# ILTLP CLASSROOM-BASED INVESTIGATION REPORT

<table>
<thead>
<tr>
<th>TEACHER'S NAME</th>
<th>SCHOOL (and contact details)</th>
<th>LANGUAGE</th>
<th>YEAR LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Blackmore</td>
<td>Streaky Bay Area School</td>
<td>Spanish</td>
<td>6</td>
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<td></td>
<td><a href="mailto:lisa.blackmore@streakybas.sa.edu.au">lisa.blackmore@streakybas.sa.edu.au</a></td>
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<td>08 8626 1202</td>
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## CONTEXT OF SCHOOL

**School and Community Context**

The school for which this program is being developed is a public, country school located on the Western Eyre Peninsula, 720 kilometres from Adelaide. The school has been established at the current site for 31 years though the township previously had a school in the now Old School Museum from 1901 – 1975. The school population is predominantly Caucasian, living in a rural community based on mixed farming (cropping and grazing), fishing, aquaculture and essential services.

Currently the school has approximately 290 students from Reception to Year 12. Staffing consists of 33 teachers and Student Support Officers (SSO). Spanish is offered from Reception to Year 7 with Cultural Studies being offered at Year 8 and Year 9. No SSO support is offered in the Spanish lessons. Spanish lessons are taught in each year level classroom – there are no buildings/rooms available for a Spanish specific classroom. There are limited facilities within the community as the district has a small population of approximately 2000 people with 1000 of those living within the Streaky Bay Township.

The school uses the SACSA (South Australian Curriculum Standards and Accountability) Framework. The school has also adhered to the Governments imposed A – E reporting guidelines.

**Language Program Context**

2007 is the first year in which there has been only 1 Spanish teacher from R – year 7.

A number of classes have received new enrolments with students who have not been exposed to Spanish language learning previously.

Currently there are no opportunities for students from Year 8 – 12 to study Spanish as a second language.

Currently Spanish is taught for 80 minutes a week (2 lessons x 40 minutes)

**Learner Group**

Year 6 class comprising of 26 students – 13 female and 13 male

Dyslexia - 5 students

Modified learning program as learner has ODD – 1 student

Intellectual disability – 1 student

Physical disability and dyslexia – 1 student

Physical disability (Dysphasia) – 1 student
AREA OF INVESTIGATION

Task
Develop a unit of work. Explain how it promotes intercultural interaction and observe how you teach it and how the students actually interact.

Focus Questions
1. How can I better frame my questions to provide deeper thinking within students? (Fertile Questions)
2. How can I redesign task rubrics to provide students with detailed criteria and assessment pro formas to increase students output, engagement and reflection? (Thinkers Keys)

Topic
Identity - Identidad

Why?
As Streaky Bay Area School is a ‘Learning to Learn’ and ‘Success for Boys’ school, I decided to incorporate these theories into my teaching and learning. I have also attended a range of training and development workshops on the use of Fertile Questions within the classroom. I have always used Tony Ryan’s Thinkers Keys within my teaching of other subject areas and have seen how such tools motivate students. I decided to use these tools as a way to motivate students, in particular boys, within my class and to encourage deeper thinking of all students. As it is difficult at times to find relevant and useful resources for Spanish, especially living in such a remote locate, I thought that by developing a clear and concise program, I would be able to share my program with other Spanish teachers.

As stated above, Streaky Bay is an Anglo-Saxon community. There has been a lot of negativity towards language learning from students and parents since Spanish was introduced into the school many years ago. Therefore, I thought that it was imperative to develop a motivating and interesting program based on a topic of interest for students. By having real world experiences, I recognised that students would be more willing to participate in tasks and in turn share their positive experiences with their parents.

What aspect of intercultural language and learning was included?
By basing my work on Identity, I was able to include a range of relevant and real world experiences for my students. For example, students had access to Spanish pen pals through the use of ‘Epals’. Students were also able to view items such as houses with the use of internet videos. Through the use of Fertile Questions I was able to encourage students to discuss topical issues in depth e.g. ‘Should bullfighting be banned in Spain?’ Lastly, students were able to work through a Thinker’s Keys Activity sheet which encouraged students to think about issues from another point of view.

When preparing my program, I had to account for the use of a range of materials such as the internet, Epals, email, magazines and videos. This was the ultimate challenge as I quickly realised the difficulty in locating real world resources suitable for primary aged students. I spent hours looking at internet sites for resources as well as travelling to Adelaide to access the Languages and Multicultural Centre and various foreign language bookstores and video stores.

