set additional challenges such as being the pair to have the longest interaction or the pair to speak the fastest with accuracy.
7. **Charades[[9]](#footnote-10)** – create a list of vocabulary terms related to the topic which can be used to play charades. Choose a student to be the first ‘actor’. Using the chat box in the video conferencing system, send the ‘actor’ a vocabulary term without the rest of the class seeing. The student acts out the vocabulary term for their peers to guess. To guess, students must form a question in the target language, such as, ‘*Are you shopping?’, ‘Are you sad?’,* or *‘Are you running?’*. The student acting out the activity must respond in the target language, using a full sentence. For example, ‘*Yes, I am shopping’, ‘No, I am not sad’,* or *‘Yes, I am running’.* Where students guess incorrectly, the game continues until they guess correctly. Encourage students to extend the interaction by asking follow-up questions such as *‘Do you like shopping?’* or *‘Why are you sad?’* to the person who was acting out the term, who must then respond in a full sentence in the target language. Each time a student guesses correctly they win a point, and a new student is chosen at random to be the actor. Ensure there are enough vocabulary terms for every student to have a turn as the actor. The student with the most points, wins. This game can be played as a whole class, or adjusted to play in teams using breakout rooms.
8. **Pictionary** – create a list of vocabulary terms related to the topic which can be used to play Pictionary. Choose a student to be the first ‘artist’. Using the chat box in the video conferencing system, send the artist the vocabulary term without the rest of the class seeing. Share a link to [Canva Whiteboard (live)](https://www.canva.com/design/DAGEBpvBO0s/1NRxi8HWlNHSSTlvT_ybFA/view?utm_content=DAGEBpvBO0s&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview) with the class. This is where the artist will draw the term and students will watch. To guess, students must form a question in the target language, such as ‘*Is it a dog?’, ‘Is it rain?’,* or *‘Is it a birthday party?’.* The student drawing the term must respond in the target language, using a full sentence. For example, ‘*Yes, it is a dog’, ‘No, it is not rain’,* or *‘Yes, it is a birthday party’*. Students continue to guess until they get a correct answer. Encourage students to extend the interaction by asking follow-up questions such as *‘What is the dog’s name?’* or *‘Where is the party?’* to the person drawing the term, who must then respond in a full sentence in the target language. Remind students their answers can be imaginative, as the goal is to extend the conversation in the target language. Each time a student guesses correctly they win a point, and a new student is chosen to be the artist. Ensure there are enough vocabulary terms for every student to have a turn as the artist. The student with the most points, wins. This game can be played as a whole class, or adjusted to play in teams using break out rooms.
9. **Do you agree or disagree?** – display a model text on the screen related to the topic. Read the text aloud, having students listen and repeat for pronunciation. Then, complete a round of ‘ghost whispering’ where students must repeat the text at the same time as the teacher. However, students must say the text quietly, like ghosts, so that inconsistencies in pronunciation can be heard against the teacher’s voice. Ask questions to check for understanding. Then, based on the text, students take turns saying either a true or false statement in the target language. For example, Student A may say *‘Nyoman likes baseball’*. Then, the student picks a peer to state whether they agree or disagree with the statement. For example, Student B may say ‘*I agree, Nyoman does like baseball’* or *‘I disagree, Nyoman does not like baseball’*. Encourage students to expand on the interaction by introducing phrases such *as ‘that’s true’, ‘you are right’, ‘I lied!’, ‘you are wrong’* and so on.
10. **Jeopardy[[10]](#footnote-11)** – create a Jeopardy board related to the topic or use an editable template from the [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/572?clearCache=cd712746-5f5e-7805-756b-770d95459d8e). Divide the class into 2 teams. Display the Jeopardy board on the screen. Each team takes a turn choosing a tile from the Jeopardy board which will reveal a task related to the topic. All tasks should require at least 2 students from a team to engage in a dialogue to win the points. Tasks may include *‘Ask your peer if they have a pet’* or *‘Have a conversation about the weather’.* Students take turns having an interaction based on the prompt, on behalf of their team, winning points if their interaction aligns with the prompt. The game continues with teams taking turns selecting tiles and responding, until all tiles are revealed. The team with the most points at the end, wins.

### Partnering students

**Pair students with a partner and schedule online sessions for students to independently complete interacting activities as part of the coursework.** This partner may be from the same school or from another, but should be enrolled in the same course, in the same year group. Each fortnight, or where possible, as part of the coursework, schedule a 30-minute meeting where students need to be online at the same time to complete an interacting-based activity. Where scheduling does not allow for students to attend the same session, request permission from students’ parents to allow students to be in contact with each other to organise an agreed time to complete this task, similar to requesting students complete group homework tasks in the mainstream setting.

