Intercultural Language Teaching and Learning in Practice

Professional Learning Programme
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Acknowledgments

The project is being managed and developed by the Research Centre for Languages and Cultures Education (RCLCE) at the University of South Australia.

Project Advisory Group

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Judy Gordon</td>
<td>Australian Government Department of Education, Science and Training</td>
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<td>Melanie Hammond</td>
<td>Australian Federation of Modern Language Teachers Associations Inc.</td>
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<td>ACT Department of Education and Training; MCEETYA Languages Education Working Party</td>
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<td>Melissa Gould-Drakeley</td>
<td>Practising languages teacher</td>
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<td>Australian Primary Principals’ Association</td>
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<td>Teresa de Fazio</td>
<td>Australian Federation of Ethnic Schools Associations</td>
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Project Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Chantal Crozet (ANU)</th>
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<tr>
<td>Tony Liddicoat</td>
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<td>Kate Loechel</td>
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Phase 1 Participants

<table>
<thead>
<tr>
<th>Stephanie Andrews</th>
<th>Cynthia Dodd</th>
<th>Miyuki Shino</th>
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<tr>
<td>Nicola Barkley</td>
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<td>Holger Nord</td>
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<td>Kim Daymond</td>
<td>Yumiko Shaw</td>
<td></td>
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</tbody>
</table>

Ari Bickley has greatly assisted the Project Team with his work developing the cover design, ‘e-update’ (the electronic newsletter), the brochure, and the website.

The Project Team acknowledges the generous professional contribution of all who participated in the creation of these professional learning materials, in particular those teachers whose programmes have been used as exemplars. The implementation teams in each State and Territory who will bring the materials to life in their jurisdictions are also acknowledged.
Project Context

Intercultural language learning represents a major direction in languages education in Australia and beyond. It is an orientation towards languages education that underpins the National Statement and Plan for Languages in Australian Schools 2005–2008, developed through the Ministerial Council on Education, Employment, Training and Youth Affairs and endorsed by all Ministers of Education in 2005. It provides a framework for languages education that:

- supports and increases students’ knowledge of self, of the construction of linguistic and cultural identity; it supports students’ ability to communicate, to understand communication within their own and across languages and cultures, and to develop a capability for reflection and learning about languages and cultures;
- allows for dialogue and negotiation through which variable points of view are recognised, mediated, and accepted;
- engages teachers in a reappraisal of their own knowledge, understanding, and engagement in planning, teaching/learning, and assessing languages, thereby improving student learning and their own professional practice;
- supports the teaching and learning of languages in a way that is integrated in the curriculum as a whole.

The Intercultural Language Teaching and Learning in Practice (ILTLP) project is a new project commissioned and funded by the Australian Government Department of Education, Science and Training under the Australian Government Quality Teacher Programme (AGQTP). It builds on the success of the Asian Languages Professional Learning Project¹ as well as a range of national and state-based research and development initiatives in intercultural language learning. The project is being managed and developed by the Research Centre for Languages and Cultures Education (RCLCE) at the University of South Australia.

The objectives of the ILTLP project are to provide teachers and school leaders with opportunities to:

- participate in a nationally coordinated research and professional learning programme that is underpinned by the latest research in languages teaching and learning and grounded in classroom practice;
- increase the knowledge and understanding of the principles and pedagogies of intercultural teaching and learning;
- integrate this knowledge and understanding into classroom teaching and learning, long-term planning, assessment, and reporting practices to enhance student learning outcomes.

The project brings together up to 400 teachers from government and non-government education sectors, the Australian Federation of Modern Languages Teachers Associations as the national professional body, academics, researchers, facilitators, and educational administrators in a coordinated process focused specifically on strengthening intercultural language teaching and learning. Key contacts in each State and Territory are central to coordinating the local delivery of the ILTLP professional learning programme.

¹ Further information about the project, including the executive summary of the evaluation, is available at http://www.asialink.unimelb.edu.au/asialink/lp/index.htm
The key focus areas of the ILTLP project are (1) long-term planning and (2) developing assessment processes and ways of describing outcomes of intercultural language learning. Teachers’ work in schools will contribute to developing a richer understanding of these areas throughout the duration of the project and beyond.

The project, which runs from July 2006 to December 2007, is being implemented in four phases:

- **Phase 1:** commissioned, supported school-based research focusing on long-term programming and assessment
- **Phase 2:** development of a set of professional learning materials and processes to support the delivery of the ILTLP programme in each State/Territory
- **Phase 3:** delivery of the 5.5-day professional learning programme in each State/Territory:
  - an initial 2.5-day conference delivered in each State/Territory followed by classroom-based investigations by participants;
  - two 1-day ‘recall’ sessions for further input on assessment and long-term planning, network discussion, and critical reflection on the classroom-based investigations; and
  - a 1-day reporting session for participants to share experiences and outcomes of classroom-based investigations.
- **Phase 4:** refinement of the ILTLP resources, including documentation of school-based investigations.

All the professional learning resources and processes of this project will be made available online (http://www.iltlp.unisa.edu.au), to be used in diverse ways by individuals and groups in their local contexts beyond the duration of the project.

In line with the key objective of the AGQTP, to equip teachers with the skills and knowledge needed for teaching in the 21st century, participants in the ILTLP programme will have:

- strengthened the currency and depth of their pedagogical knowledge and skills, including skills in researching aspects of pedagogy;
- strengthened the currency and depth of their learning area knowledge and understandings;
- engaged with students in the collaborative construction of their learning area knowledge and understandings;
- engaged with students in critical thinking and creative problem-solving.
About the Project Materials

A comprehensive set of printed and online materials is available to support the ILTLP professional learning programme.

The printed materials include the programme and materials for the initial 2.5-day ILTLP conference to be held in each State and Territory.

Conference materials will include:

- An orientation to intercultural language learning
- *Module 1*: The intercultural in language teaching and learning
- *Module 2*: Exploring intercultural language teaching and learning
- *Module 3*: Developing long-term programmes for intercultural language teaching and learning
- *Module 4*: Assessing intercultural language learning
- *Module 5*: Classroom-based investigations of intercultural language learning
- A set of readings
- A glossary
- Reflections and Conference Evaluation forms.

Additional printed materials will be developed for use in the planned recall session workshops, to be held in each State and Territory. These are intended to focus on reflection on classroom-based investigations and then final reporting on the experience of the programme as a whole.

The online resources are available on the project website ([http://www.iltlp.unisa.edu.au](http://www.iltlp.unisa.edu.au)).

These include:

- the printed materials described above
- the following self-access modules, which focus on particular aspects of the pedagogy of intercultural language learning:
  - A critical literacy approach to intercultural language teaching and learning
  - Teaching culture in verbal interaction using intercultural pedagogy
  - Intercultural language learning and early learners
  - Performance in intercultural language teaching and learning
  - Use of the target language and additional languages
  - Using connective technologies to build and sustain intercultural language learning.
- a range of materials developed by teachers who participated in Phase 1 to explore some of the key ideas of intercultural language learning and who have been willing to share their work.
- a set of discussion papers on issues that arise when working within an intercultural language learning orientation.
- regular e-updates.
- a discussion forum through which the dialogue established at the conferences can continue.

You are invited to visit the website and contribute to the dialogue.
## ILTLP Conference Programme Overview

### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 a.m. – 9.15 a.m.</td>
<td>Registration and Welcome</td>
</tr>
<tr>
<td>9.15 a.m. – 9.45 a.m.</td>
<td>Orientation</td>
</tr>
<tr>
<td>9.45 a.m. – 10.45 a.m.</td>
<td>Module 1: The intercultural in language teaching and learning (part 1)</td>
</tr>
<tr>
<td>10.45 a.m. – 11.15 a.m.</td>
<td>Morning tea</td>
</tr>
<tr>
<td>11.15 a.m. – 1.00 p.m.</td>
<td>Module 1 (part 2)</td>
</tr>
<tr>
<td>1.00 p.m. – 2.00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.00 p.m. – 4.00 p.m.</td>
<td>Module 2: Exploring intercultural language teaching and learning</td>
</tr>
<tr>
<td>4.00 p.m.</td>
<td>Summary and close</td>
</tr>
</tbody>
</table>

### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Session and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 a.m. – 10.30 a.m.</td>
<td>Module 3: Developing long-term programmes for intercultural language teaching and learning (part 1)</td>
</tr>
<tr>
<td>10.30 a.m. – 11.00 a.m.</td>
<td>Morning tea</td>
</tr>
<tr>
<td>11.00 a.m. – 12.00 noon</td>
<td>Module 3 (part 2)</td>
</tr>
<tr>
<td>12.00 noon – 1.00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.00 p.m. – 4.00 p.m.</td>
<td>Module 4: Assessing intercultural language learning</td>
</tr>
<tr>
<td>4.00 p.m.</td>
<td>Summary and close</td>
</tr>
</tbody>
</table>

### Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Session and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 a.m. – 11.00 a.m.</td>
<td>Module 5: Classroom-based investigations of intercultural language learning</td>
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<tr>
<td>11.00 a.m. – 11.30 a.m.</td>
<td>Morning tea</td>
</tr>
<tr>
<td>11.30 a.m. – 12.00 noon</td>
<td>Setting up investigations</td>
</tr>
<tr>
<td>12.00 noon – 12.30 p.m.</td>
<td>Summary and evaluation</td>
</tr>
</tbody>
</table>
Orientation
PRESENTER’S NOTES

Presenters walk participants through this paper, highlighting the key features of taking an intercultural orientation to language teaching and learning.

It is important to recognise the effective work that teachers are doing and at the same time to show that taking up an intercultural orientation in their work as language teachers will mean change.

It is also important to signal that this is not a new approach or method (in the long history of all the methods that have been in vogue and then discarded in language teaching and learning). Rather, taking an intercultural orientation goes to deeper questions about how we view language, culture, teaching, and learning. How we view these key concepts influences in a marked way how we engage in the act of teaching and learning languages. This is what we mean by the idea that it is more than a method; it is a stance.
Orientation

Why the intercultural matters to languages teaching and learning: an orientation to the ILTLP programme

In the context of globalisation, with the extraordinary movement of people and their ideas, it has been increasingly recognised that people need to be interculturally capable, that is, be able to negotiate meanings across languages and cultures. In such a globalised world, the bilingual/bicultural person is the norm. This need has implications for the way we live our lives and interact with others, for education in general, and for languages education in particular. Languages have a central role in this context because they mediate the interpretation and construction of meaning among people.

If education is to engage students in life, learning, and future employment, in this context, it needs to change. Many of the current initiatives developed by education systems seek to respond to this need. Languages education is an integral part of these changes. The challenge in languages education is not simply to acknowledge the intercultural, but for teaching and learning to be intercultural.

This requires an orientation to languages teaching and learning that focuses on the lived reality of interaction among people in the context of multiple languages and cultures. Such an orientation:

- recognises and develops students’ capability to integrate in interaction in the target language an understanding of themselves as already located in a language(s) and culture(s), and an understanding of the same in others – that is, acting simultaneously as performer and audience (Crichton, 2006);
- focuses on how such understanding affects and is affected in and by interaction with others;
- invites students to stand back or decentre from their own linguistic and cultural perspective to consider diverse perspectives of others;
- understands that in intercultural interaction, the ethical consequences are always heightened;
- connects with contemporary curricula and pedagogies that emphasise students’ initiative in making sense of their own learning.

Current approaches in languages education, such as communicative language teaching or task-based language teaching do not adequately address this challenge.

The issue, however, is not just methodological. Rather, it concerns the way we understand language, culture, learning, and teaching. What is needed:

- in relation to language, is a view of language that not only recognises that it is a structural, grammatical system or that it foregrounds language in use, but also that it is always subject to the variable interpretation of participants in interaction;
- in relation to culture, is a view of culture that not only recognises facts about or ways of doing things in diverse cultures, but also that culture informs the way people understand themselves and others;
- in relation to learning, is a view of learning that not only recognises the need to acquire new knowledge and to participate in communities of users of that knowledge, but also that learners are always would-be interpreters;
• in relation to teaching, is a view of teaching that not only recognises the need to impart knowledge and create contexts for using and applying it, but also that teachers inevitably mediate that knowledge.

An orientation to languages teaching and learning that sees language, culture, learning, and teaching in this way is what we describe as intercultural language teaching and learning. This orientation builds on work across a range of disciplines that have sought to understand how people make sense of themselves, their world, and other people.

In communicating interculturally, students come to know that the forms of a language and knowledge of facts about culture are only part of what is involved when people interact to exchange meanings in the particular target language. They are important only as socially shared communicative resources that people draw upon in different ways in different contexts. The variable sociocultural contexts of use that students experience as participants in communication across cultures cannot be reduced to an inventory of items to be mastered. They are too rich and variable. For students, managing the variability is part of the process of learning to be intercultural.

The ILTLP programme provides a forum for exploring these kinds of ideas. The goals of the programme are to:

• elaborate the group’s understanding of the intercultural as it applies to languages teaching and learning;
• identify the implications of an intercultural orientation to languages teaching and learning for developing a long-term plan for learning;
• explore the assessment of the intercultural in languages teaching and learning;
• plan and carry out an investigation of an aspect of intercultural language teaching and learning that promotes intercultural teaching and learning in particular contexts.

There are five interrelated modules which incorporate a range of professional learning activities:

• Module 1: The intercultural in language teaching and learning;
• Module 2: Exploring intercultural language teaching and learning;
• Module 3: Developing long-term programmes for intercultural language teaching and learning;
• Module 4: Assessing intercultural language learning;
• Module 5: Classroom-based investigations of intercultural language learning.

The ultimate goal of the programme is to invite you to develop an investigative stance through talking, interacting, thinking, and questioning, in this professional learning programme and through noticing, documenting, and enacting change within your own classrooms.

The overall process involves a 2.5-day conference of intensive discussion and exchange, followed by teachers working on classroom investigations and two further professional learning sessions where, together, we examine and reflect upon the diverse classroom experiences. The programme concludes at a final reporting day, where participants can share their experiences of classroom-based investigations.

Reference

The intercultural in language teaching and learning
PRESENTER’S NOTES

Session objectives

In this session you will:

• consider ways of understanding language;
• consider ways of understanding culture;
• develop an understanding of the nature of interculturality.
Module 1: The intercultural in language teaching and learning

Overview
The aim of the module is to develop shared understandings of the concepts and ideas that underlie intercultural language teaching and learning.

The module consists of a series of activities relating to the ways in which teachers and learners understand language and culture, building on the concepts identified in the opening session. It also addresses the nature of ‘interculturality’ as a language-focused approach to teaching and learning languages in the context of linguistic and cultural diversity.

An important starting point for intercultural language learning is the way in which language is understood. Language is not a simple unified concept; it can be understood in many different ways. These ways of understanding language affect the ways in which language is taught, learnt, and assessed. Participants will explore their own understanding of language and how this affects their practice as language teachers. They will also consider how their practices may need to be modified to develop and present a fuller understanding of language as a basis for their overall stance on language teaching and a more coherent relationship between language and culture in their programming and assessment.

Similarly, how one understands culture is also an integral part of intercultural language learning. As with language, culture is also understood in many different ways and these too affect the ways in which culture is included in languages education, how it is taught and learnt, and how it is assessed. Participants will explore their own understanding of culture and how this affects their practice as language teachers. They will also consider how their practice may need to be modified to develop and present a fuller understanding of culture as a basis for their overall stance on language teaching and a more coherent relationship between language and culture in their programming and assessment.

Objectives
In this module you will:

- consider ways of understanding language;
- consider ways of understanding culture;
- develop an understanding of the nature of interculturality.
**EXPLORING YOUR OWN LINGUISTIC AND CULTURAL IDENTITY**

- **Paired task**
  - Interview a partner and write down five ideas that describe his/her linguistic and cultural identity
  - What are the most important things about your understanding of yourself as a cultural being?

- **Small-group task**
  - In groups of four, discuss and group the responses
  - What do these show about how you understand language?
  - What do these show about how you understand culture?

The aim here is to have people think briefly about their own cultural identity as a way of considering their own understanding of language and culture as concepts.

Some issues that may arise are:

**Language**
- sense of self as a bilingual (or not)
- sense of self as a first/second language speaker and as a teacher of a first/second language
- sense of self as proficient/learning/less proficient, etc. in one language
- often understood as a standard/national language, people who speak dialects/non-standard languages might not include these as an identity
- shows ways of valuing language repertoire
- relationship to a language/ways of constructing oneself as a person speaking more than one language
- feelings about self in relation to others as speakers of languages
- this shows something about attitudes to powerful, majority languages. It can also link identity with groups who speak a dominant language

**Culture**
- cultural identity as belonging to one or more national cultures
- cultural activities: arts, literature, festivals
- group memberships
- what people do ‘normally’
- multiple cultural identities
- cultural identity is unproblematic/homogenous = belonging to a country
- cultural identity consists in culturally valued activities
- cultural identity is a form of category or belonging
- cultural identity is a performance
- may be a combination of the issues above
**Module 1**

**Key Ideas/Learning**

**Exploring one's own linguistic and cultural identity**

<table>
<thead>
<tr>
<th>Interaction/task/questions</th>
<th>Supporting Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paired task</strong>&lt;br&gt;Interview a partner and write down five ideas that describe his/her and your own linguistic and cultural identity. What are the most important things about your understanding of yourself as a cultural being?</td>
<td>PowerPoint slide 1.3, Post-It Notes, paper</td>
</tr>
<tr>
<td><strong>Small-group task</strong>&lt;br&gt;In groups of four, discuss and group the responses. What do these show about how you understand language and culture?</td>
<td>PowerPoint slide 1.3, sheets to record responses</td>
</tr>
<tr>
<td><strong>Large-group task</strong>&lt;br&gt;Discuss the understandings of culture that emerge from the discussion. How are language and culture understood by the group? Write responses on whiteboard.</td>
<td>Whiteboard</td>
</tr>
</tbody>
</table>

Anticipated time: 10 minutes (30 mins)
Key Ideas/Learning
Analysing language and culture

For this task it is not important to be able to speak French. Rather the goal is to have people look at some very simple culturally embedded language use and to think about how they come to develop a view of what the cartoon means.

