



Australian Government

**Quality Teacher
Programme**



Phase 1 teacher participant example

Indonesian Year 5

Nicola Barkley

ACT

RCLCE Research Centre
for
Languages
and
Cultures Education



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Attention! TEACHERS AT WORK!

Welcome to an example of teachers' programmes drawn from their work during Phase 1 of the ILTLP. Teachers were asked to plan, document, teach (at least in part) and share, either a long term teaching programme (e.g. a semester long programme or longer) or a short term teaching programme (e.g. a unit or term long programme).

Their work is provided for you to examine, consider and make use of, in expanding your own understanding of intercultural language learning in practice. Not all programmes provided by Phase 1 teachers have been posted on this website. Some teachers did not feel comfortable with sharing their and their students work at this time, others did not manage to obtain the various permissions to include student work and photographs and others did not create programmes that fulfilled the ILTLP requirements.

What kinds of materials can you expect?

- You will not find models of programming that you can instantly adopt and teach among the work posted here. That was never the intention. You will find ideas about programming that you can use, however, working in your own context.
- You will not find 'best practice' or exemplars of definitive programmes for intercultural languages teaching and learning. You will find some outstanding approaches to programming that advance our understanding of how to make intercultural languages teaching and learning a rich and effective learning experience for students.
- You may find what you regard as some errors of language use or some hints of pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, interculturality and language learning. You will find a great deal to learn from.

What this and other teachers' programmes show are '**teachers at work**'. The Phase 1 teachers responded to their particular contexts, the curriculum and assessment frameworks they must work within, the particular demands they and their students face in languages education and their own 'learning-by-doing' in relation to intercultural language teaching and learning. You will see how a teacher and a group of students working together, taking account of their own identities and cultural understandings, make learning happen. The teacher profiles and reflections generously provided by these teachers provide professional insights into the interaction of programming and 'what happened'. One teacher asks at one stage during her teaching 'Do I know what I am looking for here?' It's a highly professional question about what learning looks like. It's a question for all of us.

You will also get glimpses of pedagogies at work to bring the structure, sequence and assessment aspects of teaching into life. One teacher scratches her head and asks her children how we might categorise the groups they belong to, here in Australia and if they lived in Japan, and the words they would use. Others introduce ICT at crucial moments or involve parents and other teachers. Reading across these programmes, you will get a sense of the dynamic that teaching from an intercultural language teaching and learning stance creates, for teachers, for students, for whole schools in some cases, and for communities in others.

You will learn a great deal!

UNDERSTANDING THE LAYOUT

Teacher participants in Phase 1 of the Intercultural Language Teaching and Learning in Practice project were asked to develop a number of sections in their programmes or units of work. These sections are explained below. Teachers prepared their programmes on an individual basis, and may not have followed these sections in the same sequence.

Teacher profile

In this section teacher participants profile their socio-cultural and linguistic enculturation, consider how this shapes teaching and learning in their programmes and how they apply this in their interactions with students.

School context

In this section teacher participants describe the context of the school and its language programmes. They may describe the demographics of the school, the languages offered, the levels at which it is taught, the number of students taking a language, the number of teachers, resources and facilities, the assessment requirements and the place of languages in the curriculum.

Programme

The programmes provided by the teacher participants in this section may be a unit of work all of which was taught in the classroom or a long term programme of which a part was taught. The module content and assessment procedures follow the teaching policies and instruments and assessment requirements of the state and territory education system.

Reflection

Here teacher participants reflect on what they learned through their programme preparation, identifying the changes that the intercultural focus necessitated in their programme planning, teaching and assessment and the impact this had on their students' learning.

TEACHER PROFILE

Name

Nicola Barkley

Place of Birth

Brisbane, QLD

Places of Upbringing

Brisbane, Melbourne, Perth, Canberra, Malaysia, Singapore, Japan.

Places of Education

Primary: Melbourne, Perth, Brisbane, Canberra,

Secondary: Singapore, Canberra

Tertiary: Canberra, Armidale

Languages used for Daily Communication

English

Languages used in my Language Teaching

Indonesian

Languages I have used in the Past

Study: Japanese (3 years at ANU)

Indonesian (2 years at ANU)

Daily Communication: French (2 years in France, 1983 - 1985)

German (3 years in Germany, 1985 – 1988)

Relationship to English

Language 1

Relationship to Indonesian

Begun when living in Malaysia and Singapore. Many people I had contact with spoke Malay, which has similarities to Indonesian. On return to Canberra I studied Indonesian at high school for four years and then at university for two years. I then did not use the language for 15 years.

Relationship to 'Australian' Culture

I do not believe it to be particularly strong due to the number of places around the world in which I have lived and visited, and also to the nature of my upbringing in a well educated and travelled family.

Relationship to Additional Languages

As mentioned above I have had to cope on a daily basis in languages foreign to me for a number of years. As well as those listed I was also able to realise the difficulties of speaking Japanese in Japan on a number of holidays. I felt comfortable with attempting communication in these languages while being well aware that my efforts were often not completely correct.

Tertiary Subjects

ANU 1977 – 1979: Bachelor of Asian Studies - Linguistics, Japanese, Indonesian, Japanese Literature, East Asian Civilisations.

CCAIE 1980: Graduate Diploma of Librarianship – Collection Development, Archives, Information Retrieval, Computing, Cataloguing, International Libraries

UNE 1995 – 1996: Graduate Diploma of Education – Curriculum Studies, Computing, Special Needs Education, Social Context of Schooling

Employment

As language teacher I am still on a yearly contract after 10 years of teaching in the same system.

Present: A Catholic Primary School, ACT. 4 days / week

3 days Indonesian and Studies of Asia

1 day classroom teaching, year 5

Past: Holy Family Primary School, ACT. 3 days / week

3 days Indonesian

Joint Services Staff College, ACT. Full time.

Librarian.

Family Status

Firstly I am an individual, and secondly I am a wife, a mother of three sons (21,19,17), a daughter, a sister to two brothers, and a daughter-in-law. I have brothers and sisters-in-law, nieces and nephews, and cousins.

SCHOOL CONTEXT

CONTEXT OF THE LANGUAGES PROGRAM

Background

This Catholic primary school has an enrolment of approximately 580 students. The majority of students are from surrounding suburbs. The students have a limited variety of cultural and religious backgrounds, mainly English, Irish, Italian, Filipino and Vietnamese.

Language Offered

The school has a long history for including Languages Other Than English as a Key Learning Area; firstly Italian, then both Italian and Indonesian, and currently Indonesian. In addition to Indonesian, an innovative K – 6 Studies of Asia program was introduced in 2002.

Levels

Indonesian is introduced to the students at the beginning of Year 3, after which they continue until the end of Year 5. It used to be taught to students in Year 6, but was discontinued due to the difficulties associated with teaching a language to a group of students who knew they could not continue with Indonesian at any of the Catholic high schools they would attend.

As a result of students enrolling at the school at any time throughout these three years there is a constant number of students arriving who may have never studied another language, may have

studied a language other than Indonesian, or have studied Indonesian for longer than those in the class.

Numbers of Students

There are currently 91 students in Year 3, 78 in Year 4 and 85 in Year 5. The ratio of boys to girls drops dramatically after Year 3 due to a significant number of boys leaving the school to attend the Junior Schools of the two Catholic boys' colleges. Boys also leave at the end of Year 4 for the same reason. In Year 3 there are 47 boys and 44 girls, in Year 4, 30 boys and 48 girls and in Year 5, 23 boys and 62 girls.