The changes that I made to my regular practice were using a wide range of resources within my teaching and ensuring that students were able to come to their own conclusions rather than me telling them what is ‘right’ or ‘wrong’ in regards to other cultural practices and traditions.

CLASSROOM PRACTICE

Being a teacher of a large Middle School class, I generally plan structured and sequential tasks which enable students to follow specific language processes. During my investigation, I looked at Identity from a different angle and enabled students to look at topics in English and Spanish. I focussed less on learning new vocabulary and sentence structure and more on content and understanding of each topic. Students were still able to work to their ability level; however the project enabled students to extend their work and thinking processes accordingly. By offering some controversial Fertile Questions, students
were able to offer their opinions in written or oral form. As they were speaking in English, they were able to articulate their thoughts clearly and were willing to extend their work as they realised that they were not expected to write in the Target Language which is often a lengthy and drawn out process.

By giving students ownership of each task, students had input into their learning and were able to identify topics which they would like to investigate (through the use of Thinkers Keys).

The content of my program was modified as I investigated a broader holistic theme rather than choosing a topic and then teaching language related to that topic e.g. sport. Rather, I incorporated a range of issues within my program which in turn encouraged students to use a wide range of language e.g. how to express opinions, use of tenses, new vocabulary.

The tasks that I set were more open ended which allowed students to express their creativity and views within their work. However, by having such open ended tasks, I found time to be a large constraint, particularly when students extended their work and needed to use a dictionary to translate.

When teaching each ‘topic’ I used a range of techniques to motivate students. Firstly, I would discuss each topic and gain prior knowledge from students through Mind Mapping. This enabled me to look at any stereotypes or misconceptions that students may already have. I then encouraged students to look for answers to questions independently through the use of photos, books and the internet. Students were then able to form their own conclusions based on their experiences rather than forming a conclusion based on what I presented to them.

The class were really excited to take part in such a project and their attitudes towards Spanish changed remarkably. One student in particular who previously refused to participate in Spanish in previous years, now participates in all set tasks and works with others in order to share her ideas and opinions. Although she still maintains that she does not like Spanish, she is actively involved and willing to participate. She actively contributed to class discussions and questioned others opinions. This is something that this student had never previously demonstrated in any subject area. As her literacy skills are years below the Year 6 Standard, she was able to communicate her thoughts and ideas through a range of media.

The boys in the class, in particular, were more positive and motivated to complete their work. As they were able to work at their own pace and to access information that was relevant to them, they were able to achieve success within each lesson. They enjoyed having the opportunity to research a topic which was motivating (e.g. bullfighting) and express their opinion based on what they had researched and listened to in class.

Even the students with disabilities were able to take part in all activities with 1:1 support and modified teaching and assessment (e.g. use oral language rather than written language).

**DATA OR INFORMATION GATHERED**

Throughout the ILTLP program, I gathered data from students through taping lessons, asking for feedback and assessing student work. Students’ attitudes changed dramatically throughout the unit of work. Students were willing to participate in all set tasks. More students began contributing to class discussions as well as posing higher order thinking questions. Students began gaining an understanding of how Spanish culture is similar to/different from our individual cultures. Students also began questioning why certain things occur in other cultures e.g. to investigate the history behind traditions.

Having collected this data, I was able to begin planning a more in depth unit of work for students to work on in Term 4. I analysed the data by looking at student responses and attitudes towards tasks, the transcript, student work and my lesson notes. I was able to clearly identify what was successful throughout the program and what needed to be modified or improved.

It was interesting to see how students identified their families – many students believed that family included their pets as well as immediate and distant relatives. Students were curious as to whether children in Spanish speaking countries also have split families e.g. step parents, step siblings and half siblings. We also have a number of students who live with grandparents or foster parents.

Students enjoyed researching the origin and meaning of their first and last names. Many students did not realise that their names originated from another country. This was a particularly important discovery for my students as many hold the belief that they are only Australian and always have been. They struggle to understand that unless their families are Aboriginal Australians, then their family would have originated from another country. Many students took this information home and worked with their
parents on their Family Tree and history.

Throughout the project, many stereotypes of other cultures were aired and some ‘truths’ explained. For example, many students stated that bullfighting is a bizarre and cruel tradition without taking into account the history or ritual behind the tradition. Once they had researched it further, they were able to identify with both sides of the debate.

Lastly, students were able to identify with features of houses/apartments in Spain and how these compared with those in Australia and within our community. Students were able to see how people live within our community with houses varying from 1 bedroom shacks to 3 storey houses. They were able to gain an understanding as to why many people live in apartments in Spain (Madrid in particular) as well as identify the different features of each house (e.g. very few gardens, no en suite as such).