Small-group Task 1

The aim here is for people to express a personal understanding of the cartoon, rather than trying to get a ‘right’ answer. There are many possible responses. The important element here is to attend to what information people use to develop and defend an interpretation.

Language explanations:
- *Appelez-moi* means ‘call me’.
- *Appelez* is a vous form.
- *Vous* is used with people who are distant socially, who do not know each other well, who have a formal relationship, etc. It contrasts with *tu*.
- *Maurice* and *Édouard* are both first names.
- *Monsieur* is the equivalent of mister.

Depending on how well groups work with the task, the following questions may help:
- What things are similar or different about how these people are interacting?
- Why do you think this cartoon shows...?
- What features of the language do you think are important here?
- What might they mean?

Some possible interpretations
- Friendship/familiarity: gesture, proximity
- Distance: vous forms
- Equality: reciprocal use of vous
- Power/inequality: dress, use of Monsieur
- Incongruity: who speaks first? Who should have the right to do this act?

Small-group Task 2

The aim here is to explore the idea that some messages are so embedded in their cultural context that they may not work in other languages. This cartoon would not work in English because of the *vous* form and because Title + First name are not typical in Australian English usage. It may work in some European and Asian languages. In some Asian languages, the situation may be so incongruous that even if the language works, the ideas may not.

The importance of changing the cartoon is to examine the idea that similar issues may be dealt with in very different ways.
### Module 1

#### Key Ideas/Learning

**Analysing language and culture**

<table>
<thead>
<tr>
<th>Small-group Task 1</th>
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</thead>
<tbody>
<tr>
<td>What do you understand the message of this cartoon to be?</td>
<td></td>
</tr>
<tr>
<td>What information do you use to understand the cartoon?</td>
<td></td>
</tr>
<tr>
<td>Are there different ways of understanding the cartoon?</td>
<td></td>
</tr>
<tr>
<td>How does the language contribute to your understanding of the cartoon?</td>
<td>PowerPoint slide 1.4</td>
</tr>
</tbody>
</table>

**Anticipated time: 20 minutes**

<table>
<thead>
<tr>
<th>Whole-group task</th>
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<tbody>
<tr>
<td>Discuss various interpretations of this cartoon.</td>
<td>Whiteboard</td>
</tr>
</tbody>
</table>

**Anticipated time: 10 minutes**

<table>
<thead>
<tr>
<th>Small-group Task 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Would the cartoon work in English or another language?</td>
<td>PowerPoint slide 1.5</td>
</tr>
<tr>
<td>Why? Why not?</td>
<td></td>
</tr>
<tr>
<td>How could you change the cartoon to work in another language?</td>
<td></td>
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</tbody>
</table>

**Anticipated time: 10 minutes**

<table>
<thead>
<tr>
<th>Whole-group task</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Discuss various issues that emerged from the task.</td>
<td>Whiteboard</td>
</tr>
</tbody>
</table>

**Anticipated time: 10 minutes**

(50 mins)
The aim of this task is to invite participants to think about ways of understanding language. In this task language is not seen as a set of rules for assembling vocabulary or as a body of knowledge about language.

The view of language taken here is one which emphasises that language:
- is interpersonal (it’s used to communicate messages between people);
- is embedded in a cultural context (by themselves the words don’t convey the message, it’s the words, their social meaning, the people speaking, their roles and relationships, which are important), and that
- understanding a language is not the same as understanding the words; it is seeing the deeper meanings created by the words when and where they are used.

The aim of this task is to get teachers to think about ways of understanding culture.

In this task culture is not seen as static knowledge, but rather as a way of creating meaning. It is not a set of rules for behaviour, nor is it a body of knowledge to be mastered, but rather a framework in which things come to be seen as having meaning. Culture is shaped by, and in turn shapes, language.

The ideas here will come from what individuals have drawn from the workshop so far and their own experiences of language and culture. Some ideas which may arise from this discussion and which underlie the ideas of the workshop as a whole include:
- Language and culture are variable, and the ways people use and draw upon them is not fixed.
- Culture is something that is constructed by people, not something fixed.
- In context, there are close links between language and culture.
- Language choices reflect underlying cultural assumptions and ideas.
- We use a lot of cultural and contextual knowledge to understand language.
- You can engage with aspects of culture with simple language.
- Teaching culture as a socially constructed phenomenon means looking much more at language.
- Individuals need opportunities to explore culture for themselves.
- We draw on our own cultural knowledge to develop our ideas of a new culture.
- The same texts can be treated as both language and culture and can be used to see the relationships between them.
### Module 1

#### Key Ideas/Learning

**Understanding language**

<table>
<thead>
<tr>
<th>Small-group task</th>
<th>Anticipated time: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the cartoon task treat language?</td>
<td></td>
</tr>
<tr>
<td>How similar or different is this treatment from the one you use in your teaching?</td>
<td></td>
</tr>
</tbody>
</table>

PowerPoint slide 1.6 (15 mins)

**Understanding culture**

<table>
<thead>
<tr>
<th>Small-group task</th>
<th>Anticipated time: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the cartoon task treat culture?</td>
<td></td>
</tr>
<tr>
<td>How similar or different is this treatment from the one you use in your teaching?</td>
<td></td>
</tr>
</tbody>
</table>

PowerPoint slide 1.7 (15 mins)

**Synthesising**

<table>
<thead>
<tr>
<th>Facilitator-led, whole-group discussion</th>
<th>Anticipated time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What key ideas emerged about language and culture?</td>
<td></td>
</tr>
</tbody>
</table>

Anticipated time: 10 minutes (10 mins)
The aim of this presentation is to consider the sort of personal characteristics we are working to develop through intercultural language teaching and learning.

The intercultural person actively uses and analyses language and culture as they are used in communication. He/she knows how to read meanings in texts and is aware that any incidence of speech or writing carries with it embedded assumptions and implications that contribute to the actual meaning of language in use. He/she also acknowledges that meanings are problematic, that any use of language may be interpreted in multiple ways, and that linguistic and cultural background are important things that shape how messages are produced and understood.

While this does not mean that the intercultural person analyses everything he/she reads, writes, hears, or says, it does mean that he/she has the capacity to do so at points of need and is open to doing so as a part of interacting with others.

An intercultural person is one who is able to see things from more than one perspective. He/she is able to see that his/her own assumptions are not universal and that similar messages or behaviours may mean different things to other people. He/she is able not only to see others from his/her own perspective, but is also able to reflect on his/her own culture from the perspective of others, seeing that the familiar may be strange.

He/she is mindful, in the sense of bearing in mind the influences that come to bear in interaction to communicate and negotiate meanings, and actively brings this awareness into play in dealing with others.

Key Ideas/Learning

Exploring one’s own interculturality

The aim here is for people to explore what they think interculturality means, by reflecting on themselves as intercultural people.

Some themes that may emerge are:

- Tolerance
- Respect for others
- Communicators across cultures
- People with interpersonal relationships with people from other cultures
- Travellers/tourists
- Speakers of more than one language
- Having different identities
- Involvement in cultural activities
- Teachers of other cultures
- Enjoyment of diversity for its own sake.
### Module 1

#### Key Ideas / Learning

**The intercultural person**

<table>
<thead>
<tr>
<th>Facilitator presentation</th>
<th>The presentation gives an overview of the intercultural person as an illustration of the sort of person intercultural language teaching and learning seeks to develop.</th>
<th>Anticipated time: 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PowerPoint slides 1.8 &amp; 1.9 (20 mins)</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Ideas/Learning

**Exploring one’s own interculturality**

<table>
<thead>
<tr>
<th>Paired task</th>
<th>Interview a partner and write down five ideas that describe him/her as an intercultural person. What are the qualities, activities, values, behaviours, attitudes that you think reflect your experiences of being intercultural?</th>
<th>Anticipated time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PowerPoint slide 1.10, Post-It Notes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small-group task</th>
<th>In groups of four, discuss and group the responses. What things do you have in common, what things are different?</th>
<th>Anticipated time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PowerPoint slide 1.10, sheets to record responses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole-group task</th>
<th>Collect examples from each group and write on board to establish collective views.</th>
<th>Anticipated time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whiteboard (30 mins)</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Ideas/Learning

**Synthesising**

<table>
<thead>
<tr>
<th>Individual reflection</th>
<th>What have you learnt from this module? How do you see language and culture, and their relationship? Use the reflection sheet/notes page to record your observations.</th>
<th>Anticipated time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection/Notes page (10 mins)</td>
<td></td>
</tr>
</tbody>
</table>
Module 1

References/Readings


Further reading


Suggestions for school-based investigations

- How is the intercultural understood in your school?
- How is the intercultural understood in your classroom?
- How are language and culture represented in your teaching materials?
- How well do you know how your students experience language(s) and culture(s)? Inside the classroom? Outside the classroom?

(See Module 5, Attachment 3.)
Module 1

PowerPoint slides

1.1

Module 1

The intercultural in language teaching and learning

1.2

Session objectives

In this session you will:
• consider ways of understanding language;
• consider ways of understanding culture;
• develop an understanding of the nature of interculturality.

1.3

Exploring your own linguistic and cultural identity

• Paired task
  • Interview a partner and write down five ideas that describe his/her linguistic and cultural identity
  • What are the most important things about your understanding of yourself as a cultural being?

• Small-group task
  • In groups of four, discuss and group the responses
  • What do these show about how you understand language?
  • What do these show about how you understand culture?

1.4

Analysing language and culture

• What do you understand the message of this cartoon to be?
• What information do you use to understand the cartoon?
• Are there different ways of understanding the cartoon?
• How does the language contribute to your understanding of the cartoon?
Analysing language and culture

• Would the cartoon work in English or another language? Why? Why not?
• How could you change the cartoon to work in another language?

Understanding language

• How did the cartoon task treat language?
  • What sort of view of language do you think the person who designed this task had?
  • What evidence do you see for the 'theory of language' that goes with this task?
• How similar or different is this theory of language from the one you use in your teaching?

Understanding culture

• How did the cartoon task treat culture?
  • What sort of view of culture do you think the person who designed this task has?
  • What evidence do you see for the 'theory of culture' that goes with this task?
• How similar or different is this theory of culture from the one you use in your teaching?

The intercultural person

• The intercultural person:
  • views language as a culturally embedded and culturally constructed way of expressing personal meanings and also of expressing collective, institutional, cultural meanings.
  • is aware of what is being said and how in the speaking and writing he/she encounters and is aware of how this may vary across cultures.
  • understands how his/her own language and culture and those of his/her interlocutor shape meanings, communication, and relationships.
The intercultural person

• The intercultural person:
  • is open to seeing things from outside his/her own perspective and to communicating his/her own perspective to others who don’t share it.
  • actively searches for multiple meanings and realises that each interaction is potentially new as context is always changing.
  • is mindful that values, beliefs, and behaviours are shaped by language and culture, as are the perceptions one has of these.

Exploring one’s own interculturality

• Paired task
  • Interview a partner and write down five ideas that describe him/her as an intercultural person.
  • What are the qualities, activities, values, behaviours, attitudes that you think reflect your experiences of being intercultural?

• Small-group task
  • In groups of four, discuss and group each person’s responses.
  • What things do you have in common, what things are different?
Exploring intercultural language teaching and learning
This module has three main sections:

- **Section 1**: an overview of principles for intercultural language teaching and learning. This section is designed for all participants.
- **Section 2**: development of understanding of intercultural language teaching and learning. This section includes two versions, which ideally should run in parallel.
  - **Section 2A** is designed for teachers who are new to intercultural language teaching and learning.
  - **Section 2B** is designed for teachers with experience in intercultural language teaching and learning.
- **Section 3**: investigating interaction in the classroom. This section is designed for all participants. The two groups from Section 2 come together as one group.

**Section 1**
The session focuses on five overarching principles of intercultural language learning:

- Active construction
- Making connections
- Social interaction
- Reflection
- Responsibility.

(See Liddicoat, Papademetre, Scarino, & Kohler, 2003)

**Session objectives**

- Explore principles for intercultural language teaching and learning;
- Explore key ideas in intercultural language teaching and learning;
- Consider own practice in the light of intercultural language teaching and learning principles (experienced teachers).
Module 2: Exploring intercultural language teaching and learning

Overview
This module moves from understanding ‘interculturality’ to looking at applications in the classroom.

The module begins by examining some overarching principles for intercultural language teaching and learning that were developed by Liddicoat, Papademetre, Scarino, and Kohler in 2003:

- Active construction
- Making connections
- Social interaction
- Reflection
- Responsibility.

The module then provides teachers with different activities for those who are new to intercultural language teaching and learning and for those who are familiar with intercultural language teaching and learning.

The activities for teachers who are new to intercultural language teaching and learning involve a facilitator presentation of some key ideas, followed by a group discussion about these ideas.

The activities for teachers with experience in intercultural language teaching and learning involve reflecting on experiences in their teaching and exploring these experiences in the light of the principles discussed in the earlier activity.

Objectives
In this module you will:

- explore principles for intercultural language teaching and learning;
- explore key ideas in intercultural language teaching and learning;
- consider own practice in the light of intercultural language teaching and learning principles (experienced teachers).
Section 1
Small-group Task 1

Small-group task

- Form at least five groups.
- Read the principle for your group. Examine what it means to you and the implications for languages (teachers and students).
- Write a brief summary or explanation of your understanding of the principle and its implications.

Small-group Task 2

Small-group task

- Move into new groups of five so that each person has read one of the principles and consider the set of five principles overall.
- Each person briefly presents a principle to the rest of the group.
- Consider the following questions:
  - What do these mean for our own orientation towards language teaching and learning and what we are trying to achieve with students? (You may wish to consider, for example, how our language with students may change.)
  - How does an intercultural perspective influence the goals of language learning?

The presenter’s notes on the following pages highlight suggested issues for presenters to draw on in these two tasks.
Module 2

Section 1

Key Ideas/Learning

Understanding intercultural language teaching and learning

<table>
<thead>
<tr>
<th>Interaction tasks/questions</th>
<th>Supporting Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small-group Task 1</strong></td>
<td></td>
</tr>
<tr>
<td>Read the principles in groups (five groups if possible, e.g. one group per principle).</td>
<td>PowerPoint slide 2.3, Principles (on following pages)</td>
</tr>
<tr>
<td>Read the principle for your group. Examine what it means to you and the implications for languages (teachers and students).</td>
<td></td>
</tr>
<tr>
<td>Write a summary or explanation of your understanding of the principle and its implications.</td>
<td>Anticipated time: 15 minutes</td>
</tr>
<tr>
<td><strong>Small-group Task 2</strong></td>
<td></td>
</tr>
<tr>
<td>Move into new groups of at least five people, so that each group contains at least one person for each of the principles, and consider the set of five principles overall.</td>
<td>PowerPoint slide 2.4</td>
</tr>
<tr>
<td>What do these mean for your own orientation towards language teaching and learning and what we are trying to achieve with students? (You may wish to consider, for example, how your language with students may change.)</td>
<td></td>
</tr>
<tr>
<td>How does an intercultural perspective influence the goals of language learning?</td>
<td>Anticipated time: 15 minutes</td>
</tr>
<tr>
<td><strong>Whole-group discussion of the five principles</strong></td>
<td>Anticipated time: 15 minutes (45 mins)</td>
</tr>
</tbody>
</table>
Active construction

Some key elements relating to this principle that can be highlighted through discussion:

- Teachers do not transmit information about the culture directly, but provide opportunities for students to see the culture through meaningful language in context.
- Learners construct knowledge for themselves by engaging with language.
- Teachers support students learning by providing diverse experiences of language and culture and by asking questions that encourage learners to seek their own answers.
- Learning is personal.
Principles of intercultural language learning
(Adapted from Liddicoat, Papademetre, Scarino, & Kohler, 2003)

Active construction

Active construction involves learners using language purposefully in a range of tasks in which they discover and create meaning. In intercultural learning this is especially important as when we are socialised into our first language and culture, we do not do this by learning rules, but rather from creating our own understanding of how people see and communicate about the physical and social world. In learning a new culture, we also need to develop ways of coming to understand and work with linguistic and cultural diversity. It is not possible to learn to be intercultural by absorbing a body of knowledge, because being intercultural is a way of thinking, acting, and responding to people and situations. To be intercultural, language learners have to be able to create meaning and understanding for themselves. In languages learning, teachers facilitate this by providing opportunities for learners to find their own solutions to issues of communicating with people from different cultural backgrounds and using texts produced by them. They also provide opportunities for learners to work towards understanding the significance and meaning of others’ communication in another language. Through being involved in the active construction of their own knowledge of the world, learners develop personal ways of responding to linguistic and cultural difference.