No students from these years are withdrawn from Indonesian in order to receive extra Special Needs assistance. This has happened in past years when thought to be more advantageous to the student.

The Lessons

There is one Indonesian lesson per week for each of the nine classes. Each lesson is 40 minutes long, however in reality this can often be reduced to as little as thirty minutes for those classes scheduled first in the morning if assembly is long. The Indonesian lesson time is release from face to face teaching for the classroom teacher and is often followed by a music lesson, again as the classroom teachers' release time. This movement again has an impact on actual lesson time.

The Indonesian lesson takes place within the students' own classroom, so there are sometimes interruptions due to the classroom teacher staying in the room and requesting to see students for a variety of reasons. Relatively often the classrooms blackboards cannot be used as the classroom teacher has requested that their work not be erased, thus changing immediately the nature of the planned Indonesian lesson. This also means that it is not possible to surround the students with the necessary vocabulary, charts, photographs, and information that would assist them in solving many of their language difficulties by themselves.

At present there are no computer facilities available in the classrooms, so no Indonesian lessons can incorporate ICT, unless the class uses the Indonesian teacher's laptop and data projector. There is also no access to the school's one interactive whiteboard in the library as this is in constant use by classes. This means that it is very difficult to properly access recent Indonesian learning objects and programs.

The resources available within the school for Indonesian are very good, but unfortunately many are getting rather old and dated. There are not current, culturally modern and relevant resources being produced to replace them.

Assessment

Being in the ACT, the Indonesian program can be very much school based. However, it is in reality based on a scope and sequence developed a number of years ago by ACT primary school Indonesian teachers and it also utilises the outcomes of the NSW K-10 Indonesian Syllabus. This is possible as the school is in an archdiocese that includes both the ACT and NSW.

There is a difficulty with the new ACT Essential Learning Achievements. The only ELA to mention languages is ELA 11: The student understands and values human diversity, where the one of the Essential Contents requires that the student has opportunities to understand and learn about another language. This gives no guidance as to what should be included or in what sequence and indeed it seems to give individual schools the scope to discontinue their language program. At the time of writing comments received from schools and teachers about the new Essential Learnings during the consultation phase are being considered.

Overall Place Within the Curriculum

Indonesian holds a well-supported place within the curriculum, both by classroom teachers and the principal. I have worked very hard to show that language study has a very important link to literacy and that it has benefits for all students. I set high standards for myself professionally and this has an effect on the rest of the staff and their impressions of the place of languages within a primary school.

PROFILE OF THE SCHOOL COMMUNITY

Teachers

Teachers and Teacher Assistants in the school range in age from the early twenties to middle fifties. There are 16 female classroom teachers and 5 males. The Principal is male and the Assistant Principal is female. Overwhelmingly, the staff are of Anglo or Irish descent, with a few of Italian background and one of Dutch.

Parents

The parent body is predominantly of Anglo or Irish descent, with a number of Filipino families. A significant proportion has grandparents who were born in other countries. Being a Catholic school, most families are of the Catholic faith, but there also some Anglican, Baptist and Presbyterian families. Two families are Muslim. A very small proportion of the students in the school speak another language at home.

PROFILE OF THE STUDENT GROUP

The year-long program I have developed is for Year 5. As I am currently teaching the first unit to this year's Year 5, the profile given here is of this group of students. I don't believe the profile of next year's Year 5 will be significantly different.

Year Level

Year 5

Age

10 or 11 years old

Language Studied

Indonesian

Other Subjects

English, Maths, Science, Religion, PDHPE, SOSE, Music, Visual Arts, Library, Computing

Place of Birth

Philippines x 2, New Zealand

Arrival in Australia

One from the Philippines as a 1 year old, the other when 10, and one from New Zealand when 3 or 4.

Schools Attended Previously

About ten students attended other schools in Canberra before arrival at this school in either Year 4 or 5. 1 came from rural NSW, one from rural Queensland and another from the Philippines.

Languages Studied Previously

Japanese, Italian, French, German and Latin

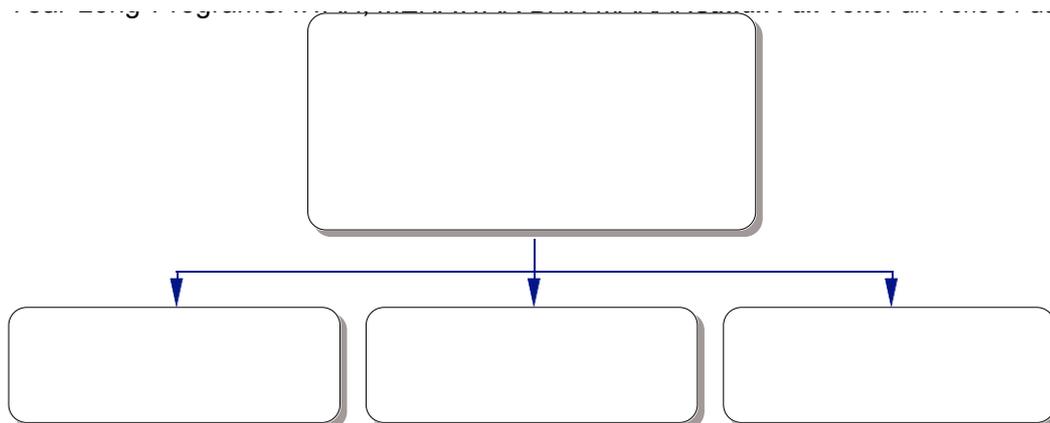
Languages Spoken at Home

Arabic, Tagalog x 2, Sign Language

Languages Understood by Students but not Spoken

Some students can understand their grandparents, but can't always reply.
Italian, Arabic, Greek, Macedonian, Spanish, Maltese, Latvian, and Afrikaans.

PROGRAMME



Planning

- I consider the purpose of this year-long intercultural language teaching and learning program is to more fully engage the students with the Indonesian language itself because Indonesian culture is inherent in the language. I want to encourage them to be curious about language and culture.
- I considered writing a year-long program an opportunity to link in a meaningful way the entire year's units of work. Too often the topic taught in one term and the relevant vocabulary in particular, has born no relationship to the following term's unit. So by developing linked units I felt that this problem could be overcome. These three units are linked by their content of food, from its growth, to being bought and sold at the market, to being eaten at stalls and small restaurants. There is potential to add units about cooking, etiquette, food and celebrations.
- I believed that these units had to fit into the programming format employed by the school's classroom teachers. An inquiry based integrated curriculum has been introduced which is providing for more engaged and connected learning. I could see that this had possibilities of also informing my teaching and so it has turned out with the steps introduced by Kath Murdoch (in her inquiry learning model) proving very useful guides. (see <http://www.ltag.education.tas.gov.au/planning/models/inquirymodel.htm>)
- I have approached the intercultural aspect of this program by believing that the use of the Indonesian language intrinsically reflects a certain level of intercultural competence. Specifically informing and questioning the students, and giving more time for reflection, increases their level of intercultural competence.
- I have written each of these three units as a workable document, since I intend to teach this year-long program to Year 5 in 2007. However, I may change some of the activities in the 2nd and 3rd units by the time it comes to teach them. I am not entirely happy with their sequencing and I am hoping to have some new resources by then which would improve both units.
- Each unit is written for approximately 10 weeks of lessons. This is an estimate of the time it will take to cover all the work. However, it is probable that each unit will take longer, which is why there are only three units instead of four units for four terms. This also allows for digressions and for important incidental learning to occur.