The meeting should be recorded and submitted to the teacher to verify completion and to allow for formative assessment, with teacher feedback.

As you will not be present at these meetings, provide students with clear instructions beforehand on how to complete the activity, as well as guidelines for how to measure if they have completed it successfully. Include the expected duration of the activity, how many times an activity should be repeated, as well as the necessary resources for completing the online work, such as vocabulary lists, templates and links to online tools.

Below are 10 activities which feature in the language-specific units on the [Planning, programming and assessing languages 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10) webpage. These can be adjusted for an online setting and for 2 students to complete independently:

1. **2 truths and a lie** – students take turns sharing 2 truths and one lie about themselves in the target language. Specify if the statements can be broad or whether they should be related to a specific topic. For example, if related to the topic of ‘school’, Student A could say: *‘I like maths’*, *‘I don’t like history’* and *‘I am good at German’*. Student B must echo the statements, indicating which one they think is a lie. For example, *‘Yes, you like maths’*, *‘No, you like history’* and *‘Yes, you are good at German’*. In this example, Student B is demonstrating that they think the statement about history is a lie. Student A must respond with *‘You are correct’* or *‘You are incorrect’*. Include in the instructions how many rounds students are expected to play.
2. **Me too!** – prepare the [random Picker Wheel tool](https://pickerwheel.com/) with vocabulary terms related to the topic, for example, for the topic ‘Hobbies and interests’, include terms such as *‘playing sport’*, *‘reading’*, *‘going to the cinema*’, *‘going to the beach*’ and so on. Provide a copy of the random Picker Wheel to students through the shareable link function. Students take turns spinning the wheel (in lieu of drawing cards, if they were playing this game traditionally in the classroom). Depending on the term displayed after each spin, students ask their peer any question about the displayed vocabulary term such as *‘Do you like sport?’*, *‘How often do you read?’*, *‘Who do you go to the cinemas with?’*. Depending on the proficiency of students, provide a list of sample questions to assist them. Their peer must then respond with a full sentence in the target language. Depending on their response, the student who originally asked the question will reply *‘Me too!’*, *‘Me neither’* or *‘Not me’*. Encourage students to extend their interactions beyond these phrases where possible.
3. **Guess who?[[11]](#footnote-12)** – provide students with a virtual ‘Guess who?’ game board. This could be a traditional board featuring an array of images of people, or it could be themed around a specific topic such as clothes, souvenirs, animals, and so on. Ensure that there are enough similarities between the pictures on the game board that it cannot be easily guessed and that each image is labelled with a number. To pick their ‘image’, students write down the number which corresponds to the picture they have chosen. Then, students take turns asking questions in the target language to guess what picture their peer has chosen. For example, ‘*Are you tall?’ or ‘Are you expensive?’.* Provide students with a list of sample question starters to assist them. Students must respond in the target language, for example, *‘No, I am not tall’* or *‘Yes I am very expensive!’*. The first student who guesses the item their peer has chosen wins, for example *‘Are you…?’*. Encourage students to use phrases such as *‘You are correct’, ‘You are incorrect’, ‘You win’, ‘You lose’* and so on. This game is also similar to ‘20 questions’.
4. **Celebrity heads** – provide students with images of popular celebrities, with the name of each celebrity. Allow time for students to Google any celebrities they are unfamiliar with or to learn key facts about the celebrities. Student A chooses a celebrity that Student B pretends to be, and Student B must ask questions in the target language to help them guess which celebrity they are. For example, Student B may ask ‘*Am I tall?*’ or ‘*Do I like music?’*. Student A must respond in the target language, using full sentences. Students gain a point every time they guess the celebrity correctly, stating *‘Am I…?’.* Students switch roles, playing several rounds.
5. **I spy …** – students play a game of ‘I spy’ related to the topic. For example, I spy in the home, I spy at school, or I spy on holidays. Provide students with a vocabulary list related to the topic or place. Student A chooses an item from the list and Student B asks questions to help guess what it is. For example, *‘Is it big?’,* *‘Is it small?’,* or *‘Is it expensive?’* and so on. Virtually provide students with a list of sample questions to assist them. Students gain a point every time they guess what their peer was ‘spying’, for example, *‘Is it a desk?’*. Students switch roles and play several rounds.
6. **No snakes, no ladders** – provide students with an editable ‘No snakes no ladders’ game board on [Canva](https://www.canva.com/design/DAGLAjc_9TQ/9CbdwchsJB0XvxuKUvL_Hg/view?utm_content=DAGLAjc_9TQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview). Students use a picture or insert text in lieu of a physical playing token. Players take turns rolling a [virtual dice](https://www.bing.com/search?pglt=41&q=virtual+dice&cvid=3b9dd13ad67542e1b4ae3949b002a357&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQ6QcY_FXSAQgxMTA5ajBqMagCALACAA&FORM=ANNAB1&PC=U531) and moving spaces based on the number they roll. Whichever space the player lands on, determines the task they must complete. For example, the tile could read: *‘Tell your peer about your family*’. Once they have finished their answer, in the target language, their peer must respond in an attempt to draw a connection and share something about themselves, which is related to their peer’s response. For example, *‘My brother is also 10’* or *‘I don’t have a sister like you’*. The first student to the finish line, wins. This activity could be adapted for any 2-person board game.