Active construction also involves learners in exploring the culturally conditioned nature of human behaviour. It seeks to develop an awareness and understanding of the ways in which our own language and culture shape our actions, thoughts, and perceptions, and recognising that when we communicate we bring to every interaction our existing assumptions, expectations, values, personalities, and histories, and that the same is true for those with whom we communicate. In communicating with others, what we bring to the interaction is often changed, challenged, or reinforced as a result of our engagement with what others bring, and they too are changed by us. When we come to recognise the ways in which we are affected by our own experiences of language(s) and culture(s), we can more readily come to understand how others’ experiences of different languages and cultures affect them.

<table>
<thead>
<tr>
<th>Application to languages</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning involves the purposeful and active construction of knowledge within a sociocultural context of use.</td>
<td>Exploring language and culture through active engagement. Developing a personal, multi-perspective intercultural space.</td>
</tr>
<tr>
<td>Learners:</td>
<td>use language purposefully in a range of tasks in which they discover and impose meaning in interaction with people, texts, and technologies.</td>
</tr>
<tr>
<td>Teachers:</td>
<td>develop personal ways of responding to linguistic and cultural difference.</td>
</tr>
<tr>
<td></td>
<td>explore the culturally conditioned nature of human behaviour.</td>
</tr>
<tr>
<td></td>
<td>support students in making connections in their learning.</td>
</tr>
<tr>
<td></td>
<td>encourage interaction with peers and others.</td>
</tr>
<tr>
<td></td>
<td>encourage ‘noticing’.</td>
</tr>
<tr>
<td></td>
<td>give time for formulating questions, observing, discovering, discussing, experimenting.</td>
</tr>
<tr>
<td></td>
<td>select/design tasks that stimulate student interest and extend their thinking about language and culture.</td>
</tr>
</tbody>
</table>
PRESENTER’S NOTES

Making connections
Some key elements relating to this principle that can be highlighted through discussion:

- Learning does not happen in a vacuum.
- It is important to create links between existing knowledge and new knowledge.
- There is a role for, and a need to focus on, both the learners’ own culture(s) and the culture(s) being learnt.
- Learning is not learning about others, but learning about oneself in relation to others.
- Teachers can support this by providing language experiences with which students can connect and by using questions to encourage learners to create their own connections.
Principles (cont’d)

Making connections

Learning about another culture does not happen in a vacuum. Every time people encounter something new, they begin by trying to associate it with what they already know. When we encounter a new culture it may not fit with what we already know, and it challenges our way of seeing the world. If an experience does not fit with our existing knowledge and understanding of the world, we may reject the experience or we may try to make sense of it by comparing it to what we already know and by developing new insights into the world. Every learner comes to the classroom knowing how to function within one language and culture (and often more than one) and this shapes their perceptions, values, and attitudes towards others, but also provides a starting-point to come to understand and value another language and culture. This learning is strongest when it takes the form of establishing relationships between one’s own language and culture and the new language and culture one encounters. Learners therefore need opportunities to explore similarities and differences and to come to understand how these relate to people’s lives. Once learners have begun to experience another culture, they need to build on their prior learning by making new connections between what they have already learnt and what they encounter for the first time. Such connections build ways of deepening and enriching understanding of a new language and culture as well as of one’s own and create new opportunities for learning.

Making connections also involves understanding that it is not only others who are culturally variable or different, but that we each also have a variable linguistic and cultural identity that we draw on and display in interaction. Our own sense of being a member of a culture is an engagement with the diversity that exists within our own cultural groups, whether that is our family, our community, our country, or any other grouping. Coming to recognise one’s place in a culturally diverse world means recognising and understanding that diversity is fundamental to human experience and that people from diverse societies need to be seen and understood as individuals.

<table>
<thead>
<tr>
<th>Application to languages</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning is based on previous knowledge and requires challenges to initial conceptions that learners bring; the challenges lead to new insights that require learners to make connections, reorganise, and extend their existing framework of knowledge in an ongoing manner.</td>
<td>Comparing languages and cultures and drawing connections and building the relevant bridges between home and the target language and culture. Comparing existing knowledge of language and culture against new input.</td>
</tr>
<tr>
<td>Learners:</td>
<td>Learners:</td>
</tr>
<tr>
<td>- develop ways to re-think their initial conceptions, to transform themselves (identity) and their knowledge.</td>
<td>- develop ways to re-think their initial conceptions, to transform themselves (identity) and their knowledge.</td>
</tr>
<tr>
<td>- combine learning of language and culture with learning across the curriculum.</td>
<td>- combine learning of language and culture with learning across the curriculum.</td>
</tr>
<tr>
<td>- develop a growing understanding of language, culture, and values and their interdependence.</td>
<td>- develop a growing understanding of language, culture, and values and their interdependence.</td>
</tr>
<tr>
<td>Teachers:</td>
<td>Teachers:</td>
</tr>
<tr>
<td>- begin tasks with understanding that learners bring from home or their local community; draw upon the diversity of their learners.</td>
<td>- begin tasks with understanding that learners bring from home or their local community; draw upon the diversity of their learners.</td>
</tr>
<tr>
<td>- provide scaffolding through interactive questioning, instruction, resources, technologies.</td>
<td>- provide scaffolding through interactive questioning, instruction, resources, technologies.</td>
</tr>
<tr>
<td>- offer alternative explanations.</td>
<td>- offer alternative explanations.</td>
</tr>
<tr>
<td>- encourage learners to observe, predict, compare, explain, integrate, enquire.</td>
<td>- encourage learners to observe, predict, compare, explain, integrate, enquire.</td>
</tr>
<tr>
<td>- encourage interaction and connections across texts and contexts.</td>
<td>- encourage interaction and connections across texts and contexts.</td>
</tr>
<tr>
<td>- show how bridges are made.</td>
<td>- show how bridges are made.</td>
</tr>
</tbody>
</table>
Social interaction
Some key elements relating to this principle that can be highlighted through discussion:

- Interacting with others is an important part of learning.
- Learning involves knowing how to express ideas and interpretations and how to understand and respond to those of others.
- Collective knowledge can be used to develop interpretations and discussions.
- Interaction allows opportunities for learners to bring their own perspectives and observations to the task of learning.
- Interaction allows opportunities for learners to act on and think about their learning in communicating with others.
Principles (cont’d)

Social interaction

Social interaction is fundamental to human life. Language is used primarily to communicate with others: to create and communicate our own personal meanings and to discover and negotiate new meanings with one’s interlocutor. Social interaction takes many forms. Most commonly it is thought of as spoken communication; however, written and technologically mediated communication are also interactive. Reading is an exchange of meanings between a reader and writer, both of whom bring to their communication personal, cultural, and linguistic values, goals, and preferences. Whether communication is written or spoken, it involves a social act of discovering, negotiating, and creating meaning through language in its unique social context. When we communicate with people from other cultures who also speak other languages, we interact in a context in which we are constantly exposed to the possibility of encountering the new and unexpected. Our understanding of others is not something that is given in advance, but has to be created in every exchange of meaningful language. In engaging in intercultural social interaction, we need to engage with meanings created in contexts that are not our own, within a linguistic and cultural framework that is not our own. This involves us in the interactive process of interpretation in which we seek to discover the meanings that lie behind the words and to express meanings of our own in a different conceptual and linguistic system.

Learning is social and interpersonal, not just individual and interpersonal. We learn through engagement with others and with their ideas and attitudes. Social interaction gives us a resource for developing our learning as we collaboratively construct meanings based on different experiences or understandings of similar events. Engagement in interactions involving diversity allows learners to participate in diversity and to construct more complex understandings of the nature of diversity.

<table>
<thead>
<tr>
<th>Application to languages</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning is social and interactive</td>
<td>Learners:</td>
</tr>
<tr>
<td></td>
<td>• engage in interactive talk and questioning with the teacher and others through which they are</td>
</tr>
<tr>
<td></td>
<td>encouraged to notice forms, processes, strategies, in the context of tasks.</td>
</tr>
<tr>
<td></td>
<td>• work towards reciprocal relationships, directly exploring more than one culture, conceptual</td>
</tr>
<tr>
<td></td>
<td>systems, sets of values, linguistic and cultural boundaries; seeing their own and others’</td>
</tr>
<tr>
<td></td>
<td>cultures in a comparative light.</td>
</tr>
<tr>
<td></td>
<td>• recognise that social interaction is central to communication.</td>
</tr>
<tr>
<td></td>
<td>Teachers:</td>
</tr>
<tr>
<td></td>
<td>• promote social involvement of all learners.</td>
</tr>
<tr>
<td></td>
<td>• value and promote discussion, thinking, inquiry, experimentation.</td>
</tr>
<tr>
<td></td>
<td>• listen to and build upon student responses.</td>
</tr>
<tr>
<td></td>
<td>• guide conversation to include learners’ views, judgments, rationales.</td>
</tr>
<tr>
<td></td>
<td>• draw upon multiple ideas, knowledge, beliefs, values, behaviours.</td>
</tr>
</tbody>
</table>

Communicating across linguistic and cultural boundaries and recognising them as boundaries and why they are constructed. Communicating about linguistic and cultural difference and similarity. Engaging with new conceptual systems through language. Expressing culturally contexted meanings.
Reflection
Some key elements relating to this principle that can be highlighted through discussion:

- Reflection in intercultural language learning needs to go beyond questions of ‘what’ (What did I see? What did I think? What did I feel?, etc.) and explore questions of ‘why’ and ‘how’ (How did I interpret the writer’s/speaker’s meaning? Why did I interpret this event/text in this way? How was the meaning different from what I expected? How did I respond and why? etc.).

- Intercultural learning is personal — it involves a need to work out one’s own perspectives, ideas, and responses.

- Learning is not simply knowing — it involves analysing, thinking, and interpreting.
Principles (cont’d)

Reflection

The intercultural individual reflects on experiences of diversity in positive ways, seeking to understand what meanings are being created and what possible alternative meanings could be available. Learning to be intercultural involves learning how to reflect on experiences of linguistic and cultural diversity in communication in order to understand how they transpire. This involves recognising that only by understanding and monitoring our own linguistic and cultural identities and practices can we engage with different ways of knowing, and reflect sensitively and critically on successes, failures, uncertainties, and future developments in interacting with others. To be interculturally aware, we need to come to see ourselves from both within our own linguistic and cultural identity and also to have insight into how what we see as familiar can become strange when viewed from a different perspective and that both views have value. We also need to reflect on how we respond to differences and how we engage with the linguistic/cultural practices of others and the consequences our ways of engagement have for us socially and interpersonally.

<table>
<thead>
<tr>
<th>Application to languages</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning involves becoming aware of the processes underlying thinking, knowing, and learning through conscious awareness and reflection.</td>
<td>Reflecting on linguistic and cultural differences and similarities, and questioning the dichotomy. Reflecting on own intercultural behaviour. Articulating the multiple dimensions of own intercultural space.</td>
</tr>
<tr>
<td>Learners:</td>
<td>• reflect critically on language, culture, knowing, and learning. • develop the capability to reflect upon and engage with difference, developing ways of modifying behaviour. • monitor own production and the effects of own production on others. • question stereotypes. • develop a metalanguage for discussing the relationship between language and culture. • understand the need for that development. Teachers:</td>
</tr>
<tr>
<td>Teachers:</td>
<td>• encourage new learning through language and about language. • promote reflection on linguistic and cultural concepts. • create a multi-perspective, intercultural space for engaging with cultures, without students abandoning their first culture. • discuss goals, processes, judgments with learners. • provide clear and accurate feedback.</td>
</tr>
</tbody>
</table>
Responsibility
Some key elements relating to this principle that can be highlighted through discussion:

- Taking responsibility for one’s own actions, attitudes, and responses.
- Recognising one’s own role in communication and the importance and effect that one’s own language and behaviour have and acting accordingly.
- Recognising the validity of other perspectives and acting accordingly.
- Recognising one’s own learning needs.
Principles (cont'd)

Responsibility

Communicating interculturally involves developing an ethical stance that recognises we and others have identities which are linguistically and culturally variable, and that this implies a responsibility to respect and seek to develop sensitivity towards multiple perspectives and needs. In communicating we need to accept the responsibility to contribute to the success of our interactions, in whichever language we use, and to do this in a way that accepts the diversity that we encounter. We need to take responsibility for being intercultural individuals who have the capacity to engage with diversity and actively seek to discover the ways in which our communication is shaped and constructed by our cultural backgrounds, and how the cultural backgrounds of others shape and construct their communication.

<table>
<thead>
<tr>
<th>Application to languages</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning depends on learners' attitudes and disposition towards learning.</td>
<td>Accepting responsibility for contributing to successful communication across languages and cultures. Accepting responsibility for developing an intercultural perspective.</td>
</tr>
<tr>
<td>Learners:</td>
<td>• seek and respond to feedback on their own learning. • take responsibility for their own learning. • show willingness to interact with people from other languages and cultures. • develop awareness of the validity of other value and conceptual systems. • recognise the need to decentre from own cultural perspective. • understand the naturalness of multiple perspectives. Teachers:</td>
</tr>
</tbody>
</table>
Section 2A
This session is designed for teachers who are new to intercultural language teaching and learning.
It consists of a presentation and a small-group discussion.
### Facilitator presentation

The facilitator talks through some key issues around the practice of teaching and learning languages from an intercultural perspective. The presentation introduces some key ideas to which teachers need to respond in developing their own practice.

The presentation will examine some commonly used practices for intercultural language teaching and learning:
- Noticing
- Comparing
- Reflecting
- Interacting.

The presentation will also look at how teaching and learning practice in intercultural classrooms differs from other ways of undertaking language teaching and learning.

| Anticipated time: 30 minutes | (30 mins) |

---

**PowerPoint slides**

- 2.5 & 2.6
- 2.7 to 2.14
This presentation introduces some of the main elements of an intercultural stance on teaching and learning languages.

**Some considerations**
- Intercultural language teaching and learning is not a recipe or a formula for teaching and learning.
- It is a personal orientation based on principles of teaching and learning.
- It is a way of thinking about and understanding language and culture and their relationship.

**Principles**
- The last session investigated some principles that underlie intercultural learning:
  - Active construction
  - Making connections
  - Social interaction
  - Reflection
  - Responsibility.
- These are general principles of learning and need to be turned into classroom practices that promote intercultural learning.

**Approaching learning**
- Four flexible, overlapping activities
  - Noticing
  - Comparing
  - Interacting
  - Reflecting

One way of approaching teaching and learning is as a cycle of noticing, comparing, reflecting, and interacting. These don't ensure an intercultural approach: that depends on what is being noticed, compared, etc. However, these processes themselves are important to learning how to learn about language and culture. This isn't a linear process, but rather one that intercultural learners experience continuously as they develop greater complexity of understanding.

**Noticing**
- Noticing linguistic and cultural practices in context is a starting-point for further learning.
- Noticing can involve different modes: visual, auditory, cognitive, affective ...
  - What do you see?
  - What do you think?
  - What do you feel?
  - What do you understand about yourself?
  - What do you understand about others?

Noticing aspects of linguistic and cultural similarity and difference is an important first step in developing learning. When experiencing something new, learners need to examine the new information in their own terms and seek to understand what it is they are experiencing. This noticing is not a single perspective but has multiple entry points. Teachers' questions are important in helping students to develop the sophistication of their noticing.
Comparing

Comparing languages and cultures allows for beginning to make connections.

Comparison is not only of observations, but of interpretations and reactions to observations.

Students bring multiple cultural and linguistic repertoires to the classroom with which to make comparisons.

Multiple languages and cultures are found in the learners' world:
- In class
- In the community
- In the media
- On the Internet.

Reflecting

Reflecting involves cognitive and affective responses to and developing understanding of:
- Linguistic and cultural differences;
- Consequences of choices and practices;
- Oneself as a language user;
- Negotiating between self and other;
- Questions of identity;
- Pre-existing assumptions;
- Learning;
- Resolving linguistic and cultural conflicts.

Interacting

Interacting involves creating and communicating personal meanings between people, e.g. student-student, student-teacher, student-native speaker,

It involves considering how meaning is made in interaction and how the individual is both a performer of his/her own language and behaviours and an audience for this, monitoring and adjusting his/her contributions.

It involves mindfulness of what people bring to interaction and insights into how to manage and experience diversity in interaction.

Comparing similarities and differences to one's own language and culture or to earlier aspects of learning about the new language and culture is central to developing intercultural understanding. When teaching interculturally, we are talking about the context in which language is used. Context is variable and this means that a simple language task set in a particular context can be enriched by comparison with further contexts.

Reflecting is important for intercultural learning and needs to be deep and sustained. Reflection is not simply a question of thinking through how an activity went. It is important to understand why and how ideas, reactions, etc. were shaped and understood. It is also important for reflection to encourage learners to see language and culture from multiple perspectives and to find personal solutions to questions that arise.

Interaction involves moving from being an analyst of diversity to being a participant in diversity. Being intercultural is not simply a case of knowing about diversity, it involves engaging with it in communication and in social relationships. This means that learners need to communicate using their linguistic and cultural knowledge and about their linguistic and cultural knowledge, shaping new messages for new audiences in new contexts. Learning additional languages involves experiencing different ways of making meaning — of naming experience, constituting 'truths', creating relationships, and the goal is how to make this 'experiencing' actually 'doing' as opposed to 'noticing'.
Praxis is a term to include both practice and theory, and implies the application of theory in practice. Because intercultural language teaching and learning is a personal, principled stance, it is important for teachers to be engaged with theory as well as practice, as theory informs personal principles and approaches to teaching. Using theory is not a simple application of others’ ideas, but an adaptation of ideas to specific contexts with specific characteristics.

