



MY LANGUAGES JOURNEY PASSPORTS

Teacher Guide

MY LANGUAGES JOURNEY PASSPORTS (*the 'Passports'*) are a resource created for beginner learners of Languages in **Foundation to Year 3**. They are aligned to the Victorian Curriculum: Languages and available in the following languages: **Chinese, French, German, Greek, Indonesian, Italian, Japanese** and **Spanish**.

The Passports support **STUDENTS** to:

- learn words and phrases to communicate in the target language in the classroom and beyond
- develop literacy strategies they can use in language learning
- value and build on other languages they know
- identify, monitor and celebrate their progress in language learning

The Passports support **LANGUAGES TEACHERS** to:

- identify key language to teach and use with students
- plan learning opportunities to recycle and consolidate target language
- make explicit literacy strategies students can develop and use in language learning
- value all languages students bring to their learning
- assess and monitor progress and achievement in language learning
- provide feedback and identify opportunities for growth

The Passports support **GENERALIST TEACHERS** to:

- identify target language they could use with students in classrooms to consolidate learning on a daily basis, increasing frequency of engagement with the language
- use the same literacy strategies with students across all language learning (including English)
- recognise and value student progress and achievement in language learning

The Passports support **FAMILIES AND SCHOOL COMMUNITIES** to:

- identify words and phrases students are learning in the target language
- value and understand student progress and achievement in languages and literacy learning

Key features of the Passports

ORAL LANGUAGE FOCUS: Speech bubbles are used on each page to identify phrases students can use to speak with each other in the context of the classroom. These are designed to build a strong oral foundation and to encourage students to confidently use the language.

'I CAN' STATEMENTS: Clear statements to assist students, teachers and families to identify what learners are working towards in the language.

PROGRESS BAR: A way to identify student progress in relation to the 'I can' statement by indicating the level of support/confidence at different points in time.

WATERMARK: A feature, just like in 'real' passports, which students may like to colour in, or teachers may stamp to identify achievement and progress on their journey.

LANGUAGE PROFILE ACTIVITY (page 2): An opportunity for students to write into the speech bubbles some things they can say in other languages. This may include language/s they use with family and friends or other languages they are learning. This recognises and values the plurilingual skills students bring to their language learning and provides an opportunity for teachers to assist students to make connections across the languages they know.

MY LANGUAGES JOURNEY PROGRESS (page 19): A way for students to see their language learning as a journey, showing progress over time. Students can tick/highlight words that they know and can use confidently in the Useful words and phrases lists. They can count these at different points in time (e.g. once a term) to identify and record the progress they are making on their language learning journey. They can also identify favourite words/phrases and teachers can add comments.

LITERACY STRATEGIES (page 20): A list of literacy strategies which students can be explicitly taught to help them understand new words and make connections across all language learning, including English.

USEFUL WORDS AND PHRASES LIST (pages 21 & 22): A list of words and phrases in the target language and English for students to access as needed. Phrases are listed in a way which shows how the words are put together to form sentences in the target language. Space is provided for students to add other words and phrases they are learning.

Language included in the Passports

LANGUAGE INCLUDED IN THIS RESOURCE IS:

- **accessible** (able to be used and retained by students)
- **communicative** (able to be used by students to communicate what they want/need to say)
- **age-appropriate** (able to be used by young language learners)
- **meaningful** (able to be understood by learners and useful in the classroom context)
- **interactive** (able to support interaction between learners and teachers)
- **versatile** (able to be used across a range of contexts)

In many cases there will also be alternative words/phrases which teachers may choose to use. In some cases, more child-friendly language has been chosen over more grammatically correct forms that adults would use.

Teachers should continue to design their Languages programs to meet the needs of their learners based on their local context and the Victorian Curriculum. The passports may be one resource teachers use as part of a program which includes a range of learning opportunities and materials to support the development of students' language skills and intercultural understandings.

Overview of activities



Teachers can select when each of these activities is completed, based on the needs of the learner and the context of the learning.

Learning will be greatly enhanced by regularly revisiting completed pages so that students confidently consolidate their ability to use all the words and phrases that have been introduced.

Page	'I can' statement/ Focus	Activity
Cover		Ask students what they can see on the cover, what they think this booklet might be and how it might help them. Explore the concept of a passport and a journey and how this connects with language learning.
1	I can introduce myself.	Write name in speech bubble. Add details to passport front page.
2	I can use languages I know to help me learn another language.	Write in the speech bubbles words and phrases students can say in other languages.
3	I can say some greetings.	Copy the greeting into the blank speech bubble above each image.
4	I can ask and answer the question 'How are you?'	Draw expressions on the faces to match how each person is feeling.
5	I can give and follow simple instructions.	Draw a line to connect the word to the correct image.
6	I can speak politely.	Draw a picture on each card to show when these words might be used.
7	I can use some colour words.	Colour the crayons to match the word on each one.
8	I can ask for things in the classroom.	Draw a picture of each item to match the label.
9	I can say some numbers.	Draw a line to connect the word to the correct number of dots.
10	I can ask and answer questions about people.	Draw some people to match the label under each picture frame.
11	I can say how I'm feeling.	Draw expressions on the face to match how each person is feeling.
12	I can ask what I want to do at school.	Draw pictures to show the meaning of each verb. 3 possible responses are provided in speech bubbles.
13	I can ask and say where something is.	Look at where each hand is pointing. Circle the word in the speech bubble above the hand to match where it is pointing.
14	I can ask to go somewhere at school.	Draw pictures to identify each of the places at school.
15	I can say some things I like.	Draw pictures to match the text in the speech bubble.
16	I can talk about the timing of things.	Write the day of the week to identify what day was yesterday, what day it is today and what day it will be tomorrow.
17	I can describe some things.	Copy each word onto the line below. Draw a picture to match the description.
18	I can use language when playing a game.	Write a phrase in the speech bubbles to match each picture.



© State of Victoria (Department of Education) 2023

My Languages Journey Passport is provided under a Creative Commons Attribution 4.0 International licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education), indicate if changes were made and comply with the other licence terms, see: Creative Commons Attribution 4.0 International:
<https://creativecommons.org/licenses/by/4.0/>

This license does not apply to any images, photographs, trademarks or branding, including the Victorian Government logo and the Department logo; and content supplied by third parties.
Copyright queries may be directed to copyright@education.vic.gov.au