**FINDINGS**

I learnt that by providing students with real world experiences, students were able to be motivated and were able to extend their own learning, as well as want to increase their language base. For example, students wanted to learn how to ask certain questions when writing to their Epals. Students also wanted to learn ‘slang’ that students use in Spain. Students also had to understand that Australian lingo is hard to translate into Spanish e.g. many students stated that they own ‘chooks’, however this word is not able to be translated. Students began editing their work to identify words that people in Spain may not understand.

My students are also looking forward to having the opportunity to communicate with a small group of students in Peru through the ‘Volunteering in Peru’ program. Students have already collected a range of school resources to send to the students. My students are gradually understanding that students in other countries are not as fortunate as we are. I gave the example of a friend of mine who has just returned from volunteering in Peru. She relayed a story where the teachers received a large metal lockable cupboard for the classroom. The students were cheering and many of the staff were crying as they had never received such a resource. My students realised that often we take for granted what resources and lifestyle we have.

**INTERPRETING THE INFORMATION**

After analysing my transcript, it was evident that I used a range of open and closed questions. Students asked questions which I was not able to answer at the time, but I was able to answer at a later time e.g. how many bulls get killed each year in Spain through bullfighting? Through the use of questioning and visual cues such as Mind Maps, I was able to elicit prior knowledge, opinions, stereotypes and new learning from students in regards to cultural topics (Fertile Questions).

This made me realise that when posing Fertile Questions, I will in future need to gather more information for students in order to answer any queries or concerns they may have. In future, I would also like to have access to more visual resources for students e.g. posters.

I actually didn’t expect students to independently extend their work. Throughout the project, many students extended their work by writing more than was stated and using research skills such as referencing and bibliographies. I also didn’t expect all students to participate in a positive manner to all tasks. However, all students were engaged and were able to achieve success within the unit of work (some with 1:1 support).

Unfortunately, due to time constraints such as Rock Eisteddfod and sport, the class did not get the opportunity to make their house designs and good copies of their ‘For Sale’ signs. In future, I would allow two terms to complete the unit of work.

I also recognised that students will need further support when researching to identify accurate information rather than others’ opinions on the internet. Having now set up Epals, students will be able to directly communicate with Spanish and Peruvian students in order to ask their opinions on topics.

I found the project to be extremely valuable in regards to understanding Intercultural Language Teaching and Learning. It certainly demonstrated to me that students can learn about culture within all areas of the curriculum as well as learn about culture in English and Spanish. By providing a controversial unit of work, I was able to challenge students’ ideas, opinions and misconceptions.

In future, I believe I will gather further data in order to investigate students’ attitude towards second
language learning as well as to further improve higher order thinking skills. As teaching and learning is continually changing, I believe I will continue to use new methodologies and strategies within my teaching such as Fertile Questions, Thinkers Key, Blooms Taxonomy etc. Also as a Middle School teacher, I have incorporated a range of hands on tasks for students that cater for all student needs.

**MATERIALS AND EXEMPLARS**

I produced a unit of work for students based on ‘Identity’. Within the unit of work students worked on Thinkers Keys tasks. As stated previously, I taped a lesson and wrote a transcript. I have also attached examples of student work (1 male and 1 female student). (Editorial note: the female student’s work could not be included as it contained personal details of the student.)

I chose the male student’s work as this student often has difficulty completing tasks on time and often was not engaged in Spanish lessons. His work demonstrates that he was able to complete a task independently with the use of resources such as a dictionary and guided sentences from the teacher.

I chose the female student’s work as it demonstrates her ability to extend her learning further. Although a capable and confident student, often she only completed what was asked for her. Throughout the project she asked what she could do in order to extend her work. She also began understanding of word order and verb conjugations in Spanish.

As stated previously, unfortunately time restrictions meant that students were not able to complete a good copy of their house design and ‘For Sale’ sign.

At Streaky Bay Area School, we are fortunate enough to have access to a range of computers for research and presentation of work. However, at times this proved to be a difficulty as some students struggle with literacy and therefore they were not able to independently navigate the internet.

**EVALUATION**

In future I would like to develop a longer term unit of work which incorporates the connections my students now have with Peru and Spain. I would like to continue using Fertile Questions to motivate students and encourage higher order thinking. I will also develop more second language based Thinkers Keys tasks which cater for the needs of all students within my class.

In future, I would like to be able to access more real world resources – this is something which will be achieved through the use of Epals and friends I have who are travelling to Spanish Speaking countries.

I would also like to further communicate with other primary Spanish teachers in order to share resources and ideas, particularly for Middle School aged students.