Some of the differences in intercultural language teaching and learning include a shift from concern with ‘covering’ a body of content to a stronger focus on learning how to learn in and beyond the classroom. It also requires a more active role for learners as makers of knowledge rather than being recipients of knowledge from the teacher. Teachers’ expertise lies not so much in what they know about the language and culture, but how they construct opportunities for learners to learn about language and culture for themselves. Some time needs to be provided in less structured and personal ways for individual learners to reflect on their experiences.

To be an intercultural teacher involves self-awareness. Each teacher brings to the class his/her whole person values, beliefs, experiences, and knowledge. Moreover, the teacher plays an important role in constructing ideas and attitudes about other languages and cultures for his/her learners. Intercultural learning also involves dealing with both knowledge in the form of facts, information, etc., and also more subjective ways of knowing, including attitudes, emotions, and values. Much time is spent in learning to be intercultural in investigating who we are as learners and how our understanding of who we are influences what we do and say.
Small-group Task

Group reflection
This task is designed to allow teachers to develop a more personal understanding of the material covered in the lecture. Key points that may come up in discussion include:

- The importance of having a particular view of why culture teaching and learning is important in language teaching and learning.
- The need to develop new insights into oneself as a teacher and intercultural actor.
- Changing people’s worldview is important in language teaching and learning.
- The need to think differently about language and culture is necessary not just to do different things.
- The goals of language teaching and change.
- What we do is influenced fundamentally by who we are and who we are teaching.
### Small-group task: group reflection

Participants develop their understanding of intercultural language teaching and learning practice by reflecting on the following two quotes.

**Intercultural language teaching and learning:**
- is about **BEING** a different language teacher (Claire Kramsch)
- is a highly personal, social and political act (Chantal Crozet).

In groups, participants discuss the following question:

_In light of the discussion so far of intercultural language teaching and learning, what do you understand these two ideas to mean?_

Anticipated time: 10 minutes

At the end of the task the facilitator collects ideas and notes them on the whiteboard.

Anticipated time: 10 minutes

### Individual reflection

Use the reflection sheet to record your own observations.

Anticipated time: 10 minutes
Section 2B
This session is intended for teachers who have had a significant experience of intercultural language teaching and learning.

Key Ideas/Learning
Understanding intercultural language teaching and learning

Small-group Task 1
The aim of the session is to give teachers an opportunity to share and reflect on their own experiences as a way of developing and reinforcing their work in intercultural language teaching and learning.

Small-group task
- Share with others your experiences of using intercultural language teaching and learning in your classroom.
- Discuss how the implementation of intercultural language teaching and learning changed your practice.
- How did your students change as a result of your changes?
- Compile a list in each group of the types of changes you noticed in your practice.

The discussion here will vary greatly according to individual experiences. The following are some possible dimensions:
- classroom interaction
- the role of the teacher
- the role of the students
- the types of materials used
- the types of tasks used
- the sequencing of lessons
- the types of support needed/given
- the types of learning that occurred
- use of English and the target language.

The important things to focus on in discussion are how people’s practices have changed in coming to teach from an intercultural perspective. In group discussion these are the things to note on the whiteboard and to draw on in the second group task.

Other things to note are perceptions of changes among students, especially in terms of attitudes, engagement, the types of things students did and/or said, the types of learning that were observed, etc.
## Section 2B

### Key Ideas/Learning

*Understanding intercultural language teaching and learning*

<table>
<thead>
<tr>
<th>Small-group Task 1</th>
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</thead>
<tbody>
<tr>
<td>Share with others your experiences of using intercultural language teaching and learning in your classroom. Discuss how the implementation of intercultural language teaching and learning has changed your practice. How did your students change as a result of your changes? Compile a list in each group of the types of changes you noticed in your practice.</td>
<td>PowerPoint slide 2.16</td>
</tr>
<tr>
<td>Anticipated time: 15 minutes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole-group discussion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Share lists of changes in practice: facilitator groups ideas.</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>Anticipated time: 10 minutes</td>
<td></td>
</tr>
</tbody>
</table>
Section 2B
This session is intended for teachers who have had a significant experience of intercultural language teaching and learning.

Key Ideas/Learning
Understanding intercultural language teaching and learning (cont’d)

Small-group Task 2
The aim of the session is to focus more on teaching and learning and bring experiences in practice into relationship with theory and principles.

Small-group task

- Examine the list of practices compiled in the whole-group discussion in the light of the principle allocated to them.
- How do these practices reflect the principle you are working with?

The discussion here is designed to focus on reflection on intercultural language teaching and learning from a teacher’s perspective, and to articulate how classroom practice has changed to reflect the principles.

Whole-group discussion
In the whole-group discussion, group elements of practice on the whiteboard according to the principles:
- Active construction
- Making connections
- Social interaction
- Reflection
- Responsibility.

An additional category ‘Other’ may be needed to fully capture all comments.
### Key Ideas/Learning

**Understanding intercultural language teaching and learning (cont’d)**

<table>
<thead>
<tr>
<th><strong>Small-group Task 2</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Form at least five groups: one per principle.</td>
<td></td>
</tr>
<tr>
<td>Each group/pair examines the lists compiled in the whole-group discussion in the light of the principles and how these practices reflect the principle you are working with.</td>
<td></td>
</tr>
<tr>
<td>Anticipated time: 15 minutes</td>
<td>PowerPoint slide 2.17, Principles (as used earlier in the module)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Whole-group discussion</strong></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipated time: 10 minutes</td>
<td>Whiteboard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Individual reflection</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the reflection sheet to record your own observations.</td>
<td></td>
</tr>
<tr>
<td>Anticipated time: 10 minutes</td>
<td>(60 mins)</td>
</tr>
</tbody>
</table>
Section 3
The aim of this session is to examine the ways in which language is used in intercultural language teaching and learning to develop students' learning.

Interaction in the intercultural class

- Interaction allows an opportunity to make and exchange personal meaning (including affective responses).
- In interaction, students use language to express and to comprehend personal, collective, institutional, and cultural meanings.
- Meaning is discovered in the encounter and participants in interaction are 'interpreters' of potential meanings.
- Interaction includes learning that incorporates movement towards the other and the other towards you.

Interaction in the intercultural class

- In interaction, the learner brings all that he/she is, as do others, to the exchange.
- Interaction has ethical consequences for the way a speaker presents what he/she brings to the interaction, what he/she takes away, how he/she explains this to others.
- Interaction is a reciprocal process (it includes more than one voice/person) and each may express and understand different meanings.

Teacher talk

In teacher's talk, consider:

- explanation and instruction, e.g. reduced emphasis on accuracy, more on students' interpretation, reasoning/giving views, less teacher-directed;
- the nature of support, e.g. more target language, time to explore/give opinions/reflect, more silence;
- the need to highlight variability and connect idiosyncratic experiences and ideas to a framework for considering language and culture, e.g. contextualise perspectives and experiences, e.g. when I was in ... it was my experience that ... the family I met were ... someone in that area ...
Section 3

Key Ideas/Learning

Understanding interaction in intercultural teaching and learning

<table>
<thead>
<tr>
<th>Facilitator presentation</th>
<th></th>
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<tbody>
<tr>
<td>The facilitator presents an overview of language practices for intercultural language teaching and learning.</td>
<td></td>
</tr>
</tbody>
</table>

Anticipated time: 30 minutes

PowerPoint slides

2.18 to 2.24

(30 mins)
Teachers’ talk needs to encourage students to reflect on questions that emerge from their exposure to language and provide them with support in finding their own solutions. The language practices used in class should include opportunities for learners to notice cultural and linguistic differences and to view differences from multiple perspectives, reflecting on their own language and culture and not just on that of the other.

The teacher plays a role in structuring and managing discussion, by providing different ways of approaching the material, through a range of question types, by eliciting multiple and varied responses and by enabling learners to deal with complex or confronting issues in their talk.

Students need to be encouraged to develop their own perspectives and not seek to conform to a notion of a particular ‘right’ answer to understand their experiences of language, culture, and learning.

Students need to learn to talk about issues of language, culture, and diversity. Such talk is not something that learners may be aware of when they begin to learn a new language.

Students should be encouraged and given the resources to use all of their language abilities is interacting and dealing with questions.

Teachers can learn to develop complex talk through support given by the teacher and provide questioning that structures the processes of intercultural learning.

Dialogue is important for intercultural learning. It means that classroom interactions must be genuine interactions between participants. It is not just about what teachers say and what students say, but how teachers and students, students and students use language to communicate with each other and how they engage with language (texts). Such dialogue allows meanings and perspectives to be developed, negotiated, redesigned, and rethought. Dialogue allows the individual to work through his/her own ideas and interpretations with others, getting feedback, challenges, and reinforcement.
Module 2

References/Readings


Further reading


Suggestions for school-based investigations
- How do you ask your students to notice language(s) and culture(s)?
- Design a task for your students that develops intercultural interaction. Observe how you set it up and how students engage with it. What do you notice?
- Audio or video record a lesson in which you focus on developing intercultural interaction. Select and transcribe segments and comment on how you and your students interact. What evidence do you see of intercultural interaction?
- Audio or video record 3 to 4 consecutive lessons in which you focus on intercultural language learning. Document the questions/explanations you use to promote students’ thinking/understanding. What do you notice?

(See Module 5, Attachment 3.)
PowerPoint slides: Section 1

Session objectives

In this session you will:
- explore principles for intercultural language teaching and learning;
- explore key ideas in intercultural language teaching and learning;
- consider own practice in the light of intercultural language teaching and learning principles (experienced teachers).

Small-group task

- Form at least five groups.
- Read the principle for your group. Examine what it means to you and the implications for languages (teachers and students).
- Write a brief summary or explanation of your understanding of the principle and its implications.

Small-group task

- Move into new groups of five so that each person has read one of the principles and consider the set of five principles overall.
- Each person briefly presents a principle to the rest of the group.
- Consider the following questions:
  - What do these mean for our own orientation towards language teaching and learning and what we are trying to achieve with students? (You may wish to consider, for example, how our language with students may change.)
  - How does an intercultural perspective influence the goals of language learning?
Some considerations

- Intercultural language teaching and learning is not a recipe or a formula for teaching and learning.
- It is a personal orientation based on principles of teaching and learning.
- It is a way of thinking about and understanding language and culture and their relationship.

Principles

- The last session investigated some principles that underlie intercultural learning:
  - Active construction
  - Making connections
  - Social Interaction
  - Reflection
  - Responsibility.
- These are general principles of learning and need to be turned into classroom practices that promote intercultural learning.

Approaching learning

- Four flexible, overlapping activities
  - Noticing
  - Comparing
  - Interacting
  - Reflecting

Noticing

- Noticing linguistic and cultural practices in context is a starting-point for further learning.
- Noticing can involve different modes: visual, auditory, cognitive, affective ...
  - What do you see?
  - What do you think?
  - What do you feel?
  - What do you understand about yourself?
  - What do you understand about others?
Comparing
• Comparing languages and cultures allows for beginning to make connections.
• Comparison is not only of observations, but of interpretations and reactions to observations.
• Students bring multiple cultural and linguistic repertoires to the classroom with which to make comparisons.
• Multiple languages and cultures are found in the learners’ world:
  ▪ in class
  ▪ in the community
  ▪ in the media
  ▪ on the Internet.

Reflecting
• Reflecting involves cognitive and affective responses to and developing understanding of:
  ▪ Linguistic and cultural differences;
  ▪ Consequences of choices and practices;
  ▪ One self as a language user;
  ▪ Negotiating between self and other;
  ▪ Questions of identity;
  ▪ Pre-existing assumptions;
  ▪ Learning;
  ▪ Resolving linguistic and cultural conflicts.

Interacting
• Interacting involves creating and communicating personal meanings between people, e.g. student-student, student-teacher, student-native speaker.
• It involves considering how meaning is made in interaction and how the individual is both a performer of his/her own language and behaviours and an audience for this, monitoring and adjusting his/her contributions.
• It involves mindfulness of what people bring to interaction and insights into how to manage and experience diversity in interaction.

Praxis
• Theory and practice in language teaching support and nurture each other.
• There is a dialogic relationship between the two and each needs to engage with and reinforce the other.
Praxis

• Intercultural language teaching and learning involves:
  • moving away from a concern with ‘coverage’ to a focus on learning how to learn;
  • providing more opportunities for students’ voices to be heard;
  • providing more space for students’ reflection;
  • being mindful of class dynamics and of how to engage learners centrally in the learning process.

2.13 ________________________________

2.14 ________________________________

Group reflection

• Intercultural language teaching and learning:
  • is about BEING a different language teacher (Claire Kramsch);
  • is a highly personal, social, and political act (Chantal Crozet);
  • In the light of the discussion so far of intercultural language teaching and learning, what do you understand these two ideas to mean?

2.15 ________________________________
Small-group task

- Share with others your experiences of using intercultural language teaching and learning in your classroom.
- Discuss how the implementation of intercultural language teaching and learning changed your practice.
- How did your students change as a result of your changes?
- Compile a list in each group of the types of changes you noticed in your practice.

2.16 ________________________________
____________________________________
____________________________________
____________________________________
____________________________________

Small-group task

- Examine the list of practices compiled in the whole-group discussion in the light of the principle allocated to them.
- How do these practices reflect the principle you are working with?

2.17 ________________________________
____________________________________
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____________________________________
Interaction in the intercultural class

• Interaction allows an opportunity to make and exchange personal meaning (including affective responses).
• In interaction, students use language to express and to comprehend personal, collective, institutional, and cultural meanings.
• Meaning is discovered in the encounter and participants in interaction are ‘interpreters’ of potential meanings.
• Interaction includes learning that incorporates movement towards the other and the other towards you.

2.18

Interaction in the intercultural class

• In interaction, the learner brings all that he/she is, as do others, to the exchange.
• Interaction has ethical consequences for the way a speaker presents what he/she brings to the interaction, what he/she takes away, how he/she explains this to others.
• Interaction is a reciprocal process (it includes more than one voice/person) and each may express and understand different meanings.

2.19

Teacher talk

In teacher’s talk, consider:
• explanation and instruction, e.g. reduced emphasis on accuracy, more on students’ interpretation, reasoning/giving views, less teacher-directed;
• the nature of support, e.g. more target language, time to explore/give opinions/reflect, more silence;
• the need to highlight variability and connect idiosyncratic experiences and ideas to a framework for considering language and culture, e.g. contextualise perspectives and experiences, e.g. when I was in … it was my experience that … the family I met were … someone in that area …

2.20

Teacher talk

Developing a language with students:
• encourage noticing and decentring — challenge ‘naturalness’ of culture;
• structure/manage discussions, e.g. controversial issues, varied perspectives;
• encourage student self-talk/intrapersonal voice, e.g. Why do I think that? Where does my idea come from? What influences me to be that way? How am I using language?
• use a wide range of open-ended question types, e.g.
  • about communication/language use, e.g. What might happen if …?
  • about linguistic and cultural knowledge, e.g. How does this text show how the language might be changing? What about your own?
  • about process, e.g. How might we group these ideas?
  • about reflection, e.g. Tell me about that … why do you think …? How does this compare …? What about your own culture …?
Student Talk

- Developing a framework for thinking and talking about language and culture (ways to talk about intercultural learning and being).
- Encouraging target language use, e.g. combining languages in answers/explanations, using target language to emphasise/explain/demonstrate ...
- Developing (target) language repertoire for interaction, e.g. I think that... because... compared to... why?... different from/similar to... agree/disagree...

2.22

Student Talk

- Scaffolding students' responses, e.g.
  - Providing clues, lists, options, e.g. best answer, prioritise/categorise.
  - Encourage deeper thinking and connecting to students' own lives and cultural perspective, e.g. Why wasfield...? How would you react to this situation?
  - Noticing deeper layers of meaning, e.g. Why is the word... used frequently in this text? What effect does it have? Who is using it and why? How might it relate to a worldview?

2.23

Dialogue

- Dialogue occurs between teacher and students, students and students, teachers and students and texts.
- It is in the play of dialogue that meanings are constantly in the process of negotiation and renegotiation towards understanding in communication and in learning.
- Dialogue is central to understanding self, the world, and others.

2.24
Developing long-term programmes for intercultural language teaching and learning
The basis for considering the development of programmes from an intercultural language teaching and learning perspective stems from a view of learning and a view of curriculum and programmes design that promote learning as a dynamic and integrated process, necessarily developed over time. The development of intercultural understanding itself is a long-term project that continues throughout people’s lives — each new experience builds on, extends, and elaborates previous ones. To capture the ongoing nature of development, it is necessary to take a long-term perspective in developing programmes.

Outline to participants that the module is structured in three interrelated sections:

- **Section 1** outlines a rationale for long-term programming for intercultural language teaching and learning. This section is delivered as a presentation and participants are invited to reflect on the rationale and provide their own perspectives.

