



Appendix H. Teacher as Designer Evidence Collab

Traditional grammar or topic coverage model	Articulated Intercultural transfer design	Evidence in our Practice
Learner as passive, dependent, and reliant.	Learner as active, independent and autonomous.	
The textbook as curriculum.	Teacher- designed curriculum as a cohort of practice.	
Curriculum uses pedagogically prepared, classroom-ready or adapted materials graded by level.	Curriculum uses cultural community texts for intercultural transfer goals.	
Units and schemes of work focus on drill, mechanical practice, or memorised dialogues.	Relevant and applicable contexts and catalogue of deliverables frame curriculum, schemes of work and units.	
Assessment is most often paper-pencil; grammar in isolation.	Transfer tasks and formative assessments prevail within a variety of assessment evidence.	
Learning about the language as four skills is the goal.	Learners use language to appraise, evaluate, critique and create cultural products of value	

	discovered, expected or required outside the classroom.	
Topics, themes or subjects are distributed or allocated by proficiency or performance target level.	Concepts of value in cultures inform all disciplines across all texts. These concepts and tasks appear at all levels for participation at any level of learner engagement.	
Grammar is the topic of units or schemes of work and chosen before unit and lesson is designed.	The task is designed first. Grammar to do the task is chosen after it is designed. It is not the topic of the unit, lesson or scheme of work.	
Learner receives isolated cultural facts that are fixed and static.	Learners engage in mediation strategies to bridge, exchange and clarify language between inter/transcultural perspectives with the practices and products they reveal and inform.	
Teacher is a passive transmitter of information.	Teacher is an active co-creator for novel transfer.	

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