7. **2-person charades** – both students make a list of 10 words or phrases from the current vocabulary list or topic. This list should be hidden from their peer. Students take turns being the actor and acting out a vocabulary item from their list. To guess, their peer must form a question in the target language, such as ‘*Is it a dog?’, ‘Is it rain?’,* or *‘Is it a birthday party?’.* The student acting out the term must respond in the target language, using a full sentence. For example, ‘*Yes, it is a dog’, ‘No, it is not rain’,* or *‘Yes, it is a birthday party’.* In the negative case, their peer continues to guess. However, they only receive 3 guesses per word/phrase. Each time a student guesses correctly, they win a point. Provide students with a list of ‘game play’ vocabulary, so the entire game becomes an interaction, completed fully in the target language. This vocabulary may include ‘*Your turn’*, *‘Yes, you’re right!’*, *‘No, that’s wrong’*, *‘You win’*, *‘I win’* and so on. Students switch turns acting and guessing after each point is won. The student with the most points at the end, wins.
8. **2-person Pictionary** – both students make a list of 10 terms from the current vocabulary list or topic being studied. Using the [Canva Whiteboard (live)](https://www.canva.com/design/DAGEBpvBO0s/1NRxi8HWlNHSSTlvT_ybFA/view?utm_content=DAGEBpvBO0s&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), students take turns being the artist and drawing an item from their list. To guess, their peer must form a question in the target language, such as such as ‘*Is it a cat?’, ‘Is it a happy person?’,* or *‘Is it someone doing homework?’.* The student drawing the term must respond in the target language, using a full sentence. For example, ‘*Yes, it is a cat’, ‘No, it is not a happy person’,* or *‘Yes, it is someone doing their homework’.* In the negative case, their peer continues to guess. However, they only receive 3 guesses per turn. Each time a student guesses correctly they win a point, and they switch turns drawing and guessing. Provide students with a list of ‘game play’ vocabulary, so the entire game becomes an interaction, completed fully in the target language. This vocabulary may include ‘*Your turn’*, *‘Yes, you’re right!’*, *‘No, that’s wrong’*, *‘You win’*, *‘I win’* and so on. Students switch turns drawing and guessing after each point is won. The student with the most points at the end, wins.
9. **Personal bingo** – provide students with a blank and editable 9-square bingo card template on [Canva](https://www.canva.com/design/DAGLAjc_9TQ/9CbdwchsJB0XvxuKUvL_Hg/view?utm_content=DAGLAjc_9TQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), as well as a vocabulary list related to the topic. The vocabulary list should ideally contain up to 20 items. As an example, if the topic is shopping, the vocabulary list could include common items such as ‘*wallet’, ‘necklace’, ‘sandals’,* and so on. Students must do 2 things with the vocabulary:
10. Make a **list** of 9 items from the vocabulary list. These are the items which students will pretend they have purchased, when asked questions by their peer during the game.
11. Add 9 items to their blank **bingo card**. Each student will take turns to ask their partner if they purchased these 9 items. Once the bingo cards are complete, students begin playing. To play, students take turns asking each other questions related to the vocabulary list. For example, Student A has added ‘wallet’ to their bingo card, so asks Student B *‘Did you buy a wallet?’.* If Student B has *‘wallet’* on their list (this is the list separate to their bingo playing card), they must answer ‘*Yes, I bought a wallet’*. If they do not have the item on their list, they must respond ‘*No, I did not buy a wallet’*. If Student B answers in the affirmative, Student A marks that term off their bingo playing card. However, if Student B answers in the negative, Student A cannot mark the term off their bingo card. Students swap roles, with Student B then asking Student A a question, hoping to receive an affirmative answer allowing them to mark a tile of their bingo playing card. Students aim to be the first to cross off a row or column off their bingo card.
12. **Listen and tell me what you would say next** – provide students with an audio file that they must listen to together. The audio file should have 5 prompts and be listed A–E, for example: *‘A. Neither of you can go out before you do your homework. B. Where are my keys? C. What did you both want from the shops? D. What do you both want to order? E. What time are we leaving?’* The prompts should be related to the topic and always address 2 people. Students listen to one prompt at a time, then pause the audio file. Students then both respond to the prompt. For example, for recording A, Student A could respond: *‘Okay mum, but I have done my homework’* and Student B could respond: *‘Oh no, I have not done my homework yet. Can I do it tomorrow? (Student A) can help me then.’* Students can be creative, and make up any storyline, providing it makes sense with the original prompt. Where possible, encourage students to extend the interaction, for example, Student A could respond *‘I don’t want to help you tomorrow!’*. Students complete for all 5 prompts.