- **Section 2** explores considerations for developing long-term programmes, including structural and conceptual requirements. These requirements may be characterised as a shift from a ‘topic’ or ‘content’ focus in programming to an orientation that seeks to identify conceptual and contextual aspects of learning and exemplify interpretations that learners as individuals make of their learning. This section is presented as a series of key concepts for consideration. Participants are invited to discuss each concept presented (learners and the context of learning, scope of learning, ways of connecting, sequence, and interactions) with reference to their own contexts and add further considerations relevant to their contexts.

- **Section 3** focuses on exploration and analysis of programmes developed by teachers who have begun to think about the considerations presented. This extended session is intended to allow teachers to view others’ programmes and observe and analyse the various ways teachers write to suit their particular contexts and the individual students in their classes. Participants should be reminded that these long-term programmes are being further developed by the teachers, and represent works in progress. The three programmes selected for inclusion focus on different year levels and on different languages. After analysing the programmes in groups, participants are asked to reflect on implications for their own programming. Further examples of programming are available on the ILTLP website (www.iltlp.unisa.edu.au).
Module 3: Developing long-term programmes for intercultural language teaching and learning

Overview

The aim of this module is to consider programming for learning as an integrated and longitudinal process. The module builds on the understanding of intercultural language teaching and learning and intercultural pedagogy introduced in Modules 1 and 2. It focuses on the importance of developing long-term programmes for intercultural language learning, given that intercultural language learning is developmental.

An intercultural orientation is responsive to contemporary curriculum and program design that is dynamic and integrated. It focuses on, and includes planning for, processes that foster engagement with the diversity of understandings within the target language and culture and its users. It also actively builds on the range of linguistic and cultural experiences that students bring to their learning.

The module comprises three sections:

- **Section 1** provides a rationale for the need for long-term programming in intercultural language teaching and learning.
- **Section 2** explores a range of considerations related to long-term programming for intercultural language teaching and learning. These considerations include the importance of understanding the learners and the context of learning, investigating the concepts of scope and sequence, making connections, and learning interactions. A suggested way of representing a sequence of intended learning is provided.
- **Section 3** includes three examples of programmes developed by teachers for intercultural language learning for different languages and year levels. Attention is drawn to particular aspects of these programmes relating to the considerations discussed in Section 2, and which reflect the rationale addressed in Section 1. Participants are asked to analyse and discuss these plans, and to use them as a stimulus to considering their own work in developing long-term programmes for intercultural language learning.

Objectives

In this module you will:

- consider the rationale for long-term approaches to planning for intercultural language learning;
- explore a range of considerations in planning for intercultural language learning;
- analyse and discuss some examples of long-term planning for intercultural language learning;
- begin to consider ways of developing long-term plans for your own students.
PRESENTER’S NOTES

Presenters should read the course reading ‘The challenge in developing learning programmes for intercultural language learning’.

Participants should be invited to read it as a post-module task. However, if time permits the paper can be used in group discussion.
Course reading: The challenge in developing learning programmes for intercultural language learning

Introduction
Thinking about programming for intercultural language learning presents us with a fundamental tension between traditional and more recent views about curricula and programmes. Traditional questions to be addressed in curriculum and programme design have focused on objectives, ‘content’, activities, and outcomes, and the effort to map these in some coherent way across defined spans of time. Inevitably, by promoting the content of curricula and programmes, these questions have led to the standardisation of curricula and programmes: the selection, ordering, and standardisation of content expressed as knowledge and skills, and statements of predicted outcomes. This standardisation pre-structures both what will happen in the teaching and learning process and teachers’ interpretations and understanding of teaching and learning. If the goal becomes only to ‘cover’ the ‘content’ there is little space for attending to the people involved: namely their relationships, connections, diversity, individuality, and meaning-making. What was neglected here was a consideration of how the learning programme was actually experienced by the participants, primarily the teachers and students, and in particular how teachers and students interact (see for example Bullough, 2006; Mayes, 2005; Greene, 1973). The meaning-making of people in interaction, a process in which they necessarily draw upon their whole cultural make-up, is the very focus of intercultural language learning, and it is this focus that learning programmes for intercultural language learning need to incorporate. This paper explores the implications of a shift from the prioritisation of content in programming to the prioritisation of interaction.

Programmes and programming in a traditional perspective
Traditionally, programmes of study have been developed as a documented account for teachers that set out the scope (range, extent, depth) of the learning that was to take place in a lesson, a week, a term, a semester, a year, or across a span of years. Whether a short-term programme (a lesson/a week/a term) or a long-term one, it specified, in the main, the ‘content’ that needed to be learnt. In the languages learning area, this was most frequently described as a set of themes and topics, grammatical structures, and vocabulary, a listing of characters to be learnt, a listing of possible contexts, roles, situations, possibly a list of cultural items to be included, a list of text types and a list of skills, and subskills to be developed. There was some discussion normally about which items were for ‘receptive’ as opposed to ‘productive’ use, and how these items were to be ordered. The programme, however, did not specify how these items came together because that was seen as a matter pertaining to pedagogy, and it was not considered necessary to include pedagogy in programmes. With communicative and task-based approaches, programmes included some indication of the kinds of activities or tasks that comprised the learning programme, and there was an outline of the resources that would be used. Again, there was some discussion about what constituted a task and how tasks were to be ordered, but essentially groups of tasks were ordered within topics or themes. The scope of learning was defined primarily by a notion of ‘coverage’, that is, the ‘content’ that needed to be worked through as items of learning per se or within a task, within the designated time frame. Most frequently, the scope was expressed as particular chapters or units in the textbook that was selected for the programme, or as specified items from the kinds of lists indicated above.

With regard to the ways of understanding students, in traditional programming it was recognised that the ‘needs and interests’ of the students needed to be taken into account. This led to the process of needs analysis becoming the precursor of programming. However, two problems arise with needs analysis. The first relates to the terms or categories by which learners’ needs were identified. These were normally understood in terms of the categories of the programme, e.g. the themes and topics of interest to learners, the grammatical items needed to accomplish a task, etc.; thus the categories constructed the needs.
The second problem with the analysis of students’ needs relates to the fact that the programme tended to ‘freeze’ the description of the learners’ needs when, in fact, these are constantly changing.

Practices differed in schools and systems regarding the degree of freedom teachers had in programming. Generally, it was recognised that much of the work in programming was personal and that individual teachers would want to exercise their own preferences in designing programmes to match their own teaching styles, beliefs, and values, as well as their particular context. No matter the style of programming, however, it was understood that a programme placed learning into a structured time frame, a notion that reinforced a sense of linearity.

Schools and systems provided professional advice to teachers regarding programme development mainly through the concept of ‘best practice’. The work of excellent teachers was show-cased without necessarily highlighting the integral relationship between the school, its community, teachers, students, and the substance and processes of learning.

Developing programmes within an intercultural language teaching and learning orientation presents a challenge in relation to these traditional views. This is because the ‘content’ of language and culture and the ‘needs analysis’ of the learners are only a part of what is involved in learning to communicate interculturally in a particular language and culture at any particular time and over time. The essential feature of intercultural language learning is its focus on the interpretation, the making and the exchange of meanings in interactions among teachers and students, processes that are central to both the communication and the learning. These processes are not amenable to being listed as an inventory of items, and therefore cannot be presented as such in a programme.

The traditional view of programming is derived from a view of learning understood as a process of accumulating items of factual knowledge, which are tightly sequenced and organised hierarchically (Shepard, 2000). These items are to be explicitly taught by teachers and are received, internalised, and incrementally stored in the minds of individual students. With the recognition that learning is socially and culturally mediated, that students construct understandings within a sociocultural context, that new learning is shaped by prior knowledge and cultural perspectives, and that intelligent thought involves meta-cognition or self-monitoring of learning and thinking (Shepard, 2000), a different kind of programming is needed, one that also takes into account learners as interpreters and meaning-makers.

Programmes for intercultural language learning need to focus on:

- meaning-making in interaction, and
- learners as meaning-makers.

**A focus on meaning-making in interaction**

Interaction is central to intercultural language learning. Interaction here, however, is understood as more than ‘tasks’ as understood in traditional programming. It focuses on the process of interpreting and making meaning, which requires participants to draw on their whole linguistic and cultural repertoire. It captures the lived reality of communication, whereby students come to understand their own location in a language(s) and culture(s), and the same in other people. In any interaction learners act simultaneously as performers and audience (Crichton, 2006), contributing their own meanings and seeking to interpret those of others, considering the impact of their contribution on the other and another’s contribution on them, and recognising the ethical impact of the exchange, that is, understanding how they perceive and are perceived in communication. More than documenting the thematic content or tasks, a programme for intercultural language learning needs to capture the opportunities/scenarios for interaction and the process of interpreting interaction.
These interactions are content-rich. They are about themes and topics and about their participants. They incorporate themes, grammar, vocabulary, skills, processes, and contexts that comprise the ‘content’, and they integrate these within learning experiences which draw upon and develop interpretations made by the learners. The interactions should capture both experiences of dialogue/exchange and the simultaneous thinking, analysing, interpreting, explaining, elaborating that occurs in communication in real time (what Sfard (1998) refers to as participation), while drawing on a range of ‘content’ (what Sfard refers to as acquisition).

The challenge in developing programmes for intercultural language learning is to find ways of describing these interactions understood in this way, since they are largely omitted from traditional learning programmes. What needs to be described in the programme is the nature of the intended/planned interactions, together with rich and challenging inputs such as texts, or a central question that will stimulate the exchange of views, or a consideration of multiple interpretations brought to bear by other participants. By documenting the interactions, the teacher and students have an opportunity to review the range and variety of interactions provided as a starting-point for dialogue. By describing them in some detail, the teacher and students also have a sense of the increasing contextual variability and complexity of the considerations that students need to take into account in participating in the dialogue. Both this range and complexity of interactions are important dimensions of developing the scope of learning at any moment in time and over time.

A focus on learners as meaning-makers

Given that the goal of learning languages within an intercultural orientation is to enable students to come to understand how they understand themselves and the world, and how meaning is interpreted and created in the act of communication, then, in developing programmes, it is necessary to focus on learners as meaning-makers. This means going beyond canvassing their ‘needs and interests’. The process of understanding the social, cultural, and linguistic make-up of learners and the diverse experiences that they bring to the learning is a continuous one that is integral to understanding their evolving interpretations and meaning-making. More than students’ ‘needs and interests’, it is their ever-developing interpretive capability (the distinct, ever-developing, interpretive resources the student brings to the act of learning) that is of interest to the teacher, because it is this ‘culture within the person’ that informs the way individual students see the world. This culture is dynamically developed in an ongoing way, as each experience of interaction builds on previous ones and draws upon and extends the interpretive frame of reference of the individual. The challenge in programming is recognising that in addition to working with ‘content’, they are working with the interpretive frame that students’ bring to and develop in learning and that this interpretive frame is ever-changing. The focus in programme development, therefore, needs to shift from an exclusive consideration of the ‘content’ of the programme and the ‘needs’ of learners to the ‘knowledge/content’ as understood by learners in relation to their particular, evolving, interpretive frame.

Programming as dialogic

A programme focused on learners as diverse, ever-developing and individual, on the one hand, and on interaction to interpret and make meaning, is necessarily dialogic. In this context, while the teacher, knowing the learners well, can anticipate a great deal about the interactions (their purpose, key questions to stimulate reaction, noticing and comparing that lead to learning, resources to challenge thinking), he/she also understands that any interaction cannot be fully specified in advance. There will always be a degree of unpredictability because it is not possible to fully anticipate how particular individuals (both students and teachers) will interpret particular contexts. The programme cannot fully predict and represent how individual students interpret experiences, and it is this personalised interpretation and understanding of experiences that is developed ultimately through interaction in intercultural language learning.
The programme and the teacher represent one part of the dialogue; the other must be provided by the learner and the teacher's response to the dialogue-in-action as constructed in the moment. Traditional programming assumes full predictability because of the focus on standardisation. Programming, understood as dialogic and as needed for intercultural language learning, questions this assumption.

The challenge of the element of unpredictability and the fact of only ever being able to capture a part of the interactions may lead to questioning the value of developing programmes at all for intercultural language learning. Even if the documentation can only ever be partial, value resides in documenting the scope of learning interactions (the range, variety, and complexity) as a point of reference for monitoring the nature and extent of variability that students have the opportunity to work with, and the range of resources (focus questions, direct input, texts, learning scaffolds, and examples) that are brought to bear to generate learning.

Reconceptualising programming

Developing learning programmes for intercultural language learning does not involve simply addressing issues of methods or approaches to teaching and learning or issues of preparing a product or artefact to be used as a basis for 'managing' the teaching and learning process. Rather, it is a conceptual matter that relates specifically to how the teacher, as developer, conceptualises language learning, and his/her part in the dialogue with learners.

Given the central role of the learner as interpreter with his/her own interpretive capacity, and the teacher as interpreter, how they each understand interactions cannot be fully anticipated. With ongoing experience, experimentation and reflection, teachers continue to build into their programmes the benefit of continuously working with both the unpredictable and the novel in students' responses.

Developing programmes for intercultural language learning

In developing programmes for intercultural language learning teachers need to:

- create a range of opportunities for different kinds of interactions/different kinds of participation that bring to the fore students' roles as both performers and analysers as they interpret and try to make sense of the nexus of language, culture, learning, and communication and developing their understanding of themselves, others, and their world.

  Consider: What kinds of experiences are afforded to students and why?
  What constitutes ‘a range’, given that interaction/participation is not generic?
  How do we know how students understand the nature of interaction/participation in particular cases?
  How will the particular interaction/kind of participation promote interpretation and creating meaning?

- include various resources/artefacts to support interaction, reflection on interaction and thereby promote learning, e.g. teacher talk/input (‘content’ and processes), focusing questions, the use of challenging texts, scaffolds, and examples to stimulate learning.

  Consider: What kinds of input/questions/texts/scaffolds are examples for diverse students?

- include content, concepts, skills that are best learnt through direct instruction.

  Consider: What aspects are best taught explicitly?
  How are they to be explained/elaborated?
• include opportunities for analysing language and culture in interaction and learning.
  
  Consider: How do we develop the role of the learner as analyser?

• recognise that there is no single end point of development of students' knowledge and understanding and that a feedback process needs to be included in the programme for monitoring the ongoing development of students' interpretive frame.

  Consider: What does the students' participation reveal about the interpretive frames they bring to language learning?
  
  What exactly is each individual learning? How do we know?
  How does each student make sense of the intercultural interaction and analyse his/her experience in his/her own terms? How does each student personalise his/her knowledge/explain it to himself/herself? How do we best develop this explanatory dimension?
  How is individual development best monitored through the programme?
  How is teacher learning through the experience of teaching captured so as to inform ongoing refinement of the programme?

• recognise the relationship between learners, learning, programming, and classroom practices.

  Consider: How does the programme contribute to the culture of learning created in the classroom?

References


**PRESENTER’S NOTES**

**Section 1: Rationale**

The PowerPoint presentation on the rationale for the use of long-term planning for intercultural language learning is intended to foreground for the participants the necessity and value of adopting a long-term approach to programming in intercultural language teaching and learning.

**Rationale**

Focus is on learners;

Learners are learning to be, simultaneously:
- performer and audience;
- performer and analyser;

and to decentre from their own cultural perspective and consider ethical consequences in intercultural interactions.

Emphasise the individual learners and the cultural make-up they bring to their learning being the focus of programming.

Learners are asked to become both performers and analysers of their own and others’ interactions and to develop awareness of themselves in different roles, requiring a ‘decentring’ of self.

It is learners’ understanding of the (1) variability of the context of using language in performing, and that (2) culture informs all that we do that is be emphasised here.

Draw out that this learning cannot be programmed or achieved in single episodes; in the sense of being fixed (i.e. it needs to be responsive).

This is a cycle that extends and builds understanding and learning over time that demonstrates the need for a long-term view.

Indicate that support materials for participants on long-term programming include discussion papers on programming and teachers’ units of work on the website.

**Reflection and discussion**

Invite participants to use the reflection sheet to note what they think of this rationale — points of agreement, questions, ideas concerning a rationale for long-term programming for intercultural language learning.
### Key Ideas/Learning

**A rationale for long-term approaches to planning for intercultural language learning — why and how the intercultural matters in programming learning for learners**

<table>
<thead>
<tr>
<th>Interaction/tasks/questions</th>
<th>Supporting Resources</th>
</tr>
</thead>
</table>
| **Rationale for planning for intercultural language learning**  
Why and how does the intercultural matter in programming? | PowerPoint slides  
3.3 to 3.6 |
| **Reflection**  
Use the reflection sheet/notes page to write down ideas and responses to the presentation, or to pose questions to explore.  
Consider:  
- Is this a rationale that fits with my current thinking?  
What do you see as the main issues in developing a rationale for intercultural language teaching learning? | Reflection/Notes page |

Anticipated time: 20 minutes
Programming will need to take into account and include contextual information regarding the particular group of individuals the programme is designed for.

Emphasise the importance of understanding the individual learners’ contexts, the school setting, and social, cultural, and linguistic profiles of the learners, as an ever-developing dynamic.

The process of intercultural language teaching and learning begins with teachers and learners as people and their interactions. It involves decisions and actions on the part of teachers as they respond to their particular learners and to the realities of their particular classroom and school context. It also involves decisions and actions on the part of learners, based on their ever-evolving framework of knowing. The common purpose for both teachers and students is the construction, together, of their knowledge, understanding values, and their identity, both in the present and over time.