- Each unit includes student activities and teacher notes for those activities. These may take the form of cultural or intercultural notes or questions that the teacher should ask the students. The student activities are in bold font with the teacher notes in a regular font.
- Each language activity has a Language focus listed against it, sometimes more than one. I have included grammar and syntax as well as listening, speaking, reading and writing. There is little interactive speaking in the first unit, but this increases in the second and third.
- Activities that have an intercultural focus have listed next to them the noticing, comparing or reflecting expected from the students.
- Assessment is marked against some activities as being either cumulative or summative. The tasks will have a language focus, with intercultural competence being shown through the use of the appropriate Indonesian. Sometimes reflection is required in English.

Comments

- I found the preparation time involved to program this way far more comprehensive and intensive than previously. It included finding new resources, or working out how available resources could be used differently. Finding information to give me the background knowledge I needed was sometimes very time consuming and other times completely serendipitous. This latter included finding a reference that reminded me of George Quinn's The Learner's Dictionary of Today's Indonesian which I then bought and used constantly.
- Initially I was concerned about recording lessons in term 4, as the school has no modern, user-friendly recording equipment. Ease of use and the ability to move it quickly from room to room was very important. By coincidence I mentioned this to a friend who is the Catholic Education Office Learning Technologies Education Officer. She said they wanted somebody to trial using a recordable iPod, and asked if I would be willing to write up a report if she could buy one for me to use. Fortunately approval went ahead and I am now recording the lessons. Without the iPod it would be almost impossible to record lessons. This proved how vital it is to have both system and technology support for this type of activity.
- I am now using my laptop and data projector in the classroom instead of the whiteboard so that there is a record of everything that is done in each class. This is proving to be an effective way of recording what is being done.
- The only interactive whiteboard in the school is located in the library, and there is no possibility of access for any Indonesian classes. I write my own interactive whiteboard programs and use them on the laptop with data projector in each classroom. Students use an attached mouse to use program.

RESOURCES

- Pak Yono's Paddy Field – Growing Rice in Indonesia
Department of Education and Training, NSW, Sydney, 2003
- Indonesian: LOTE kit, Stage A
Department of Education, Queensland, Brisbane, 1992
- Buku Pasar – The Market Book
David Thomas
Association of Independent Schools of Victoria, South Yarra, 2004

- Suara Siswa Teacher's Handbook. Stages A, B and 2
Curriculum Corporation, Carlton, 1993
- The Learner's Dictionary of Today's Indonesian
George Quinn
Allen & Unwin, Crows Nest, 200

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SAWAH PAK YONO - PAK YONO'S PADDY FIELD UNIT 1 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
1	<u>Tuning In</u> Noticing Comparing Reflecting	Reading	<ul style="list-style-type: none"> • General class discussion of whether the same words are needed to talk about farming in Indonesia as in Australia? Why/ why not? Students are to keep in mind Indonesia's geography, climate, population density, and economy. Previous knowledge gained from TV, videos, etc. • Brainstorm words thought to be necessary to learn about farming in Indonesia. List in Word document as students give suggestions. • Compare provided vocabulary list with that produced by the class. Students to look for words that they didn't expect or they wonder why they are necessary in Indonesian. For example, there are four words in Indonesian for rice, no exact equivalent for farm and some words the same in English and Indonesian. 	Laptop/ Projector Vocabulary lists
2	<u>Finding Out</u> Noticing Comparing	Speaking Grammar	<ul style="list-style-type: none"> • Practice pronunciation by repeating each word. • Categorise the vocabulary words. Encourage students to think of different ways to do this and to justify their reasoning. • Name the groups that the words belong to, using Indonesian. Assign the words on their own vocab lists to a group. Go through vocabulary list together, and then discuss what students notice about base words and about most of the verbs. Are there similarities in English? 	Laptop/ Projector Grouped vocab <u>Pak Yono's Paddy Field</u>

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SAWAH PAK YONO - PAK YONO'S PADDY FIELD UNIT 1 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
3	<p><u>Finding Out</u></p> <p>Noticing Comparing Reflecting</p> <p>Noticing Comparing Reflecting</p> <p><u>Sorting Out</u></p>	<p>Speaking (Individually)</p> <p>Speaking (Individually) Listening</p>	<ul style="list-style-type: none"> • Listen to Pak Yono's Paddy Field read in English. Discuss each photo. Who is in the photo, how are they working, what are they doing, what else can be seen? Compare these 'farms' with Australian farms. Do the students now see the reasons for the choice of vocabulary words? • Recall family words in Indonesian and any information they know about these words. Family in Indonesia is not just a nuclear one, but also involves close and more distant relatives, that some other people are often addressed using family terms if they are close to the family, that siblings are divided into those older and those younger, not brothers and sisters as in English and that the gender of one's children is not given unless necessary. Why is this the case? • Identify and name each person in the book's photos in Indonesian, giving their relationship to others in the family. <i>Siapa ini? Dia Fela, adik Fani.</i> Who is this? She is Fela, Fani's younger sibling. Ask the class as a group, and have the necessary Indonesian words on card to cover the English text. 	<p><u>Pak Yono's Paddy Field</u></p> <p>Vocab on cards</p>
4	<p><u>Sorting Out</u></p> <p><u>Finding Out</u></p>	<p>Writing</p> <p>Reading Speaking</p>	<ul style="list-style-type: none"> • Write sentences in Indonesian identifying and naming the people in the photos. Worksheet has reduced photos from the book for students to write about. Focus on including the correct relationship words. (Cumulative Assessment) • Label with Indonesian verbs the activity in certain photographs. Have some relevant photos and vocabulary in a Smartboard programme so that at the students' suggestion they can be arranged and matched. 	<p>Worksheet</p> <p>Laptop / Projector</p>

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SAWAH PAK YONO - PAK YONO'S PADDY FIELD UNIT 1 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITES IN BOLD, TEACHER NOTES IN REGULAR)	
5	<u>Sorting Out</u> Noticing Comparing Reflecting	Speaking (Individually) Writing	<ul style="list-style-type: none"> Form sentences in Indonesian to describe the activity in each of the photos. Give English meaning. Include who is performing the action, what the action is, and what the object of that action is. The photos will include one for each of the 4 Indonesian words for rice, so students should use the culturally appropriate word. Photos will be on a Word page so that suggested words, and then the students' sentences, can be recorded. Write simple sentences describing four different rice related illustrations. Also include English meaning. Give reasons why Indonesian has four words for rice. Use new illustrations to check for students' understanding of the use of the 4 different Indonesian words used for rice in the growing, harvesting, and eating process. The translation is required so that students are aware that in English rice is the only word used. <u>Cumulative Assessment</u>) 	Laptop/ Projector Work-sheets