Each of the activities above could also be completed in online group sessions with larger groups.

### Non-synchronous interactions

**Set students the task of recording an interaction using** [**Kapwing**](https://www.kapwing.com/)**.** This online tool allows students to create videos together but not at the same time. Provide students the topic or stimulus for the interaction. Student A logs in and begins recording their first question. Student B then logs in and listens to Student A’s recording, and then adds their own recording to it, in which they respond and ask a follow up question. Students may set aside a half hour time slot to do this back and forth, or, across an agreed timeline with the teacher. Although the timeframe for completing the task may be extended, students must listen to their peer’s recording and respond immediately, ensuring the interaction is spontaneous, as well as reciprocal. At the end, students will submit to the teacher a recording of their ‘back and forth’ conversation.

## Ideas for facilitating interacting student-teacher

The following ideas focus on the **Interacting** outcomes more broadly:

* Allocate time during each 1:1 lesson to have a spontaneous conversation with the student related to the topic. This may still involve giving students the topic or sample questions prior to the conversation, as well as scaffolded support during the conversation.
* Use an online document (Google Docs or Microsoft Word) to embed an audio file which asks students a question. Students listen to the audio file from their teacher, and must immediately record and embed their respond into the online document. This continues back and forth on a scheduled timeline, agreed to by the student and teacher, as part of the coursework. The online form acts as a record of the conversation, allowing the student to listen back to it at a later point. It is possible to replicate this back-and-forth interaction through other programs such as Flip or Padlet. Although this interaction is not instant, the response time to each question should be immediate, so that students maintain a spontaneous and reciprocal conversation about a topic with their teacher.

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1. ‘Where students use other forms of communication to supplement or replace speech, the content should be taught using the student’s preferred communication form(s).’ Modern Languages K–10 Syllabus (2022) [↑](#footnote-ref-2)
2. Some interactions can be through written language. For a written exchange to align with **Interacting**, it must be reciprocal and spontaneous. Where greater time is provided to respond, which allows students to consider and craft their reply, this would align with **Creating texts**. [↑](#footnote-ref-3)
3. An example of a ‘Find someone who’ activity can be found in the department’s support for [Chinese](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/chinese), [French](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/french) and [Italian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/italian). [↑](#footnote-ref-4)
4. An example of a ‘Find your match’ activity can be found in the department’s support for [Indonesian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian). [↑](#footnote-ref-5)
5. An example of a ‘Class survey’ activity can be found in the department’s support for [German](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/german). [↑](#footnote-ref-6)
6. An example of a ‘Sentence stealer’ activity can be found in the department’s support for [Indonesian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian). [↑](#footnote-ref-7)
7. An example of a ‘Speed chatting’ activity can be found in department’s support for [Indonesian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian). A similar activity called ‘Speed friending’ can be found in the department’s support for [Italian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/italian). [↑](#footnote-ref-8)
8. An example of a ‘Sentence builder’ activity, sometimes referred to as a ‘sentence scaffold’ or ‘conversation scaffold’, can be found in the department’s support for [French](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/french#showhide36884829), [German](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/german), [Indonesian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian), [Italian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/italian), [Japanese](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/japanese) and [Spanish](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/spanish). [↑](#footnote-ref-9)
9. An example of the ‘Charades’ activity can be found in department’s support for [Indonesian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian). [↑](#footnote-ref-10)
10. An example of a ‘Jeopardy’ activity can be found in the department’s support for [German](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/german), [Indonesian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian) and [Japanese](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/japanese). [↑](#footnote-ref-11)
11. An adaptation of a ‘Guess who’ activity, called ‘What are you selling?’ can be found in the department’s support for [Indonesian](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/indonesian). [↑](#footnote-ref-12)