In future, I would like my students to develop a Spanish web page for our school’s website. This will encourage parents to see what is happening within Spanish as well as give students the opportunity to showcase their work.

**REFLECTION**

I enjoyed having the opportunity to analyse my teaching practice whilst incorporating current methodologies. As stated previously, frustrations occurred in regards to lack of preparation time and lack of relevant resources.

It was amazing to see students actively contribute to discussions and challenge others opinions and beliefs. It was also great to see students identifying connections between Australia and Spain.

I believe that if I had more preparation time (e.g. availability of release time), then I would have been able to develop a more in depth unit of work. Being in a remote location, I also had the added difficulty of not being able to access resources like the Languages and Multicultural Centre frequently and in person.

Overall, I enjoyed taking part in the project, particularly having the opportunity to see what other language teachers within the state are doing with their students. It was great to have the chance to discuss our school situation and recognise that others are having the same difficulties e.g. some communities do not accept second language learning. I believe I will take this new learning and implement it into my future planning from R – 7.
Unit of Work

LEARNING AREA: Spanish
BAND Middle Years – Year 6
TIME FRAME Minimum 10 weeks

UNIT/TOPIC DESCRIPTION
Students will be learning about Identity in Spanish and English. They will use a variety of media in order to immerse themselves in the topic. Students will write, listen, read and talk in Spanish and English. Main themes include: ability to introduce self, basic greetings, family, likes/dislikes, comparing Australia to Spain, sports, shopping, housing and education.

<table>
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<tr>
<th>Essential Learnings</th>
<th>Equity Cross Curriculum Perspectives and Vocational Education</th>
<th>Key Competencies</th>
<th>ICT’s</th>
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<tbody>
<tr>
<td>Futures</td>
<td>- Aboriginal &amp; Torres Strait Islander peoples</td>
<td>- Collecting, analysing, organising information</td>
<td>- Digital camera</td>
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<tr>
<td></td>
<td>- Multicultural</td>
<td>- Communicating ideas and information</td>
<td>- Computer/Printer</td>
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<tr>
<td></td>
<td>- Gender</td>
<td>- Planning and organising activities</td>
<td>- Video camera</td>
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<td></td>
<td>- Socio-economic</td>
<td>- Working with others in teams</td>
<td>- Calculator</td>
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<td></td>
<td>- Disability</td>
<td>- Using mathematical ideas and techniques</td>
<td>- Internet</td>
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<td>- Rural &amp; isolated</td>
<td>- Solving problems</td>
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<td>- Enterprise education</td>
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<td>- Work-based learning</td>
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<td>- Community-based learning</td>
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<td>- Email</td>
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<td>- Other _____</td>
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<tr>
<th>Strand</th>
<th>Key Ideas</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Understanding Culture</td>
<td>[Key Idea: Students learn to understand and demonstrate respect for the values and practices of diverse groups; in past, present and future contexts. They recognise connections between identity and cultural values, and how these are expressed in language. [F] [Id] [In] [KC1] [KC2]]</td>
<td>3.6 Reflects personally on cultural practices and compares how these are expressed across cultures. [F] [Id] [In] [KC1]</td>
</tr>
<tr>
<td>Communication</td>
<td>[Key Idea: Students write their own texts to share ideas about aspects of personal and group identity and to present points of view on issues of interest or concern. [Id] [T] [C] [KC2]]</td>
<td>3.4 Writes texts to convey personal messages, information or ideas. [Id] [T] [C] [KC2]</td>
</tr>
</tbody>
</table>
1. Students will set up their Epals account in order to communicate with students from a Spanish Speaking Country. Create an introductory letter in Spanish based on name, age, likes and dislikes.

2. Use a Mind Map to discuss students’ understanding of Identity in English.

3. Discuss as a class importance of families and how diverse our families are e.g. step parents, half brothers and sisters. Discuss what students believe families in Spain might be like e.g. larger, ore people live in same house, closer to each other (location) etc.

4. Students to create their own Family Tree in Spanish.

5. Create a paragraph in Spanish describing their family.

6. Discuss names in English and Spanish e.g. some students have their Christian, Middle and Fathers Surname others have their Mothers surname. Create their own ‘Spanish’ name e.g. Alice Ann Haddy Kelsh

7. Use the internet to research origin and meaning of each student’s first and last name. Students were also able to find their Family Crest on the internet.