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SAWAH PAK YONO - PAK YONO'S PADDY FIELD UNIT 1 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
6	<u>Sorting Out</u>	Speaking Reading Reading Syntax	<ul style="list-style-type: none"> Class gives more information about what they see in each photo, suggests Indonesian words that can be used and arranges these into sentences. Have one or two of the same photos on laptop page, record students suggested words. Encourage use of adjectives of colour, number and size. By allowing words to be suggested, students who find the construction of sentences difficult are able to take part. In pairs, cut out, arrange and paste words into sentences to describe the photo. Read sentence/s to the class. Each pair is given a page consisting of a photo, a word bank and space to paste the sentence/s beneath the photo. Extra sentences could also be written. Because adjectives are also given students may or may not include them, and have to remember correct word order (number + noun + adjective). <u>(Cumulative Assessment)</u> 	Laptop/ Projector Work-sheets
7	<u>Finding Out</u> Noticing Comparing Reflecting Comparing Reflecting	Reading Grammar (In a new context) Writing Syntax	<ul style="list-style-type: none"> Read a short text based on Pak Yono and identify nouns, verbs, adjectives and conjunctions. Comment on use of <i>-nya</i> (his/her). Have the text on laptop. Students read the text aloud. Remind students how a more interesting description is possible when using more complex sentences. As they identify each part of speech, highlight it by changing the text colour. Ask students to comment on any differences they see between the construction of Indonesian and English. Why do they think <i>-nya</i> is non-gender specific? Create more complex sentences by using conjunctions. Use conjunctions such as <i>dan, tetapi, pada waktu, karena</i> (and, but, while, because) to link beginning and endings of sentences. Do this as a class using Smartboard program. Since more than one conjunction could possibly be used, students should consider the changes in meaning. Would the sentences be split into the same beginnings and endings if they were in 	Laptop/ Projector Smart-board program

OVERVIEW
TERM 1 ; 40 MIN / WEEK

AK YONO'S PADDY FIELD

CONTENT

Exploration of a text, Pak Yono's Paddy Field, that includes cultural information and provides opportunities for the discovery of the relationship between language and culture.

ESSENTIAL LEARNING ACHIEVEMENT

ELA 11: The student understands and values human diversity

Essential Content

Students have opportunities to understand and learn about another language

NSW OUTCOMES

Using Language	2.UL.1	A student recognises and responds to spoken texts in Indonesian in familiar contexts.
	2.UL.2	A student identifies and responds to key words, phrases and simple sentences in context in written Indonesian.
	2.UL.3	A student uses familiar language to share information.
	2.UL.4	A student uses models to write text to convey personal information and ideas.
Making Linguistic Connections	2.MLC.1	A student explores relationships between languages.
Moving Between Cultures	2.MBC.2	A student identifies connections between culture and language use in Indonesian-speaking communities.

RESOURCES

- Pak Yono's Paddy Field – Growing Rice in Indonesia
Department of Education and Training, NSW, Sydney, 2003

INFORMED PEDAGOGY	WEEK	LEARNING SEQUENCE (STUDENTS, TEACHER)	RESOURCES
		<ul style="list-style-type: none"> • Identify and name each person in the book's photos, giving their relationship to others in the family. <i>Siapa ini? Dia Fela, adik Fani.</i> Who is this? She is Fela, Fani's younger sibling. Ask the class as a group, and have the necessary Indonesian words on card to cover the English text. • Write sentences identifying and naming the people in the photos. Worksheet has reduced photos from the book for students to write about. Focus on including the correct relationship words. (Assessment) 	<ul style="list-style-type: none"> • Worksheets
<p data-bbox="124 875 272 943"><i>Noticing Comparing</i></p> <p data-bbox="124 1077 264 1111"><i>Reflecting</i></p>	4	<ul style="list-style-type: none"> • Label with verbs the activity in certain photographs. Have some relevant photos and vocabulary in a Smartboard programme so that at the students' suggestion they can be arranged and matched. • Form sentences to describe the activity in each of the photos. Give English meaning. Include who is performing the action, what the action is, and what the object of that action is. The photos will include one for each of the Indonesian words for rice, so students should use the appropriate word. Photos will be on a Word page so that suggested words, and then sentences, can be recorded. • Write simple sentences describing four different rice related illustrations. Also include English meaning. Give reasons why Indonesian has four words for rice. Use different pictures to check for students' understanding of the four rice words. (Assessment) 	<ul style="list-style-type: none"> • Laptop / Projector • Worksheets
	5	<ul style="list-style-type: none"> • Class gives more information about each photo. Suggests words that can be added. Arranges into sentences. Have one or two of the same photos on laptop page, record students suggested words. Encourage use of adjectives of colour, number and size. • In pairs, cut out, arrange and paste words into simple sentences to describe the photo. Read sentence/s to the class. Each pair is given a page consisting of a photo, a word bank and space to paste the sentence/s beneath the photo. Because adjectives are also given students may or may not include them, and have to remember correct word order (noun + adjective, except for number). 	<ul style="list-style-type: none"> • Laptop/Projector • Worksheets

INFORMED PEDAGOGY	WEEK	LEARNING SEQUENCE (STUDENTS, TEACHER)	RESOURCES
<p><i>Noticing Comparing Reflecting</i></p> <p><i>Comparing Reflecting</i></p>	6	<ul style="list-style-type: none"> <p>Read a short text based on Pak Yono and identify nouns, verbs, adjectives and conjunctions. Comment on use of <i>-nya</i> (his/her).</p> <p>Have the text on laptop. Students read the text aloud. Remind students how a more interesting description is possible when using more complex sentences. As they identify each part of speech, highlight it by changing the text colour. Ask students to comment on any differences they see between the construction of Indonesian and English. Why do they think <i>-nya</i> is non-gender specific?</p> <p>Create more complex sentences by using conjunctions.</p> <p>Use conjunctions such as <i>dan, tetapi, pada waktu, karena</i> (and, but, while, because) to link beginning and endings of sentences. Do this as a class using Smartboard program. Since more than one conjunction could possibly be used, students should consider the changes in meaning. Would the sentences be split into the same beginnings and endings if they were in English?</p> 	<ul style="list-style-type: none"> Laptop/Projector Smartboard program
<p><i>Reflecting</i></p>	7	<ul style="list-style-type: none"> <p>Use conjunctions to improve the complexity of the simple sentences created previously.</p> <p>In same pairs as before, students join only the sentences that would benefit from such linking; making sure that meaning isn't compromised. (* Assessment)</p> <p>Class describes in Indonesian one of the photographs in as much detail as possible.</p> <p>Put photo in a Word document, record sentences as students suggest them.</p> <p>Decide if all the sentences are necessary, could be altered, or the sequence rearranged.</p> <p>Record students' suggestions, following on from their initial sentences.</p> <p>Discuss whether the resulting paragraph acceptable as the text for the photograph if it were to be published in Indonesian.</p> <p>Some students might not think it is of equal complexity to the original English text and so not acceptable. Ask them to explain why they think this. Lead students to accept that the complexity of the paragraph they have produced is satisfactory for the standard of Indonesian they have reached after two years exposure.</p> 	<ul style="list-style-type: none"> Previous worksheets Laptop/Projector

INFORMED PEDAGOGY	WEEK	LEARNING SEQUENCE (STUDENTS , TEACHER)	RESOURCES
<p><i>Making Conclusions</i></p> <p><i>Reflecting</i></p>	8	<ul style="list-style-type: none"> • Write the text for two of the photos from <u>Pak Yono's Paddy Field</u>, using all the term's worksheets and the vocabulary list for information and guidance. Describe who is in the photo and what they are doing, giving as much detail as possible, including their names, their relationship to others in the family, the correct word for the rice in the photo. Use adjectives and conjunctions. (* Final Assessment) 	<ul style="list-style-type: none"> • Worksheets