(Liddicoat, Papademetre, Scarino, & Kohler, 2003: 62)

The scope of learning involves the overall comprehensiveness of the programme. It is important to ensure that a range of different experiences of language use is offered to the students.

‘Mapping’ these experiences, over time, can assist in providing an overall view of the range of experiences in which students have participated. In traditional views of programming, the focus was often on mapping grammar and vocabulary in a linear sequence, exemplified through a set of topics and associated vocabulary.

Thus mapping involved setting out the ‘content’ that needed to be ‘covered’ in a particular amount of time.

Programmes represented in this way tended to lack connections over time, and references to the particular group of learners. Programmes tended to insufficiently represent or identify longitudinal connections and developmental features over time of how learners’ thinking and understanding changed or developed. Further, planning for ‘content’ often failed to represent the interactions between teacher and learner, to identify the ways learners were to be engaged with concepts relating to language, culture, and interculturality through a range of experiences and analysis in diverse contexts of use.

Programming represents an intention to describe the scope of learning and the sequence of its introduction and development in the classroom. It is, however, only a representation of intentions. Furthermore, it is a somewhat linear, two-dimensional representation of something much more cyclical, dynamic, and ecological. Notwithstanding its limitations, a programme is a valuable planning tool to articulate the scope and range of learning (‘content’, concepts, and interactions), while recognising that its use will lead to unanticipated learning experiences. The actual teaching and learning of the planned experiences necessarily continue to change in response to teachers’ developing understanding of learners and the learners’ own evolving understanding.

Form for developing scope of learning

Invite participants to consider the following form for developing a statement of scope of learning.
### Exploring considerations

What are some of the considerations to take into account when developing long-term programmes for intercultural language teaching and learning? What do these ideas mean and how can they assist teachers to develop programmes?

### The learners and the context of learning

What are the social, cultural, and linguistic profiles of the learners?
That is, what do students bring to their learning — not descriptions of fragments, but their frame of learning?

What is the school context?
What is your own context?

What frame of reference do you bring to programming?

How is context addressed by the teachers in the programmes provided?

Locate the context sections and observe how the learners’ and teacher’s contexts are described. Is there any evidence as to how it is taken into account subsequently — beyond the section where they describe it?

### Scope of learning

Scope provides an overall view of the comprehensiveness of the programme, ensuring that a range of different experiences is included for learners. Concepts and learning can be ‘mapped’ over time to provide a useful guide to intended learning and the variability of tasks and contexts used, while recognising that there are limitations, in that learning cannot be fully planned for related to the individual learners and their experiences and interactions.

### Interaction

Consider the sample form for representing the scope of learning in long-term planning for intercultural language learning. Discuss, with other participants, what you think may be included under each of the sections suggested.

Locate the ‘scope’ sections in the programme examples, and note what these teachers anticipated in the long-term, overarching descriptions of their programmes. Consider the variability of interactions they include.
PRESENTER’S NOTES

Highlight the limits of any form in the context of the personal nature of programme design. Recognise the terms in which the description occurs and what this reveals about the teachers’ views of intercultural language teaching and learning.

A sample form to represent longitudinal connections for intercultural language learning

<table>
<thead>
<tr>
<th>1) Context statement – understanding the learner group – their linguistic and cultural profile, stage of development, and learning experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Goals, objectives (and outcomes) – articulating your overall intercultural orientation, setting common directions across plans, and specifying how these intercultural goals are to be enacted within the modules that comprise the long-term plan.</td>
</tr>
<tr>
<td>3) Scope of learning — determining the comprehensiveness of your plan, the key concepts/connecting threads, the language and cultural knowledge you intend to cover across the plan, enacted through the units/modules.</td>
</tr>
</tbody>
</table>

Key concepts/themes/connecting threads

Language concepts
- Language structures and features
- Text types (receptive/productive)

Cultural concepts
- Intercultural concepts (connecting across cultures and languages)

Resources

Assessment scheme

<table>
<thead>
<tr>
<th>4) Learning sequence – the teaching–learning process represented as a series of modules/units, articulating the theme/key concept, and the resources, interactions, and language use experiences.</th>
</tr>
</thead>
</table>
| Module 1
Connections to key themes/concepts) | Module 2 | Module 3 | … |
Module 3

A sample form to develop teaching–learning sequences for intercultural language learning

1) Context statement — the learner group — their linguistic and cultural profile, stage of development, and learning experience

2) Goals, objectives (and outcomes) — your overall intercultural orientation, and how these intercultural goals are to be enacted within the modules that comprise the long-term plan

3) Scope of learning — the key concepts/connecting threads, the language and cultural knowledge to cover, enacted through the units/modules

Key concepts/themes

Language concepts
• Language structures and features
• Text types (receptive/productive)

Cultural concepts
• Intercultural concepts (connecting across cultures and languages)

Resources

Assessment scheme

4) Learning sequence — series of modules/units articulating the theme/key concept

SAMPLE Module — module focus; connecting to key themes/concepts

<table>
<thead>
<tr>
<th>Texts</th>
<th>Interactions</th>
<th>Experiences</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>
Ways of connecting

Developing a long-term programme requires that particular consideration be given to ways of representing connections across the programme as a whole.

Units of work are clustered and sequenced over time to form a program of work. In terms of making intercultural connections over time, it is valuable to draw a distinction between short- and long-term programming. A short-term program relates to a unit of work, and a long-term program relates to the program of work for a year and beyond. The longer the time-span for learning, the greater the opportunity for making connections to support students in:

- seeing patterns and relationships across ideas, concepts, and processes;
- developing intercultural awareness through reflection; and
- developing intercultural sensitivity.

(Liddicoat, Papademetre, Scarino, & Kohler, 2003: 66)

In order to perceive these patterns and create the range of intercultural connections over time, across the program, a number of different ways or devices may be used. These connections can be viewed as ways of connecting learners with the linguistic, cultural, and intercultural concepts needed to express ideas and reflect on life in the diverse contexts and cultures they encounter. While these devices are purely an artifice and are not reflective of how learners make connections in their learning, they represent a reminder to teachers to draw connections across learning with their students so as to constantly extend their students’ frame of reference. The devices can act as a reference point in the ongoing dialogue of classroom interaction and experiences over time. Connecting devices may include, for example, a concept or a theme, a process, a particular text or artefact, or an ongoing task or project.

Developing sequences of learning

Sequences of learning relate to ways of connecting, as the sequences need to reflect the connections. Emphasise that intercultural language learning is a continuous process of making connections between learner’s prior knowledge and new sources of language and cultural input, while deepening and extending each learner’s framework of knowing (frame of reference), understanding, valuing their own and other languages and cultures, and applying that knowledge in interactions across languages and cultures.

What can be readily mapped and sequenced are the content and concepts. The interactions themselves are often not included in programmes because they are often viewed as ‘what happens naturally and organically in the classroom learning process’. They are therefore viewed and spontaneous and responsive to learner input, and not easily planned in advance.

However, in order to plan effectively for intercultural language learning it becomes necessary to include planned interactions that begin to elaborate the classroom interactions, recognising that in actual teaching the interactions may develop different emphases in response to learners’ questions and statements of understanding. Teachers’ intentions, however, remain clearly stated in the program and interactions remain directed toward the desired intercultural outcomes for the module. This why there should always be space to elaborate/modify/add.
Exploring considerations (cont'd)

Ways of connecting

Developing a long-term programme requires that particular consideration be given to ways of representing connections across the programme as a whole, based on a view that learning involves building connections.

*The longer the time-span for learning, the greater the opportunity for making connections to support students in:*

- seeing patterns and relationships across ideas, concepts, and processes;
- developing intercultural awareness through reflection; and
- developing intercultural sensitivity.

(Liddicoat, Papademetre, Scarino, & Kohler, 2003: 66)

Investigate the included programmes for the connecting devices or the ways that teachers have attempted to represent connections as ways of extending/elaborating meaning with learners.

Consider:

- What are they and how are they used by the teachers?
- What do they connect? What patterns and relationships are evident?
- Do they extend across concepts and processes?
- Do they develop an ongoing intercultural awareness and sensitivity?

Sequence

Consider:

- the importance of determining the sequence of learning; the teaching–learning process represented as a module or unit
- how the theme or key concept can be articulated; the texts, interactions, and language use experiences and reflection that constitute planning for intercultural learning

What can be mapped and sequenced are the content and concepts, the 'content' requirements for classroom interactions and language use experiences, as well as what the teacher hopes students will achieve as analysers of their learning. Consider including planned interactions that begin to elaborate the classroom interactions, recognising that in actual teaching the interactions may develop different emphases in response to learners’ questions and statements of understanding.

How do the included programmes address sequences of learning? How do the sequences build on and extend students’ existing knowledge and learning?
Considerations

- Interactions:
  - need to focus on interactions in the classroom and beyond, how learners are encouraged to think and relate their experiences and understanding to concepts about language, culture, and interculturality
  - concept rather than 'content' oriented.

Emphasise the importance of interactions, between teacher and student, student and student, student and text, teacher and text, i.e one frame of reference meets another.

Interactions provide experiences for students and teachers. Reflection and analysis of these experiences provide deeper and 'decentred' development of knowledge and understanding for the learner.

**Interactions** are learning experiences that focus learners on the intercultural, draw their attention to and encourage noticing, comparison, and reflection on the nature of language and culture, as performers and analysers of the language and culture.

Interactions also concern relationships, across languages and cultures, through a range of texts that reflect the particular language, culture, or cross-curricular concepts under investigation. Such learning experiences can be represented in a programme as key questions that encourage a process of enquiry and dialogue and draw explicit connections between learners’ own language(s) and culture(s) and experience and the concepts addressed in the resources provided. It requires getting students to explain their thinking, as this is the only way we can see it.

Interactions, planned in programmes, need to retain the focus on the concepts being explored rather than just the ‘content’, as described in the scope, sequence, and ways of connecting sections above. Detail of the content should be used to support the concepts. Interactions should build on students' existing knowledge and understanding, supporting their development over time.
### Exploring considerations (cont’d)

**Interactions**

Interactions are learning experiences for learners, as both performer and analyser that focus learners on the intercultural, draw students’ attention to and encourage noticing, comparison, and reflection on the nature of language and culture and their relationship, across languages, through a range of texts that reflect the particular language, culture, or cross-curricular concepts under investigation. Such learning experiences can be represented in a programme as key questions that encourage a process of enquiry and dialogue and draw explicit connections between learners’ own language and culture and experience and the concepts addressed in the resources provided.

Interactions, as planned events in programmes, need to retain the focus on the concepts being explored rather than the content, as described in the scope, sequence, and ways of connecting sections above. Detail of the ‘content’ should be used to support the concepts.

Consider one or two interactions in the programmes provided. For example, Jill Bignell, p. 133, where she aims to ‘activate student understanding of the groups they belong to within their classroom’.

How do these interactions develop the concepts being explored in the programme? How are the concepts developed in the actual task learners undertake? What is the nature of the interaction? Does the interaction address the aims of the programme and provide an opportunity for students to develop their understanding and knowledge as performer and analyser?

**Anticipated time: 60 minutes**

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PowerPoint slide 3.10
Section 3: Consideration of long-term programmes developed for intercultural language teaching and learning

This section focuses on detailed investigation and analysis of the programmes included. These programmes have been selected as they attempt to include a conceptual as well as a ‘content’ focus; and begin to address learners as performers and analysts. They also use three different languages and are for students at different year levels, giving an idea of how programmes across the school sector address the considerations discussed here.

In groups, participants are asked to consider the programmes with regard to the rationale discussed for long-term programming in intercultural language teaching and learning and the considerations discussed in Section 2.

Points to draw attention to

Jill’s programme

• contextual information regarding the school, the programme, and the students as individuals
• references to individual students and evidence of dialogue between teacher and students
• the ‘long-term’ conceived as 10 years of schooling, with conceptual development indicated over the 10 years, while also including ‘content’ for Prep–Year 1
• 10-year period mapped as ‘scope’ of the programme
• use of questions as lesson ‘topics’ that relate to overall concepts explored, e.g. ‘Topic: How can we tell each other who we are?’
• variety of ways the concepts are explored in the target language, e.g. ‘identify’ kanji use as stickers, in discussion, in writing, for individuals and in groups
• relationship of linguistic elements to student identity, e.g. ‘What do these kanji mean to me?’ and invitation to students to both use and analyse use (even in Prep and Year 1)
• sequence of learning is developed conceptually, with concept development used as a way of connecting between interactions
• range of interactions used and connections between interactions despite limited contact time with students and continuity pressures.
Key Ideas/Learning

Examine a range of examples of long-term planning for intercultural language learning

Long-term programmes developed for intercultural languages teaching and learning

Consider:

- How well do these programmes reflect intercultural language learning?
- What insights do you gain from these examples?
- What do they tell you about the teachers’ views of language and culture and of teaching?
- What do you see as the implications for programme design, teaching, and learning from an intercultural and long-term perspective?

Some points to note:

Jill’s programme

- contextual information regarding the school, the programme, and the students as individuals
- references to individual students and evidence of dialogue between teacher and students
- the ‘long-term’ conceived as 10 years of schooling, with conceptual development indicated over the 10 years, while also including ‘content’ for Prep–Year 1
- 10-year period mapped as ‘scope’ of the programme
- use of questions as lesson ‘topics’ that relate to overall concepts explored, e.g. ‘Topic: How can we tell each other who we are?’
- variety of ways the concepts are explored in the target language, e.g. ‘identify’ kanji use as stickers, in discussion, in writing
- relationship of linguistic elements to student identity, e.g. ‘What do these kanji mean to me?’ and invitation to students to both use and analyse use (even in Prep and Year 1)
- sequence of learning is developed conceptually, with concept development used as way of connecting between interactions
- range of interactions used and connections between interactions despite limited contact time with students and continuity pressures.
Points to draw attention to (cont'd)

**Stephanie’s programme**
- personal style of programming to suit this learning context
- prominence of ‘intercultural concepts’ in planning format
- concepts form the ‘frame’ of the programme, which is the scope of learning
- movement between English and Chinese for different tasks to allow students to use the full range of language and cultural understandings available to them, and to promote learners as users and analysers of languages and cultures, developing interculturality
- sequencing of tasks that develops conceptual understandings
- connections between interactions made through building on knowledge and understandings explored in previous interactions, forming a connected sequence of conceptual tasks, e.g. ‘Technology and communication’ sequence moves from simpler communication forms to more complex forms, building use of target language and conceptual understandings
- use of assessment tasks to judge intercultural understandings through the requirement of students to be both performer and analyser.

**Melissa’s programme**
- context of learners broad (includes school community, parents, students, and teachers)
- long-term view of learners takes into account 11 previous years of schooling, with work related to previous years’ learning
- scope and sequence of learning detail given over 2-year period, with conceptual links throughout
- works within NSW HSC framework in intercultural orientation
- use of ‘intercultural focus and understanding’ for each module
- positions ‘feedback’ to students as a priority, to develop dialogue between student and teacher and to scaffold further learning and extend thinking
- detailed ‘rationale’ for each module where her own thinking regarding her intentions and those for student learning are amplified
- use of ‘evidence of learning’ column which reveals an openness to different kinds of evidence
- choice of issues and concepts explored that allow for rich linguistic, cultural, and intercultural understanding to be developed by learners that meaningfully relate to learners
- range of questions used that ask students to analyse their learning
- rich range of resources that lend themselves to exploration of issues in depth in the target language

Note that it is likely that teachers will notice more and different aspects and raise questions. It is worth keeping a record of these observations/discussion.
### Long-term programmes developed for intercultural languages teaching and learning (cont’d)

Some points to note (cont’d):

**Stephanie’s programme**
- personal style of programming to suit this learning context
- prominence of ‘intercultural concepts’ in planning format
- concepts form the ‘frame’ of the programme, the scope of learning
- movement between English and Chinese for different tasks to allow students to use the full range of language and cultural understandings available to them, and to promote learners as users and analysers of languages and cultures, developing interculturality
- sequencing of tasks that develops conceptual understandings
- connections between interactions made through building on knowledge and understandings explored in previous interactions, e.g. ‘Technology and communication’ sequence moves from simpler communication forms to more complex forms, building use of target language and conceptual understandings
- use of assessment tasks to judge intercultural understandings through the requirement of students to be both performer and analyser.

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- rich range of resources that lend themselves to exploration of issues in depth in the target language

**Programmes**

Anticipated time: 60 minutes
**Module 3**

**Key Ideas/Learning**

**Reflection**

Use the reflection/notes page to consider/think about the observations you have made on long-term programming for intercultural language teaching and learning and implications of the long-term planning module for your own practice.

<table>
<thead>
<tr>
<th>Reflection/Notes page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated time: 10 minutes</td>
</tr>
</tbody>
</table>

**Readings**


**Further reading**


**Suggestions for school-based investigations**

- Critically evaluate your current program on the basis of the extent to which it promotes intercultural language learning and prepare a set of recommendations for change.
- Develop a unit of work or a long-term program. Explain how it promotes intercultural interaction and observe how you teach it and how the students interact.
- Develop a program for intercultural language learning with colleagues in your school and document the interactions throughout the development process.
- Reflect on your experience of long-term planning. What can and cannot be included in a long-term plan to promote intercultural language learning?