8. Using photos of Australian houses, use a Mind Map to discuss common features e.g. generally 3 – 4 bedrooms, large garden, tile or metal roof, lounge room, some houses with ensuites. Use the internet to look at pictures and virtual tours of Spanish houses. Discuss features of Spanish houses e.g. many

9. Students can use features from Australian houses

<table>
<thead>
<tr>
<th><strong>Events</strong></th>
<th><strong>Resources</strong></th>
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<tbody>
<tr>
<td>1. Students will set up their Epals account in order to communicate with students from a Spanish Speaking Country. Create an introductory letter in Spanish based on name, age, likes and dislikes.</td>
<td>Tengo . . . anos (age)</td>
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<tr>
<td>2. Use a Mind Map to discuss students’ understanding of Identity in English.</td>
<td>Querida/Querido (dear)</td>
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<tr>
<td>3. Discuss as a class importance of families and how diverse our families are e.g. step parents, half brothers and sisters. Discuss what students believe families in Spain might be like e.g. larger, more people live in same house, closer to each other (location) etc.</td>
<td>Use of Gustar (likes/dislikes)</td>
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<tr>
<td>4. Students to create their own Family Tree in Spanish.</td>
<td>Use of ‘ing’ in Spanish</td>
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<tr>
<td>5. Create a paragraph in Spanish describing their family.</td>
<td><a href="http://www.epals.com">www.epals.com</a></td>
</tr>
<tr>
<td>6. Discuss names in English and Spanish e.g. some students have their Christian, Middle and Fathers Surname others have their Mothers surname. Create their own ‘Spanish’ name e.g. Alice Ann Haddy Kelsh</td>
<td>Names of family members</td>
</tr>
<tr>
<td>7. Use the internet to research origin and meaning of each student’s first and last name. Students were also able to find their Family Crest on the internet.</td>
<td>- abuelo, abuela, padre, madre, hermano, hermana, primo, prima, tio, tia</td>
</tr>
<tr>
<td>8. Using photos of Australian houses, use a Mind Map to discuss common features e.g. generally 3 – 4 bedrooms, large garden, tile or metal roof, lounge room, some houses with ensuites. Use the internet to look at pictures and virtual tours of Spanish houses. Discuss features of Spanish houses e.g. many</td>
<td>En mi familia hay . . . personas.</td>
</tr>
<tr>
<td>9. Students can use features from Australian houses</td>
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http://www.bbc.co.uk/languages/spanish/lj/home/flat/index.shtml

Go to ‘Google’ then type in ‘Real Estate in Spain’

Use the dictionary to translate www.epals.com
## Spanish Influences

<table>
<thead>
<tr>
<th><strong>The Reverse</strong></th>
<th><strong>The What If?</strong></th>
<th><strong>The Disadvantages</strong></th>
<th><strong>The Combianti</strong></th>
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</thead>
<tbody>
<tr>
<td>List 10 animals you would not find in Spain</td>
<td>What if we did not have Spanish immigrants in Australia?</td>
<td>List disadvantages of Bullfighting in Spain.</td>
<td>Create a recipe using some ingredients from lamington and turron</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>The Bar</strong></th>
<th><strong>The Variations</strong></th>
<th><strong>The Picture</strong></th>
<th><strong>The Prediction</strong></th>
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</thead>
</table>
| Improve the design of:  
  - A cathedral  
  - A bullfighting ring  
  - A flamenco dress | Use sign language to say ‘Hello’, ‘Goodbye’ and ‘How are you?’ in Spanish | What could this picture have to do with Spain? | Suggest how things might be different if Spanish people had discovered and settled in Australia before the English people |

<table>
<thead>
<tr>
<th><strong>The Ridiculous</strong></th>
<th><strong>The Question</strong></th>
<th><strong>The Allusion</strong></th>
<th><strong>The Invention</strong></th>
</tr>
</thead>
</table>
| Try to justify this statement:  
  Everyone should learn about Spanish Culture and speak Spanish. | The answer is South America. What are 5 possible questions? | List A-Z words associated with any Spanish speaking country or the Spanish language. | Design a new musical instrument using castanets as a base |

<table>
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<tr>
<th><strong>The Different Uses</strong></th>
<th><strong>The Construction</strong></th>
</tr>
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</table>
| Find 10 different uses for:  
  - a sombrero  
  - a poncho | Construct a replica of a bullfighting ring |
Futile questions

I don’t think bullfighting should be banned as long as they don’t kill the bulls. Another reason is it is like a tradition it started 2000BC. Each match lasts for 15 mins and there are six bulls to be killed by three matadors which are bull fighters. Women are bull fighters too and the greatest was cockita from bullfighting is a traditional sport of Spain, Portugal, France and Latin America. Bull fighting is fatal for the bull and dangerous for the matador.