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	TAWAR-MENAWAR DI PASAR - BARGAINING AT THE MARKET UNIT 2 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
1	<u>Tuning In</u> Noticing Comparing Reflecting	Listening	<ul style="list-style-type: none"> • View <u>Mau Beli Apa?</u> Complete a chart comparing shopping in Indonesia and Australia. Note any similarities and differences, especially concerning fruit and vegetable markets. Include a column for interesting points. • Class discussion in English of interesting points. Make sure the students consider the reasons why many Indonesians shop everyday, if there are any places where bargaining can occur in Australia, if there are advantages to being able to bargaining or are fixed prices better? 	Video – <u>Mari Menonton</u> Comparison Chart
2	<u>Finding Out</u>	Speaking Writing	<ul style="list-style-type: none"> • Brainstorm in English the types of language used at an Indonesian market. Include names of items (fruits, vegetables, rice, meat, fish), descriptions of items (adjectives), numbers, conversational words (greetings, farewells, exclamations), bargaining • Exercises to assist in memorising the names of fruit and vegetables. Use flash cards to introduce fruit and vegetable vocabulary. Students repeat, and then write the words in their vocabulary list for future reference. In groups the students recall as many of the words as they can, place them in alphabetical order, or list them in order of their being disliked by the group. 	Flashcards (from <u>Buku Pasar</u> CD)
3	Sorting Out <u>Noticing</u> <u>Comparing</u> Noticing	Speaking Interactively	<ul style="list-style-type: none"> • Game – <i>Saya ke pasar untuk membeli</i> <i>I went to the market to buy</i> <i>Untuk</i> here means 'in order to' – what might be used more often and perhaps incorrectly, in English? (And). What word is missing in the Indonesian? (Go). Why? Add items that are bought at the market using adjectives to describe the items. 	Flashcards

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	TAWAR-MENAWAR DI PASAR - BARGAINING AT THE MARKET UNIT 2 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
5	<u>Finding Out</u> Noticing Comparing Reflecting	Grammar	<ul style="list-style-type: none"> Identify in Indonesian how many or how much of an item is bought. Group classifiers are used to indicate the number of items. Some group classifiers are used in English. Give an example, students think of others, eg. a pair of scissors, a bunch of flowers. However in Indonesian they are used much more often, eg buah, meaning fruit, is used to count objects or things as well as some fruits. <i>Empat buah apel</i> - four apples What are other words are units of measurement? Eg. Kilos, bags, packages <i>Sekilo beras</i> – one kilo of rice, <i>dua bungkus nasi</i> - two packages of cooked rice <p>Draw and label the correct amount of each listed item. (Cumulative Assessment)</p>	Worksheet
	<u>Sorting Out</u>	Reading		
6	<u>Finding Out</u> Noticing Comparing	Listening	<ul style="list-style-type: none"> Match the spoken amount of rupiah with the written amount. Rupiah notes are in denominations of R1.000, R5.000, R10.000, R20.000, R50.000 and R100.000. Coins in R25, R50, R100, R200, R500 and R1.000. Why are there coins and notes for the same amount of money? What is noticeable about the way the numbers are written? Is this the same way that these numbers are written in English? Do you think the rupiah is made up of smaller amounts, just as Australia has dollars and cents? On hearing the amount of rupiah, students choose the appropriate coin or note. Berapa harganya? Identify the notes and coins needed to buy certain items. How much is it? Having been given the price of an item, students work out and record the notes and coins they will need to pay for it exactly. (Cumulative Assessment) 	Worksheet
		Writing		

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	TAWAR-MENAWAR DI PASAR - BARGAINING AT THE MARKET UNIT 2 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
7	<u>Finding Out</u> Noticing Reflecting <u>Sorting Out</u>	Listening Reading Reading Speaking (Individually)	<ul style="list-style-type: none"> • Discuss the importance of bargaining and how it is politely done. Stress that a consensus is reached between the buyer and the seller; it is not a competition. Why is this? What is the body language like? • As a class listen to, and read a transcript of, a bargaining conversation. Use Word document so parts of speech, units of measurement and exclamations can be highlighted. • As a class sequence a jumbled bargaining conversation. Use Smartboard programme so sentences can be easily rearranged. 	Yet to be sourced Sequence from Indonesian Online
8	<u>Sorting Out</u>	Reading Speaking (Interactively)	<ul style="list-style-type: none"> • In pairs, sequence a jumbled conversation about bargaining for tomatoes and then role play. Match the sentence with the illustration and then place the conversation in the correct order. (Cumulative Assessment) 	<u>Mari Menonton</u> video booklet
9	<u>Sorting Out</u>	Reading Writing Syntax	<ul style="list-style-type: none"> • Complete the conversation cloze. A sequence of illustrations portraying a transaction in a market has speech bubbles for each participant. One of the speech bubbles is complete, the other empty. Use the brief English clues to complete them. 	Worksheet – yet to be developed
10 - ?	<u>Making conclusions</u> Reflecting	Writing Speaking (Interactively)	<ul style="list-style-type: none"> • In pairs write and role play a bargaining conversation The focus is on using salutations, exclamations, units of measurement, adjectives, price, <i>yang</i>, and group classifiers. Body language is important (Summative Assessment) 	

OVERVIEW
TERM 2 ; 40 MIN / WEEK

TAWAR-MENAWAR DI PASAR
BARGAINING AT THE MARKET

CONTENT

The types of foods, both fresh and packaged, that can be bought at markets, the difference between bargaining and fixed price shops and the importance of bargaining for goods at Indonesian markets.

ESSENTIAL LEARNING ACHIEVEMENT

ELA 11: The student understands and values human diversity

Essential Content

Students have opportunities to understand and learn about another language

NSW OUTCOMES

Using Language	2.UL.1	A student recognises and responds to spoken texts in Indonesian in familiar contexts.
	2.UL.2	A student identifies and responds to key words, phrases and simple sentences in context in written Indonesian.
	2.UL.3	A student uses familiar language to share information.
	2.UL.4	A student uses models to write text to convey personal information and ideas.
Making Linguistic Connections	2.MLC.1	A student explores relationships between languages.
Moving Between Cultures	2.MBC.2	A student identifies connections between culture and language use in Indonesian-speaking communities.

RESOURCES

- Buku Pasar: The Market Book - flashcards, game boards, activity sheets
- Mari Menonton – Mau Beli Apa?
- Market photographs