(See Module 5, Attachment 3.)
Module 3

PowerPoint slides

3.1 _________________________________

Session objectives

In this session you will:
- consider the rationale for long-term approaches to planning for intercultural language learning;
- explore a range of considerations in planning for intercultural language learning;
- analyse and discuss some examples of long-term planning for intercultural language learning;
- begin to consider ways of developing long-term plans for your own students.

3.2 _________________________________

Rationale

Focus is on learners;
Learners are learning to be, simultaneously:
- performer and audience;
- performer and analyser;
and to decentre from their own cultural perspective and consider ethical consequences in intercultural interactions.

3.3 _________________________________

Rationale

Learners are developing the understanding that:
- language is always subject to the variable interpretations of participants in interactions in particular contexts;
- culture informs the way people understand themselves and others.
Rationale
This interpretive kind of learning and understanding cannot be achieved in a single episode of interaction, or through the study of a single topic/unit. It requires development over time.

Development over time based on:
→ experience of the variability of languages and cultures in different contexts → consideration/discussion/reflection → further experience of variability → noticing/comparing/reflecting → increasingly complex, diverse experiences and increasingly sophisticated understanding of the act of communication →

Considerations
Programme development for intercultural language learning needs to take into account:
• Learners and the context of learning:
  • need to draw upon and develop the particular learners in the particular setting, considering their prior experiences and understandings and the diverse languages and cultures, i.e. the whole cultural make-up that they bring to their learning;  
  • an ever-developing understanding of social, cultural, and linguistic profiles of the learners as individuals and groups in their particular local context.

Scope of learning:
• need to provide a range of different experiences of language use in interactions that allow students to engage with variability of language use in different contexts and for different purposes, and that require them to notice, compare, and reflect on their interactions in communication;  
  • mapping of learning over time.
Considerations

• Ways of connecting
  need to find ways of building connections over time in order to promote learners making connections that continually expand their repertoire of learning.

• Sequence
  arising from the connections and including different, related, and meaningful experiences.

Interactions:

• need to focus on interactions in the classroom and beyond, how learners are encouraged to think and relate their experiences and understanding to concepts such as language, culture, and interculturality
• concept rather than ‘content’ oriented.

Interaction

Three examples of intercultural language teaching and learning programmes:
• Japanese Prep-Year 1, Year 10 (Shigrell);
• Chinese Year 9 (Stephanie Andrews);
• Melissa’s Years 11-12 (Melissa Gould-Chruslasky).

In small groups, discuss and analyse the programmes with reference to the suggested rationales and considerations.
Consider the implications for your own planning.
Sample programmes

Reproduced on the following pages are three sample programmes

- Japanese     Prep–Year 1 through to Year 10  (Jill Bignell)  page 119
- Chinese      Year 9  (Stephanie Andrews)   page 143
- Indonesian   Years 11–12  (Melissa Gould-Drakeley) page 171
Sample programme: Japanese, Prep–Year 1 through to Year 10 (Jill Bignell)

Major headings

‘We are one, but we are many’
   Subcultural groups within culture
Context of the programme
Planning
Assessment
Rationale
Implementation
Teacher evaluation
Intercultural Language Learning (ILL)* concepts
   Prep-Year 10 scope of learning table
   Weekly lesson plan
   Assessment
Tasmanian Language Proficiency outcomes
Task descriptions and evaluation (including student responses)
   Week 3 lesson
   Week 4 lesson

* In Tasmania the acronym ILL is used for intercultural language learning. In the ILTLP project we have used the fuller version, intercultural language teaching and learning.
‘We are one, but we are many’

**Subcultural groups within culture**

The intercultural is manifested in the sequences of teaching and learning in the following ways:

- **Teaching** – opportunities are provided for students to make their own connections and develop their own understandings of the ILL concepts. Social interaction and reflection are fundamental processes to be included in ILL pedagogy.

- **Learning** – active use of the ILL principles of
  - active construction
  - making connections
  - social interaction
  - reflection, and
  - responsibility.

- **Assessment** – ILL understanding is demonstrated by the correct understanding of the gender bias of Japanese words and is evident in the use of these words in the culminating scenario role-plays.

**Context of the programme**

Small K-10 district high school in the remote central highlands of Tasmania.

This is a low socio-economic area with low employment.

Population of the area is approximately 800 people.

The main industry is farming. This brings Japanese people into the district because of fine wool and wasabi production as well as fly fishing trips.

The total student population is 88. A breakdown of class numbers is as follows:

- K/P/1 (6,6,9) = 21
- 2/3 (8,6) = 14
- 4/5 (10,11) = 21
- 6/7/8 (6,5,7) = 18
- 9/10 (10,4) = 14

Students from Prep to Year 6 study Japanese and Years 7 and 8 opt in. One Year 8 opted in because his brother had been to Japan on a trip with Claremont College and he would like to travel to Japan during his time at college.

Lesson times are for one session per week for the following duration:

- K/P/1 45 minutes
- 2/3 40 minutes
- 4/5 45 minutes
- 6/7/8 20 minutes (instead of doing daily PE)

In 1993 the Japanese programme began at Bothwell, and in 1997 the School Review showed ~74% of parents regarded LOTE as a valuable part of their child’s education.

The Japanese teacher is provided over and above the staffing allocation to the school as part of the Primary LOTE Implementation (PIP). When PIP began in 1996 it was funded from the NALSAS initiative from the then Federal Government. The Tasmanian State Government has funded PIP since the demise of NALSAS in 2000.

One teacher has taken the Japanese for most of this time except for a period of two years from 2003–06 and one term’s Long Service Leave.

I am a teacher of English and SOSE. I retrained to teach Japanese under an initiative by the Department of Education and was awarded a Graduate Certificate of LOTE Teaching in 1998.
Prep–Year 1 class profile

The Prep–Year 1 is a composite class

- 15 students – Prep (6) and Year 1 (9).
- Eight students live in the small rural town where the school is situated, five students live on farms and two other students live in the relatively isolated highland lake country.
- Students come from a mixture of big and small families and there are two students from split families – Prep (1) and Year 1 (1).
- Almost half the class has a recognised speech problem – Prep (2) and Year 1 (5).
- There are three delayed learners – Prep (1) and Year 1 (2).
- One Year 1 student is on an Independent Learning Plan (ILP) and is two years older.
- One student is considered highly intelligent – a Prep girl.
- One student is considered gifted – a Year 1 boy. There is no special learning plan for these two students.
- The Year 1 boys in particular push the others along with their learning. As this group of boys articulates their thinking, you can see the light bulb go on for other less able students in the class. There is also a Prep girl who models good thinking which is useful for peer tutoring.
- Talking with peers is pivotal to achieving learning outcomes with this group.

Planning

Title – ‘We are one, but we are many’

It is a semester-long programme for a Prep–Year 1 Japanese class that is also part of a Prep to Year 10 continuum of intercultural language learning.

Linguistic focus – Students will be able to use well-rehearsed language in familiar situations. Students will also be able to recognise words written in Japanese kana – hiragana, katakana, kanji, romaji.

Cultural focus – Students will understand that Japanese words have a gender bias that reflects Japanese societal norms.

Intercultural focus – Students will understand that they have membership of groups and that they move between groups and that there is variability within groups.

Connections students are to make – Students will build an understanding of the concept of groups as it applies to them personally. It will become evident that they are part of groups based on gender as manifest in the Japanese language. Students will compare and reflect this by thinking about their own Australian language. Students will be starting to build a mental map of cultural subgroups to be enhanced with future learning.

Teaching/learning interactions – Students will create new knowledge and understandings through social interaction. Talking through one’s thinking with others is central to building understanding and creating new knowledge. Student to student interaction is an effective way for students to test their ideas and to gain access to other ways of thinking. Student to teacher interactions range from using questioning to help students to take their learning further to supporting learners explore and understand new concepts and vocabulary.

Teaching/learning resources – These tend to reflect the learning environment. Resources familiar to students at this age are the springboard for going beyond the world of their classroom. Images from popular culture are used as an entry point for building understanding.
Assessment scheme

The formative assessment will consist of a range of indicators:

- evidence of understanding as demonstrated in student work book;
- visual evidence as demonstrated by students placing themselves in various groups;
- information provided by students in focused learning sessions.

The summative assessment is a scenario. The role-play provides students with an opportunity to demonstrate their understanding of the appropriate Japanese words to be used when introducing themselves and other people. By using the Japanese gender-based words, students will demonstrate an understanding of how groups are organised in Japanese culture and which groups they fit into within Australian and Japanese cultures.

Rationale

I decided to focus on sub cultural groups within a national culture for my long-term planning because I have written two previous learning sequences featuring this concept. As I teach Japanese at my school from Prep to Middle School I was intrigued to see how I could develop a sophisticated understanding around this intercultural concept over this period of schooling. I have done a similar thing with the teaching of hiragana script. As students are expected to be familiar with hiragana by Year 3 I realised it would be an advantage for both my students and I if we started some hiragana study in Prep with a dedicated focus on single stroke hiragana. Years 1 and 2 could focus on two and three stroke hiragana and by Year 3 students would have a strong starting point for engaging with hiragana more deeply. I was therefore intrigued to see if I could develop a spiral of learning for ILL beginning in Prep and moving through to Years 6/7/8. I had written two learning sequences around the concept of sub-cultural groups for a Year 4/5 class and another one for the Year 6/7/8 class as part of ILL initiatives in Tasmania – Supporting Intercultural Language Learning in Secondary Schools (SILLiSS 2005) and Teaching Intercultural Language Learning (TICLL 2006). I saw my participation in the Intercultural Language Teaching Learning Project (ILTLP 2006) as a great opportunity to extend my thinking and to have a go at developing a continuum of learning. As a result of my experiences, I have extended the continuum from Prep to Year 10 in an effort to create a fuller conceptualisation of ILL. Working backwards from my previous work, I tried to hone in on the essential features I wanted my young students to understand. I decided it had to be about them and their world if they were to begin to understand groups within the Australian culture. My guiding understandings were that students would need to understand the concept of a group (sorting things that are the same into a group) and that they were part of various groups within their own classroom and family contexts. By planning a semester’s work I was able to provide opportunities for new input and for students to consistently apply their understandings of the concept.

Implementation

The time slot for my Prep–Year 1 Japanese lesson is from 12.00 p.m. to 12.45 p.m. This follows a rigorous PE lesson and ends with the beginning of the lunch break. I effectively get 30 minutes with the class. I often stay and supervise students eating their lunch in the classroom. It gives me an opportunity to get to know students, use Japanese language associated with eating, such as *itadakimasu, gochiso samadeshita*, to follow up on any problems students have with their learning as well as behaviour issues. I also try to catch up with the classroom teacher. I provide her with non-contact time. There is also an aide for the ILP student. This student moves in and out of the lesson at the aide’s discretion. The student enjoys our lessons and can now participate in a full-length lesson most of the time.
Student work samples were collected. The classroom teacher suggested that videoing and taping the lesson would be less acceptable to parents. A previous experience with requests for this met with opposition to the retention of these materials for the 7-year archiving period.

On the day of the lesson five students were absent including the ILP student. It was also a Prep child’s birthday so we celebrated that by singing Happy Birthday to him in Japanese. There was also a special lunch on that day at Café Blue in the school canteen. This meant that students having lunch at Café Blue were expected to leave class at 12.30 p.m. I let students go when they had completed the last task for the lesson.

I supervised the remaining students eating their lunch and I also took the opportunity to work with one Prep student who was concerned at not finishing the task. I then returned to my office about 1.10 p.m. and quickly wrote up my observations. I believe I have represented the lesson in a true and unbiased light.

I was intrigued to see what students remembered the following week so I taught the next lesson in the 10-week programme too. However, I was not able to finish the lesson due to classroom interruptions.

**Teacher evaluation**

I was actually very pleased with how the lesson went. Having to interrupt my programme in order to teach the ILTLP lesson was problematic but at the same time highly exciting. The Prep–Year 1 students now have an understanding of the nature of groups and their own membership of various groups. The also understand how language is used to indicate gender groups. Students were very engaged with their language learning and were able to articulate language learning strategies.

I was tidying up at the end of the lesson when a very quiet Prep boy walked past my table with all the teaching materials spread everywhere. He pointed to the Prep sign プレップ.

S: ‘That says Prep’.

T: ‘Hai. How do you know that ~kun?’

S: ‘It’s got the circles.’

T: ‘Hai. That’s how you make new sounds in Japanese. Mite. The fu フ changes to pu when you add the maru, the circleプ.’

The brighter students’ learning illuminated the way for the less academic students.

When teaching chan and kun ending for young girls’ and boys’ names a Prep girl who was out the front starting giving hints to the class saying ‘ch … , ch … , ch … no not kun – that’s for boys!’

‘I remember that boku starts with the “b” sound like in “boys”.’ Other students nod their heads in agreement.

Talking in pairs is effective when a student with a sound understanding is paired with a student needing more exposure to the ideas and language.

The gifted student in Year 1 made connections to another language. The student wrote boku in hiragana then drew the kanji for man before finally adding the scientific symbols for male and female:

♀ ♂

The aural discrimination is difficult for those students with a speech problem, but they too made pleasing progress. I do not use peer tutors to improve pronunciation because of the self-esteem issues. Instead we play with the sounds as a whole group.
I find using movement also helps students to acquire new language. We have the playground just outside our door so we often go out and slide down the slide screaming new words and phrases that we are learning.

The use of signs was most helpful for adjusting instruction and assessing. It made the children’s thinking explicit. I could now see the invisible! In the second lesson I made it clear to students that if they stood under a particular sign they had to be prepared to say why they chose to go to that sign. In this way I was able to provide some guiding questions or use other students to model appropriate responses to scaffold the learning for those students with an emerging understanding of the concepts and language.

As I start to think about my Japanese teaching for next year, I am going to take another concept from ILL as my starting point for planning. Next, I will see in what ways the Japanese language supports this concept. I will then look at how I can map this over the range of my classes from Prep to Year 6.

From our shared learning experience my Prep–Year 1 students and I have a strong foundation on which to build further understandings of groups within cultures as well as how this is manifest in the Japanese language. Human beings need this knowledge of self as a cultural being as a stepping off point for engaging with different groups, not only within their own culture, but with other world cultures. ILL is a very worthwhile way of building bridges of understanding and respect for different ways of conceptualising the world.

**ILL concepts**

Students need to develop a sophisticated understanding of themselves as cultural beings. Knowing who and what we are allows us to explore the diverse worlds of others. This long-term plan focuses on learning about self in relation to others. This is not done through superficial comparisons but through an engaging process of noticing, comparing, and reflecting on the target language culture as manifest in the language.

In order to undertake this journey, I have designed a long-term plan that focuses on one dimension of intercultural learning – groups within cultures and how language creates, sustains, and refines groups within a social context. The enduring understandings for students are that they have membership of groups and that they move between them. The enduring understandings I want students to take away from this learning experience is that they belong to gender groups and that this is reflected in the Japanese language but not in their own language. This understanding can be built on in subsequent years of schooling. Such understanding can be transferred to communications with not only the target language cultural groups but groups within their own Australian society.

