LANGUAGES ON AIR   Suggested framework

Stage 5

Language: Generic	Target group: Stage 5	Unit of work: *Languages on air*	Estimated duration: 6-8 weeks

Key concepts:	Why does the learning matter?
The key concepts I want students to learn are that: • Radio is an important medium of communication, information and entertainment • Community radio plays an important part in communities of the diaspora • Radio is also broadcast via the internet, making it accessible to everyone, wherever they may be • Producing a radio program requires an awareness of audience and purpose •	The learning matters because: • Students have access to a broad range of information and entertainment • Students learn about the role that mass media plays in bringing communities together and maintaining links • Students understand the capability of the internet to transmit information and entertainment in real time • Students will use all their knowledge, understanding and skills to produce a radio program that will be heard around the world.

Targeted outcomes

A student:

Some or all of the following outcomes may be targeted.

5.UL.1: selects, summarises and analyses information and ideas in spoken texts and responds appropriately.

5.UL.2: selects, summarises and analyses information and ideas in written texts and responds appropriately.

5.UL.3: uses [Language] by incorporating diverse structures and features to express own ideas.

5.UL.4: experiments with linguistic patterns and structures in [Language] to convey information and to express own ideas.

5.MLC.1: demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages.

5.MLC.2: uses linguistic resources to support the study and production of texts in [Language].

5.MBC.1: explores the interdependence of language and culture in a range of texts and contexts.

5.MBC.2: identifies and explains aspects of the culture of [Language]-speaking communities in texts.

LANGUAGES ON AIR   Suggested framework

Students learn about:

- Ways in which texts are constructed for specific purposes
- Linguistic choices made in texts to influence listeners
- Ways of identifying relevant details when reading for specific information
- The use of multimedia for communicative purposes
- The manipulation of structure, format and choice of vocabulary to achieve specific purposes
- The application of known linguistic structures in new contexts
- Collaborative and inclusive ways to achieve communication goals
- Resources available to enhance or promote independent learning
- The use of technology to express ideas and create own text
- The need for consistent application of grammatical rules and conventions to achieve effective communication
- Variations of the message according to context, purpose and audience
- The importance of being aware of the choices that are made to convey precise meaning
- The effect of linguistic choices on intended meaning
- Meaning conveyed in words
- Cultural concepts and ways they are reflected in language and behaviour
- The value of developing respect for and appreciation of other cultures
- The contribution of diverse cultures to the local and global community
- Etiquette and ethical behavior associated with cross-cultural communication
- Cultural attitudes that add meaning to text
- Language used to express cultural values, and to represent people and cultures in texts
- Idioms, colloquialisms, register and formality in language use.
- Identify purpose, e.g. to inform, persuade or entertain, and distinguish between main points and specific and supporting details in text
- Analyse the impact of linguistic choices made to achieve communication goals e.g. to inform or entertain
- Make judgements about the relevance of detail in analyzing text, e.g.
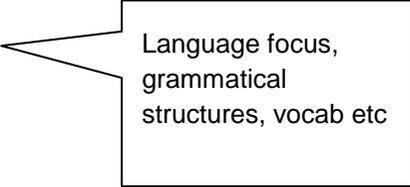
Students learn to:

- Identify purpose, e.g. to inform, persuade or entertain, and distinguish between main points and specific and supporting details in text
- Analyse the impact of linguistic choices made to achieve communication goals e.g. to inform or entertain
- Make judgements about the relevance of detail in analyzing text, e.g extracting ideas and issues referred to in text
- Participate in discussions with speakers of [Language], e.g. by using email, discussion forums on the internet
- Select and manipulate particular structures to achieve specific communication goals, e.g. use appropriate tense for recounting, emotive language for effect
- Reconstruct information from a range of sources, e.g summarizing information
- Interact with reference to purpose, audience or participants, e.g. making arrangements
- Develop skills in accessing appropriate additional information
- Access websites to transfer and manipulate data to produce a specific text
- Use metalanguage to explain linguistic structures and textual features encountered in text
- Reflect on formal and informal language, and when and where it is used
- Evaluate the accuracy and appropriateness of structures when constructing and editing text
- Make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures
- Identify and analyse ways in which culture is reflected in language use in diverse contexts
- Discuss and compare the values and beliefs of diverse cultures
- Reflect on attitudes and practices that differ from their own
- Recognize appropriate intercultural behaviour in diverse settings
- Identify and discuss cultural influences in specific texts, e.g. newspapers, magazines, advertisements, video clips, films
- Explain cultural references in texts
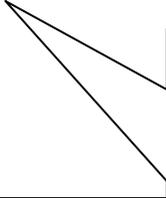- Analyse the use of words or expressions with particular cultural significance in [Language].