TAWAR-MENAWAR DI PASAR - BARGAINING AT THE MARKET

WEEK	INTER CULTURAL FOCUS	LEARNING SEQUENCE	RESOURCES
1	Noticing Comparing	<p>View <u>Mau Beli Apa?</u> Complete a chart comparing shopping in Indonesia and Australia. Note any similarities and differences, especially concerning fruit and vegetable markets. Include a column for interesting points.</p>	<ul style="list-style-type: none"> • Video – Mari Menonton • Comparison Chart
2	Reflecting Interaction (Listening Speaking Writing)	<p>Discuss the importance of bargaining and how it is politely done. Make sure the students consider the reasons why many Indonesians shop everyday, if there are any places where bargaining can occur in Australia, if there are advantages to being able to bargaining or are fixed prices better? Is there any kind of informative body language during the bargaining process? Stress that a consensus is reached between the buyer and the seller; it is not a competition. Why is this? What is the body language like?</p> <p>Exercises to assist in memorising the names of fruit and vegetables. Use flash cards to introduce fruit and vegetable vocabulary. In groups the students recall as many of the words as they can, place them in alphabetical order, or list them in order of their being disliked by the group.</p>	<ul style="list-style-type: none"> • Flashcards (from Buku Pasar CD)
3	Noticing Comparing Interaction (Reading)	<ul style="list-style-type: none"> • Game – <i>Saya ke pasar untuk membeli ... I went to the market to buy</i> <i>Untuk</i> here means 'in order to' – what might be used more often and perhaps incorrectly, in English? (And). What word is missing in the Indonesian? (Go). Why? Add items that are bought at the market using adjectives to describe the items. Eg. <i>Saya ke pasar untuk membeli apel merah, semangka besar dan empat jeruk.</i> • Use <i>yang</i> to identify fruits or vegetables. Correctly identify the item chosen. Why might fruits or vegetables need to be specifically identified by the buyer or the seller in the market? How is this done in English? In Indonesian, <i>yang</i> is used to clearly identify the item under discussion, often with an adjective in the phrase. E.g. <i>Yang itu.</i> <i>Apel yang mana? Yang merah itu .</i> Indicate or colour correctly, according to the statement, the items being bought. 	<ul style="list-style-type: none"> • Flashcards • Worksheet
4	Noticing Comparing	<ul style="list-style-type: none"> • Introduce new vocabulary related to other foods, (rice, noodles, fish and meats). What do the students notice about the words for meat, eg <i>daging sapi, daging babi</i>? Is this the same in English? Use flash cards. 	<ul style="list-style-type: none"> • Flashcards (from Buku Pasar CD)

TAWAR-MENAWAR DI PASAR - BARGAINING AT THE MARKET

WEEK	INTER CULTURAL FOCUS	LEARNING SEQUENCE	RESOURCES
		<ul style="list-style-type: none"> • Game, in small groups Board game involving these new words. 	<ul style="list-style-type: none"> • Board games from <i>Buku Pasar</i>
5	<p>Noticing Comparing Reflecting</p> <p>Interaction (Reading)</p>	<ul style="list-style-type: none"> • Identify in Indonesian how many or how much of an item is to be bought. Group classifiers are used to indicate the number of items. Some group classifiers are used in English. Give an example, students think of others, eg. a pair of scissors, a bunch of flowers. However in Indonesian they are used much more often, eg buah, meaning fruit, is used to count objects or things as well as some fruits. <i>Empat buah apel</i> - four apples What are other words are units of measurement? Eg. Kilos, bags, packages <i>Sekilo beras</i> – one kilo of rice, <i>dua bungkus nasi</i> - two packages of cooked rice • Draw and label the correct amount of each listed item. Students illustrate a shopping list with the appropriate number and type of items. 	<ul style="list-style-type: none"> • Worksheet - <i>Daftar Berbelanja</i>
6	<p>Noticing Comparing</p> <p>Interaction (Listening)</p>	<ul style="list-style-type: none"> • Rupiah and Dollars Rupiah notes are in denominations of R1.000, R5.000, R10.000, R20.000, R50.000 and R100.000. Coins in R25, R50, R100, R200, R500 and R1.000. Why are there coins and notes for the same amount of money? What is noticeable about the way the numbers are written? Is this the same way that these numbers are written in English? Do you think the rupiah is made up of smaller amounts, just as Australia has dollars and cents? • Berapa harganya? Identify the notes and coins needed to buy certain items. How much is it? Having been given the price of an item, students work out and record the notes and coins they will need to pay for it exactly. Use DEST disc 	<ul style="list-style-type: none"> • Laptop and disc
7 & 8	<p>Interaction (Reading)</p> <p>Interaction (Reading Speaking)</p>	<ul style="list-style-type: none"> • As a class listen to, and read a transcript of, a bargaining conversation. Use Word document so parts of speech, units of measurement and exclamations can be highlighted. • In pairs, sequence a jumbled conversation about bargaining for tomatoes. Match the sentence with the illustration and then place the conversation in the correct order. 	<ul style="list-style-type: none"> • From <i>Keren! 1</i>, p110 ▪ <i>Mari Menonton</i> video booklet

TAWAR-MENAWAR DI PASAR - BARGAINING AT THE MARKET			
WEEK	INTER CULTURAL FOCUS	LEARNING SEQUENCE	RESOURCES
9 & 10	Interaction (Writing Speaking)	<ul style="list-style-type: none"> Write and role play a bargaining conversation based on items sold at various Indonesian market stalls. Using a photograph model an example of an exchange between the buyer and seller. Give pairs of students acting as buyer and seller a photo each of a stall. In their conversations they are to include bargaining, <i>yang</i>, prices in rupiah and some adjectives. 	<ul style="list-style-type: none"> Photos of market stalls

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SELAMAT MAKAN! - ENJOY YOUR MEAL! UNIT 3 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
1	<u>Tuning In</u> Noticing Noticing <u>Finding Out</u> Comparing Reflecting		<ul style="list-style-type: none"> Brainstorm the types of places where Australians can purchase meals. Concentrate on the range of places, not specific names of fast food outlets or restaurants. Include vans set up at sporting events, canteens, ice-cream vans, etc. Compare this with what the students know about eating in Indonesia. List in Word document as students give suggestions. Use various resources to find examples of different places that Indonesians can purchase meals / cooked food. This activity is not meant to be a research activity, but just to find the names in Indonesian or English of places selling meals, with a very short description. Students compare the types of places in Australia and Indonesia, completing a Venn diagram. Why does Indonesia have <i>kaki lima</i>, <i>warung</i>, <i>rumah makan</i>? 	Books, photographs

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SELAMAT MAKAN! - ENJOY YOUR MEAL! UNIT 3 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
2	<u>Finding Out</u> Noticing Comparing	Speaking Writing	<ul style="list-style-type: none"> Use the vocabulary list to state food likes and dislikes. Include reasons. Students survey 5 class members to find out and record their likes and dislikes of certain foods. They then report to the class. Eg. <i>Rob suka makan es krim coklat karena rasanya manis.</i> Rob likes to eat chocolate ice cream because it tastes sweet. Or <i>Tim kurang suka rendang karena rasanya pedas.</i> Tim doesn't like rending because it's spicy hot. <p>Why do Indonesians use <i>kurang</i>, which means 'not really' rather than the definite 'don't' used in English?</p>	Vocab list Survey sheet
3	<u>Finding Out</u> Noticing Comparing Reflecting Noticing Comparing Reflecting	Speaking (Individually)	<ul style="list-style-type: none"> Look at photographs to discover the different types of street food vendors. List what they are selling and their equipment. <i>Pedagang kaki lima</i> has a small cart – why is he called a five-legged trader? Some vendors have food in baskets held on poles over their shoulders. Would this food be hot or cold? (either) Are Indonesians as concerned with the temperature of their foods as Australians are? As a class match the sound made by the vendor with the items he sells. Do the sounds bear any relationship to the items being sold? Is it something that would be known if the students knew more Indonesian? What are the items being sold in English? Why are these foods sold by the street vendors? Is there anything similar in Australia? Use the Smartboard program to match the English, Indonesian and the sounds. 	<u>Images of Indonesia</u> <u>Kenalilah Indonesia 1</u> <u>Everyday life in Indonesia</u> Laptop / projector

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SELAMAT MAKAN! - ENJOY YOUR MEAL! UNIT 3 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
4 and 5	Sorting Out Noticing Comparing	Writing Writing Speaking (Interactively)	<ul style="list-style-type: none"> • Sequence an Indonesian conversation with a street food vendor. Include the correct call for this vendor. Students recall the bargaining conversations they used in the previous unit in order to correctly sequence this conversation. What does <i>mas</i> mean? What do we do in Australia to get the waiter's attention? (Cumulative Assessment) • In pairs, write and then role-play in Indonesian a short conversation with a vendor. Students can choose what type of vendor, should include the correct call, foods and prices. Bargaining is possible. Present role-play to small groups for peer assessment. (Cumulative Assessment) 	Worksheet (from <u>Indonesian Stage A Kit</u>)
6	<u>Finding Out</u> Noticing Comparing	Reading	<ul style="list-style-type: none"> • Complete the crossword in English after reading the information about <i>warung</i> and <i>rumah makan</i>. Students refer to their Venn diagram to find if there are similar places to eat in Australia. If there are, what is it that makes them similar? Eg. types of food sold, location etc • Examine the menu in Indonesian from a <i>warung</i>. Ask student which part of Indonesia they think the menu comes from, and why? (There are no pork satays listed, so it comes from any Muslim region, and not Bali). What items do the students recognise and could buy in Australia with same brand names? 	Laptop/Projector From <u>Indonesian Stage A Kit</u> , p2
7	<u>Sorting Out</u> Noticing	Listening Reading Writing	<ul style="list-style-type: none"> • Listen to an Indonesian conversation about ordering food from this menu, then complete the order form and list who has ordered what foods. Fill in the missing information on the order form 	Worksheet – adapted from <u>Indonesian Stage A Kit</u> , p2

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SELAMAT MAKAN! - ENJOY YOUR MEAL! UNIT 3 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
	Comparing Reflecting		and complete the information about each person order. Where are the numbers placed for how many of each item is required? Is this where the students would expect them to be? Why might they be placed after the item being ordered? How do is an order place in Australia? <u>Cumulative Assessment</u>	
8	<u>Sorting Out</u> Noticing Comparing Reflecting	Listening Reading	<ul style="list-style-type: none"> Add the cost of the items ordered to the waiter's docket. By listening to the Indonesian conversation, students can learn how much the items cost and can work out the total (which on the taped conversation is incorrect) Examine various authentic Indonesian menus. Students look at the layout of the Indonesian menus, especially titles, are there phone numbers given, are there subheadings for type of foods or courses, are there any deserts etc. What would the menu look like for a similar kind of restaurant or café in Australia? What are the similarities and differences? 	<u>Indonesian Stage A Kit</u> , p2 Indonesian menus
9 - ?	<u>Making Conclusions</u> Reflecting	Writing Speaking	<ul style="list-style-type: none"> In small groups, design a <i>warung</i> or <i>rumah makan</i> menu. Write the conversation that takes place when an order is placed. Role-play this conversation. This is for an Indonesian <i>warung</i> or <i>rumah makan</i> menu so therefore must be for Indonesian foods. The menu cannot be too extensive. Menu must be similar to the Indonesian ones the students have seen. Focus is on correct word order, additional information about why or why not certain items are ordered, prices, and correct addition of the bill. <u>(Summative Assessment)</u> 	Various menus to examine for items and prices

REFLECTION

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SAWAH PAK YONO - PAK YONO'S PADDY FIELD UNIT 1 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
1	<u>Tuning In</u> Noticing Comparing Reflecting	Reading	<ul style="list-style-type: none"> General class discussion of whether the same words are needed to talk about farming in Indonesia as in Australia? Why/ why not? Students are to keep in mind Indonesia's geography, climate, population density, and economy. Previous knowledge gained from TV, videos, etc. Brainstorm words thought to be necessary to learn about farming in Indonesia. List in Word document as students give suggestions. Compare provided vocabulary list with that produced by the class. Students to look for words that they didn't expect or they wonder why they are necessary in Indonesian. For example, there are four words in Indonesian for rice, no exact equivalent for farm and some words are the same in English and Indonesian 	<ul style="list-style-type: none"> Laptop/Projector Vocabulary lists

17th October 2006

IMPLEMENTATION

1. Initial Explanation

- Before beginning this unit of work, I had to explain what we would be doing together and why. They were very interested and quite proud that I had chosen to conduct this research with their year level. I told them that each lesson would be recorded when I received an iPod with an attached Micromemo voice recorder.
- We discussed the purpose of the unit, its place as the first of a yearlong program of three units, and that it would involve a new, and hopefully more rewarding, method of teaching and learning for all of us.

2. Class Discussion Of Farming In Indonesia And Australia

- It became apparent during this discussion that the students knew very little about farming practices in either country. After a little prompting that included mentioning Indonesia's location on the equator, its density of population and the rural standard of living they did think that the types of crops grown would be different and that sometimes the conditions on the farms would be different. They were unsure of who actually owns and works the farms in both countries. The majority knew that rice is very important in Indonesia as a staple food and some knew that it is

also grown in Australia. Some knew that wheat was more important in Australia than in Indonesia, but not why. One student who has visited Bali knew that rice is an important part of the religious offerings made daily.

- Most students now thought that descriptions of farming practices in Indonesia and Australia would require different vocabularies, but they were unsure of what these would entail. A small number of students thought that any word used in describing farming in Australia would be adequate to describe farming in any other country.

1. Brainstorm In English Of Necessary Vocabulary

- This was quite slow initially in each of the three classes but after the students warmed to the process suggestions flowed freely. I compiled a list of these in each class as words were called out. Any word suggested was included.

2. Comparison with Indonesian Vocabulary List

- The students first noticed that the Indonesian list included many family words, whereas their brainstorm hadn't included any. The following conversation took place:

Student - 'Why is the word aunt in the list?'

Teacher - 'Are there any other words like that one?'

S - 'Yes, wife, uncle, husband.'

T - 'So why do you think they are there? Does it tell us any thing about farming in Indonesia?'

S - 'Yes, family members might have to do the farming.'

S - 'They can't afford people to work for them.'

- When asked if the word for 'farm' was included, the students were very puzzled. Some asked if I had forgotten to put it in.

T - 'Is the word 'farm' in the list? Why or why not?'

S - 'It's not there. Don't they have farms?'

S - 'Is it to do with the size of the land?'

S - 'They have fields but not a farm.'

- Students had to be encouraged to look for all the words in Indonesian for rice. They found at least four compared with one in English. Because the explanation for each of these words was given in English, and not just the word 'rice', the students thought it was a clever way of avoiding the use of an adjective to describe the rice more accurately, eg. husked rice.

EVALUATION

1. I found this start to the unit compared very favourably to the way I would have just launched into a unit in the past, in that I believe a much more meaningful basis to the term's work was achieved.
2. Students who in previous lessons would switch off when I entered the classroom participated enthusiastically in the brainstorming session, saying that they liked being able to contribute in English and felt part of the learning process. I found this very satisfying and felt that I had been able to include all members of the class, whatever their ability level.
3. The students were fully engaged with comparing the Indonesian list with their own list in English, and it was a normally unengaged boy who asked why 'aunt' was included.

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SAWAH PAK YONO - PAK YONO'S PADDY FIELD UNIT 1 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	

2	<u>Finding Out</u> Noticing Comparing	Speaking Grammar	<ul style="list-style-type: none"> • Practice pronunciation by repeating each word. • Categorise the vocabulary words. Encourage students to think of different ways to do this and to justify their reasoning. • Name the groups that the words belong to, using Indonesian. Assign the words on their own vocab lists to a group. Go through vocabulary list together, and then discuss what students notice about base words and about most of the verbs. Are there similarities in English? 	Laptop/Projector Grouped vocab <u>Pak Yono's Paddy Field</u>
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25th October 2006

IMPLEMENTATION

1. Pronunciation

- This particular group of students is reluctant to speak Indonesian, and always has been. The class size, often 30+ students, is not conducive to individuals having enough opportunities to speak, and in pair and small group work the students revert to English. So this repetition of words is one way that all students can attempt correct pronunciation together.