Some or all of these statements may be applicable to your unit of work. Choose the relevant ones.

Some or all of these statements may be applicable to your unit of work. Choose the relevant ones.

LANGUAGES ON AIR

Suggested framework

Structures and script (if appropriate):	Sociocultural content:	Cross-curriculum content and policies:
Language focus, grammatical structures, vocab etc	• Awareness of radio as a vital means of communication, information and entertainment • Significance of media in conveying attitudes and values • Relevance of radio broadcasting in intercultural understanding and appreciation	• Literacy • Quality Teaching • ICT • Intercultural language learning • Multicultural Education Policy

Building the field:

- Students listen to a radio broadcast in [Language] and identify the structure e.g. radio station promo, time announcement, news, advertisements, sponsors, content, topic etc
- Students listen to a radio broadcast in English and make comparisons.
- Brainstorming/discussion activity in which the teacher asks students to identify the target audience in both broadcasts and to identify the elements which indicate the intended target audience.

LANGUAGES ON AIR

Suggested framework

Suggested teaching, learning and assessment activities:	Evidence of learning and ongoing feedback for students throughout unit of work	Registration/ Date

Suggested activities:

- Students listen to song/s on selected topic. Discussion and structured activities to follow.
- Students research and identify other songs (in [Language] and English) on same topic.
- Students read written text/s about the topic. Discuss and respond to text/s.
- Students research written texts (literary, news, poem, editorial etc) on the topic.
- Students listen to and record a radio program of their choice and deconstruct the program into its various components.
- Students present their deconstructed radio program to the class. In their presentation students should address the following: topic, intended audience, content, description of program structure, use of language, use of authentic text (song, interviews etc), types of advertisements etc.

Examples:

- ✓ Class discussion and teacher feedback on appropriate use of questioning.
- ✓ Student use of [Language] in day-to-day interactions.
- ✓ Teacher observation of level of participation in class discussion and encouragement at attempts to use [Language].
- ✓ Self evaluation of successful completion of activity.
- ✓ Peer evaluation on successful completion of activity.
- ✓ Ability to complete the listening comprehension.
- ✓ Teacher observation and oral feedback.
- ✓ Participation in class discussion about different [Language-speaking] countries and the education systems.
- ✓ Teacher observation of intercultural understanding.
- ✓ Teacher evaluation and class discussion. Written and oral feedback.
- ✓ Teacher observation and encouragement of student participation.
- ✓ Instant oral feedback on intonation and pronunciation.
- ✓ Peer and teacher evaluation of the activity.
- ✓ Oral feedback from the teacher.
- ✓ Immediate feedback.
- ✓ Oral reinforcement of achievements and ICT use.
- ✓ Oral feedback of class discussion.
- ✓ Oral feedback on correct pronunciation and intonation and questioning techniques.
- ✓ Teacher encouragement, feedback and evaluation.
- ✓ Teacher written and oral feedback.
- ✓ Teacher report on use of technology.
- ✓ Student use of appropriate vocabulary and structures.
- ✓ Teacher reinforcement of correct spelling and correct sentence structures used.

Resources

- www.youtube.com
- www.in.gr
- http://www.[Language]travel.com/
- http://www.greeceathensaegeaninfo.com/

Evaluation and variation:

(Considerations: Time allocated for unit; variety of teaching strategies used; opportunities for teacher feedback and student reflection; suitability of resources; suitability of ICT/laptop activities; literacy/numeracy links)

Date commenced: **Date completed:**

Class teacher signature: **Head teacher signature:**