2. Categorising Vocabulary

- Students participated enthusiastically in categorising the Indonesian vocabulary list into family or farming words, nouns or verbs. They suggested that there should also be a column for adjectives.
- When asked if there were any words in English that were the same whether they were nouns or verbs, they found
 Plough (noun) – *bajak*
 Plough (verb) – *membajak*

This led to a discussion on the formation of verbs in Indonesian and their discovery of many other verbs in the list that also began with *me-*. They then realised that some other verbs began with *ber-*, which they realised they had seen before in *bernama* (named) and *berumur* (aged). This was then compared with verbs in English, and the suffixes *-ing* and *-ed* in particular.

EVALUATION

1. Students must speak Indonesian more often. Activities in all grades should be organised so this can happen.
2. Giving a vocabulary list for the unit enables the words themselves to be examined and discussed. Obviously not all possible words can be included, but it means that students can make connections between the words they are given. I will continue to do this with other units as it encourages most students to engage in Indonesian literacy.

WEEK	INFORMED PEDAGOGY & INTER CULTURAL FOCUS	LANGUAGE FOCUS	SAWAH PAK YONO - PAK YONO'S PADDY FIELD UNIT 1 OF A YEAR LONG PROGRAM Nicola Barkley	RESOURCES
			LEARNING SEQUENCE (STUDENTS ACTIVITIES IN BOLD, TEACHER NOTES IN REGULAR)	
3	<u>Finding Out</u> Noticing Comparing Reflecting Noticing Comparing Reflecting <u>Sorting Out</u>	Speaking (Individually) Speaking (Individually) Listening	<ul style="list-style-type: none"> • Listen to <u>Pak Yono's Paddy Field</u> read in English. Discuss each photo. Who is in the photo, how are they working, what are they doing, what else can be seen? Compare these 'farms' with Australian farms. Do the students now see the reasons for the choice of vocabulary words? • Recall family words in Indonesian and any information they know about these words. Family in Indonesia is not just a nuclear one, but also involves close and more distant relatives, that some other people are often addressed using family terms if they are close to the family, that siblings are divided into those older and those younger, not brothers and sisters as in English and that the gender of one's children is not given unless necessary. Why is this the case? • Identify and name each person in the book's photos in Indonesian, giving their relationship to others in the family. <i>Siapa ini? Dia Fela, adik Fani.</i> Who is this? She is Fela, Fani's younger sibling. Ask the class as a group, and have the necessary Indonesian words on card to cover the English text. 	<ul style="list-style-type: none"> • <u>Pak Yono's Paddy Field</u> • Vocab on cards

31st October 2006 and 7th November 2006

IMPLEMENTATION

1. Discussion of Text and Photographs

- The students asked many questions about the photographs, often all at once. There were lots of stops for behaviour management and reminding students about taking turns in a discussion.
- Students predicted the next steps in the rice growing process with varying degrees of accuracy.
- The photographs and English text confirmed the students' opinion (from the vocabulary list) that most of the workers are family members.
- A number of students were completely unaware of what rice looks like when it is growing.
- Questions were asked about the other crops grown by Pak Yono. The students decided they were vegetables but couldn't recognise any apart from corn. It was suggested that the others could be a type grown in Indonesia but not here.
- When suggesting words to be included in the Indonesian word list, the students wanted to include 'scarecrow' so when reading the book they looked for any indication that birds were being scared away. They thought a pole and blowing netting could be a type of scarecrow and were amazed to realise that a little covered platform would be for a child to sit on and scare away birds, sometimes for many hours. Some of the students then questioned why these Indonesian children don't get paid if they are doing jobs for parents. They seemed unwilling or

unable to realise the situation of many of the world's children.

- In the class where the lesson was not taped, 5S, some students saw the connection between the different ways to thresh the rice shown in the photos and text, and the different words used in Indonesian for threshing,
menebah - threshing with board
mengirik – threshing with feet

2. Recall of Family Words

- The students couldn't really remember any family words – this did not surprise me. When reminded, some remembered about using the words for older or younger siblings, not mentioning brothers or sisters. Previously students were unused to the word 'sibling' as it wasn't used as often as it is now. These students were quite comfortable with using it in English which I think helps them with the concept in Indonesian. One student compared it with Tagalog, saying that this usage is similar.

3. Identifying Family Members

- Cards with the required Indonesian words were provided so the students could rearrange them into sentences identifying and naming members of Pak Yono's family. This was successful, but seemed to limit the students in their attempts, as the sentences they created were not written down for them.

EVALUATION

1. The discussion about the photographs and to a lesser extent the text was very enthusiastic. This meant that there were many diversions. However, I felt that these were very worthwhile for the students overall understanding of Javanese rural life. It enabled a greater depth of comparison with many aspects of farming in Australia.
2. The length of time taken to read and discuss this book means that the allocation of weeks will have to change when this unit is taught in 2007.
3. It would be useful to be able to include photographs of Javanese homegardens so that the students are aware of the other crops, especially vegetables and fruits, which are grown by rural or farming families.
4. Students have to be visually literate, by being aware of what might have been intentionally excluded by the photographer or even intentionally arranged to be included.
5. So that the students could see the sentences they were creating to describe the family members, I decided to make a Smartboard page to use with the laptop in the following lesson. This included a photo of the family and many duplicated words that could be arranged into sentences.
6. There has been a lot of English used so far, both by the teacher and the students. In order for more Indonesian to be used I should have been more familiar with the vocabulary so that it could be used to describe the photographs as the English text is being read.

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4	<u>Sorting Out</u>	Writing	<ul style="list-style-type: none"> Write sentences in Indonesian identifying and naming the people in the photos. Worksheet has reduced photos from the book for students to write about. Focus on including the correct relationship words. (Cumulative Assessment) Label with Indonesian verbs the activity in certain photographs. Have some relevant photos and vocabulary in a Smartboard programme so that at the students' suggestion they can be arranged and matched. 	<ul style="list-style-type: none"> Worksheet Laptop / Projector
	<u>Finding Out</u>	Reading Speaking		

14th November 2006 and 21st November 2006

IMPLEMENTATION

- Assessment Task – Naming and Identifying Family Members
 - Students were reminded of how to write the identifying and naming sentences by use of a Smartboard page. It contained a photograph of Pak Yono's family and a range of Indonesian words that could be arranged into the required sentences by the students. It was also used to stress the culturally inappropriate use of the words to indicate gender.
 - Since this was an assessment task, students were informed that they had to do the work by themselves and not ask anybody, including the teacher, for help.
 - The task carried over into another lesson due to the addition of the Smartboard on the laptop activity.

EVALUATION

- After receiving the assessment sheet it became obvious that most students were unable or unwilling to identify the people in the photographs. I found it difficult to resist their requests for help in naming the family members, all the while knowing that the integrity of the assessment task was being compromised. I named the people for those that asked but did not give any other information. In hindsight, I should have recorded those who asked so this could have been taken into account when marking the task.
- Students continually came for reassurance that what they had written was correct. They were particularly concerned with word order, which while it showed that word order in Indonesian is sometimes different from that used in English, again caused a dilemma – to help or not.
- The task took longer than expected and against the usual background of behavioural problems.