In the table below I have mapped a Prep to Year 10 long-term plan for intercultural learning that aims to develop a sophisticated understanding of subcultural groups by students over several years of schooling. This is not a definitive framework but rather a suggested way to plan in a long-term way with an ILL focus. The target language proficiency outcomes can also be accommodated within this framework. For this project, I have restricted the framework to the ILL focus, learning experience, and enduring understandings for each year composite year group. For teachers coming to ILL for the first time, the various ILL foci can be used at any stage as entry points to ILL.
## Prep-Year 10 scope of learning table

<table>
<thead>
<tr>
<th>Year Group</th>
<th>ILL focus</th>
<th>Learning Experience</th>
<th>Enduring understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep–Year 1</td>
<td>Membership of groups</td>
<td>Introducing yourself</td>
<td>Students have membership of multiple groups, e.g. gender, school classes. Students move between groups. Language can be gender-based (inclusive and exclusive)</td>
</tr>
<tr>
<td></td>
<td>Movement between groups</td>
<td>Introducing others</td>
<td>Groups in my classroom</td>
</tr>
<tr>
<td>Year 2–3</td>
<td>Variability within groups</td>
<td>Family celebrations such as birthdays or Easter</td>
<td>A family is a group. Language shows shared membership (last names/surnames) Family groups often celebrate the same activities but not all family groups do so in the same way.</td>
</tr>
<tr>
<td>Year 4–5</td>
<td>Place and identity Stereotypes and groups</td>
<td>Students create a brochure/homepage for visiting Japanese tourists to the area.</td>
<td>How place influences personal identity. Is anyone typical? Are stereotypes useful? How can I represent my culture to another cultural group?</td>
</tr>
<tr>
<td>Year 6–7–8</td>
<td>How subcultural groups contribute to national identity</td>
<td>What evidence of other cultural groups can be seen in our Australian way of life? Is a quilt a suitable metaphor to describe Australia’s culture? Is this the same for Japan? Interview Japanese visitors to find out how they see Australian culture.</td>
<td>Elements of many subcultures contribute to our national Australian identity. Is this true for other countries/nations?</td>
</tr>
<tr>
<td>Year 9–10</td>
<td>Is youth culture a global culture?</td>
<td>Explore youth culture through multimedia, e.g. magazines, websites, music videos, fashion with a focus on Australia and Japan. Am I really so different from you? What makes us the same?</td>
<td>Language reflects culture. How a shared language is used to include and exclude people from groups. How group culture can transcend physical and political boundaries. How does youth culture play out on a world stage and what does it mean for the individual.</td>
</tr>
</tbody>
</table>
**Weekly lesson plan**

As part of the Prep to Year 10 ILL framework, I have designed the following programme with an ILL focus for a Prep–Year 1 class of Japanese learners. The intercultural focus is the concept of groups within a culture. It is a semester plan for ten weeks' learning. Students will build an understanding of how people belong to different groups and move between groups and that the language of a culture creates groups within it. Students will explore their membership of subcultural groups as manifest in nationality, school classes, and house groups as well as gender and family groups.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>ILL focus</th>
<th>Language focus</th>
<th>Japanese language</th>
</tr>
</thead>
</table>
| 1    | My country, Your country! | • Belonging to a large group of people called Australians  
• I live in Bothwell, Tasmania, Australia  
• Another group of people live in a country called Japan and they are Japanese people. | • Australia, Japan  
• Australian, Japanese | • オーストラリア、日本  
• オーストラリア人、日本人 |
| 2    | What's in a name? | • Names indicate family groups and the way society views the individual within the culture  
• How is my family name the same but different from your family name? | • Word order is reversed in Japan with the family name coming first  
• Use of kanji and what it tells us about family names  
• Introducing oneself | • すずき けんじ  
• John Smith  
• 本田 ほんだ |
| 3    | How can we tell each other who we are? | • Gender groups  
• What do I know about this person from what they say? | • Introducing self | • わたし、ぼく  
• わたし、ぼく (for girls)  
• ぼく  (for boys) |
| 4 | How can I use the language? (scenario for a role-play) | • Gender groups  
You and your sister are choosing a video at the video shop. You meet some friends from school with their brother. Introduce yourself and your sister to your friend. Your friends then introduce each other.  
OR  
• You are playing in the park with your brother and sister when a new friend from school comes up to you with her mother. You need to introduce yourself to your friend’s mother and to introduce your brother and sister also. You all go off to play together. A bit later your mother comes to collect you to take you home. Introduce your new friend to your mother. | • Introducing self  
• Introducing others | • わたし、ぼく  
• こちら は(name) さんです。  
• こちら は(name) ちゃんです。  
• こちら は(name) くんです。 |
| 5  
3 March  
三月 | My culture, your culture, our culture | • Gender celebrations  
What do we do in Australia to celebrate girls and boys?  
What things do kids like to do when they celebrate? | • Hinamatsuri as a celebration for girls.  
Do we have similar celebrations for girls in Australia?  
Why do you think Japanese people have this celebration? | • ひなまつり の こばた for recognition and copying. |
| 6 | What do these kanji mean for me? | Which group do I belong to? What is my kanji for being a boy or a girl? What do I like to do? Use a Venn diagram to map activities and interests of groups of boys and girls in the class. Put the kanji for each gender above the appropriate circle. Are there some things that only boys do? Are there things that girls do that boys don’t? Is this the same for Japanese children? | Male | Female | Boy | Girl | Child | Kanji for each |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 7 | A new way to write and say my name! | Gender groups and national groups according to how we write our names. How does how I write and say my name tell other people who I am? | Focus on katakana Endings for boys’ names in Japan Endings for girls’ names in Japan Is this also the case in Australia? | ア،イ،ウ،エ،オetc | ~ろ (いちり、じろ、たろ) | ro means ‘son’ | ~こ ‘ko’ means child | かんじ for names |
| 8 | My family, your family | Concept of uchi (humble) and soto (polite) Do I use different words for mum and dad? Is this the same for other people? | Family Father Mother | かぞく | おとおさん (honorific, uchi) ちち(humble, soto) | おかあさん(honorific, uchi) はは(humble, soto) | Title shows respect within the family | Order of saying mother and father – father and mother in Japan and the reverse in Australia. |
### Module 3

<table>
<thead>
<tr>
<th>9</th>
<th>My family, your family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Links to gender</td>
</tr>
<tr>
<td></td>
<td>• How do I say 'brother' and 'sister'?</td>
</tr>
<tr>
<td></td>
<td>• <em>What's the same for me and you?</em></td>
</tr>
<tr>
<td></td>
<td>• <em>What's different?</em></td>
</tr>
<tr>
<td></td>
<td>Titles for</td>
</tr>
<tr>
<td></td>
<td>• Brother</td>
</tr>
<tr>
<td></td>
<td>• Sister</td>
</tr>
<tr>
<td></td>
<td>• Titles are substituted for older siblings’ names but this is not done for younger siblings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Celebration and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Teacher draws or shows a picture of an unknown person to the class and adds details about the person in Japanese. Teacher introduces him/herself and then his/her new friend.</td>
</tr>
<tr>
<td></td>
<td>• Using A3 paper students draw their new friend and add details in Japanese using reference list/word banks, e.g. names in katakana, school year, school houses, gender by drawing kanji or choosing the appropriate kanji sticker, family title, and nationality.</td>
</tr>
<tr>
<td></td>
<td>• Students introduce themselves and their new friend in Japanese.</td>
</tr>
<tr>
<td></td>
<td>Reflection questions:</td>
</tr>
<tr>
<td></td>
<td>• What things can I do in Japanese?</td>
</tr>
<tr>
<td></td>
<td>• What groups do I belong to?</td>
</tr>
<tr>
<td></td>
<td>• How do I know I belong to a group?</td>
</tr>
<tr>
<td></td>
<td>• How do Japanese people write?</td>
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<tr>
<td></td>
<td>• おにいさん</td>
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<tr>
<td></td>
<td>• おねえさん</td>
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<tr>
<td></td>
<td>• おとと</td>
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<tr>
<td></td>
<td>• いもと</td>
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<tr>
<td></td>
<td>• Younger siblings call older siblings by their title to show respect for elders.</td>
</tr>
<tr>
<td></td>
<td>• Older siblings call younger brother and sisters by their given names.</td>
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<tr>
<td></td>
<td>• わたし、ぼく</td>
</tr>
<tr>
<td></td>
<td>• こちらは(name)さんです。</td>
</tr>
<tr>
<td></td>
<td>• こちらは(name)ちゃんです。</td>
</tr>
<tr>
<td></td>
<td>• こちらは(name)くんです。</td>
</tr>
<tr>
<td></td>
<td>• わたし・ぼくのともだちです。</td>
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Assessment

Summative assessment for Prep–Year 1 (but also formative assessment for when student is in Year 6).

Demonstrates intercultural learning by the:

**Tasks 5, 7**
- Use of the appropriate gender-based words when introducing others. *Week 4*

**Task 1**
- Showing an understanding of the concept of ‘group’ in a variety of tasks. *Week 3*

**Tasks 1, 2, 3, 4, 5, 6**

Showing an understanding of the various groups a student can belong to based on:
- Nationality *(Week 1)*
- School class *(Week 3 Tasks 2, 6)*
- Name *(Week 2)*
- Gender *(Week 2 Tasks 4, 5, 6, 7, 8, 9)*
- Reflective piece of writing:
  - *What things have I learnt about groups?*
  - *What things have I learnt about the language that Japanese people speak?*
  - *What have I learnt about the way people in Japan write?*
  - Use of the appropriate gender-based word when introducing oneself. *Week 3*
  - *What have I learnt about how we say and write things in Australia?*

Demonstrates linguistic proficiency by using the correct vocabulary for and recognition of:
- Introducing self *(Tasks 5, 7)*
- Introducing others *(Task 8)*
- Family titles *(Weeks 2, 8, 9)*
- Kanji for male, female, child, boy, girl *(Week 3 Tasks 4, 6 + Week 6)*
- Name/s in katakana *(Week 7)*
- Identifying the different Japanese kana – hiragana, katakana, kanji, and roomaji *(Weeks 1–10)*

*These language outcomes can be assessed within the Tasmanian LOTE Proficiency Outcomes and probably against other State and Territory assessment outcomes.*

Japanese Language:
- わたし、ぼく
- こちら は (name) さん です。
- こちら は (name) ちゃんです。
- こちら は (name) くん です。

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## Tasmanian Language Proficiency Outcomes

### Foundation Outcomes

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<th>Lower</th>
<th>Middle</th>
<th>Upper</th>
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<tbody>
<tr>
<td><strong>Oral Interaction</strong></td>
<td>Interacts in simple social exchange and structures learning situations using single words and formulaic expressions.</td>
<td>Interacts in predictable social exchange and structures learning situations using phrases or short sentences that contain familiar language patterns.</td>
<td>Interacts in predictable social learning situations incorporating new language items into well-rehearsed language patterns.</td>
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<tr>
<td><strong>Reading and Responding</strong></td>
<td>Reads short sentences and identifies letters, characters, or words.</td>
<td>Reads short sentences containing familiar language and identifies single items of information.</td>
<td>Reads short texts of several linked sentences containing familiar language and identifies main ideas and some supporting information.</td>
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<td><strong>Writing</strong></td>
<td>Writes letters, characters, or words using a small repertoire of well-rehearsed language.</td>
<td>Writes phrases or short sentences containing familiar language using well-rehearsed language to convey simple information.</td>
<td>Writes two or three linked sentences using well-rehearsed language to convey simple information.</td>
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Task descriptions and evaluation (including student responses)

These are the tasks I taught in Weeks 3 and 4 of the 10-week semester plan. Student responses are underlined.

Week 3 lesson

— How can we tell each other who we are?
— What groups do I belong to?

Year group: Prep–Year 1 class
Lesson time: one 45-minute lesson

Intercultural focus

Gender groups — What do I know about a person from what they say?

Students will understand
- The concept of a group and groups
- That they are members of various groups (Prep–Year 1 class)
- That these groups are determined by certain shared characteristics (e.g. Prep student, Year 1 student)
- That they move between groups (I am a Year 1 student in Shannon house and I belong to the boy group).
- That they know which groups they belong to through the words they use (e.g. Boys use ‘boku’ to introduce themselves and girls use ‘watashi’. However, in Australia both genders use ‘I’ for self-introductions.)

Language focus

- Introducing self (わたし、ぼく)
- Class (プレップ; 一ねんせい)
- House groups (クライド; シャノン)
- Words for male and females – man, woman, boy, girl, child (男、女、男の子、女の子、子)
- The use of ‘no’ (の) to join kanji to make a new word to describe a concept (otoko no ko = man + child = boy 男の子)

Task 1:
Establish the concept of a ‘group’

1. Tell students they will be learning about ‘groups’ today – Kyoo wa guruupu o benkyou shiteimasu. Guruupu. Nani?
2. Show students a group of textas (or similar classroom items) in a mixed group of two colours. Kore wa texta no guruupu desu. Make a gesture encircling the group.
4. Ask students to create a sentence describing what they just did. Teacher scribes onto an A3 piece of cardboard and places it in a public spot. Read the sentence in English then in Japanese.

- ‘We sorted them out so they’re the same colours’
- ‘We made groups’

**Task 2:**
**Activate student understanding of the groups they belong to within their classroom**


2. Show students two written signs for Prep (*preppu*) and Year 1 (*ichi nensei*). *Mite. Read each sign and ask the class to repeat the names. Itte kudasai. Hold up one sign. Repeat it. Scratch your head and ask what it is. Nani? Preppu? Eto…nani…preppu…hai…eigo de… [prep] desu.*

3. Put the sign up on a wall. Ask the Prep students to come to that spot. *Preppu no seito wa kokko de itekudasai.* Gesture for students to come to you if they do not understand using the Japanese gesture. When the students make the connection that they should go there and form a group, encircle the group with a gesture and say *Kono guruppu wa preppu desu.*

4. Hold up the Year 1 sign. Read it to the students and get them to repeat it back. Post the sign opposite the Prep sign. Ask students in Japanese to move to that spot. Do the same as for the Preps. *Kono guruppu wa ichi nensei desu.*

5. Ask students what they just did. Write it on another card.

6. Ask students how they knew which group they had to go in? Write this up also. Guide students to an understanding that it was the language that told them which group they could belong to, e.g. cognate *preppu* for Prep and *kanji* for *ichi* which means the number one for Year 1. Add the other notes posted on the wall.

7. Call students back to the whiteboard. *Minasan, kokko de. Suwatte kudasai.* Ask students why we have a Prep and a Year 1 group.

- ‘So we can tell who’s in which group’
- ‘So we don’t get mixed up’

**Task 3:**
**Enhancing student understanding of how they can belong to more than one group**


2. Ask students what they think the signs are. *Minasan, nani?*

3. Place the signs on two opposite walls.

4. Indicate to students that they are sitting in a Prep–Year 1 group. *Kore wa preppu to ichi nensei no guruppu desu. Wakarimashita ka.*

5. Now ask students to go to their school house group.
6. Observe those students needing help with this task. Ask successful students to explain how they knew what to do and where to go.

7. Once in the correct groups, repeat each group’s name and have students repeat as well.

8. Select a student and tell the others that this student belongs to the Prep class and is in Shannon house. Kochira wa Tomu desu. Tomusan wa Preppu no gurupu to Shannon no gurupu desu. Repeat with another student.

9. Ask for two or three students to tell the groups they belong to. Preppu. Shyannon.

10. Ask students to contribute what they have understood and write up on another card. Add this to the other postings.

   - ‘We put a coloured dot on ours so we know’
   - ‘Can we put a [coloured] dot on our hands?’
   - ‘Why?’ (teacher) ‘To show we are in the same group’

**Task 4:**

**Taking the learning further and making connections with the Japanese language**

1. Post a picture of a boy and a girl on the board. Say their names in Japanese — *Otokonoko desu; Onnanoko desu; boy; girl.*

2. Place a flashcard with the kanji for a man and a woman on the board. Ask the students to talk with the person next to them about what they think they are. *Nani?* Students can share their thoughts.

3. Explain this is a type of writing used by Japanese people and it is called *kanji*. Students repeat this word. Point to some hiragana writing on one of the signs and explain that this is called *hiragana*. Do the same for *katakana*. Ask students what they now know about how Japanese people write. How do we write in Australia? *Why do you think people write in different ways and not in the same way? I wonder if all people write with pencils. What do you think?* Explain how kanji are written with brush and ink. *Shudoo, fude de.*

4. Ask students which *kanji* they think is for a male person and which one is for a female person. *Why did you think that?* Explain which kanji is which to the students.

5. Ask students how we can remember which one is which. Suggest some learning strategies to students for remembering these *kanji*, e.g. the man needs to be strong in the fields (explain the top part of the kanji is 田 for fields) and the lady is sitting with her ankles crossed (like Queen Elizabeth when she is sitting).

6. Ask students to cross their ankles and say *onnanoko* and then to stand with their legs like the bottom strokes in the kanji for man and to flex their muscles like a strong man repeating the word *otokonoko*. Select a student to place a kanji under its correct word. Students vote on whether the choice is correct using maru or batsu. *Maru? Batsu?*

7. Ask students that if this kanji means a male person/male then how could we write the word for a boy, a little male person? Talk to the person next to you. What did your partner say? Write or draw their suggestions on the board.

8. Show students the flashcard for *ko*. What did we say this Japanese writing was called? *Hai. Kanji desu.* How do you think this could be used to say ‘boy’? Explain that this kanji means ‘child’ — *ko.*
9. Show students the hiragana の. Ask students to think about this hiragana. How could it be used to make the word for boy? Share ideas from students. Explain that it is very special because it joins words together to make a new word.

10. Place no next to otoko and then ko. *Let’s read the ideas shown here. Yomimashooka. Man and child. This means a child man or a boy.*

11. Put kanji up on opposite walls and ask students to go to and stand under their kanji.
   - ‘How did you know which sign to stand under?’
   - ‘We read the signs’ (Prep student)
   - ‘We know the man sign and the girl sign’ (Year 1 student)
**Task 5:**
**Building understanding around gender-based words and the groups they create**

1. Hold up a flashcard with each of the words used to introduce oneself in Japan — *watashi* and *boku*.

2. Ask students do they know what these words are — *Nani?* In the previous lesson students have learnt to introduce themselves using *watashi / boku wa ~ desu* and to recognise and write *watashi* and *boku* according to their gender. Ask students where these words should be put on the board — under *boy* or *girl*? Place signs under the appropriate gender.

3. Remove the signs and place around the room on opposite walls.

4. Ask students to introduce themselves and go and stand under one of the signs.

5. Ask a few students of both genders to introduce themselves in Japanese and then in English. Help students to see that the Japanese words *watashi* and *boku* indicate if it’s a male or a female speaker while in Australia both males and females use the same word *I*.

6. Ask students to reflect on when this is a useful thing? Could we change the language in Australia to do this? How do we know if a person is a man or a woman or a boy or a girl in Australia? (We don’t but names help sometimes. Names help sometimes in Japan too as many girls names end in *ko* and many boys names end with *taro*).

7. Ask students what they noticed. Help students to understand that they are now in two groups — a boy group and a girl group — and that they formed these two groups based on the **word** they used to introduce themselves — *watashi* or *boku*.

8. Ask students to help you to write a sentence about what they have learnt. Post this with the other notes.

   - ‘It’s got three sounds’ (*wa ta shi*)
   - ‘See ... it’s got the girl with the long hair in it’ (*shi [shi]*
   - ‘Boku has two sounds’
   - ‘Boku is the boys’ word. Watashi is the girls’ word’

**Task 6:**
**Students demonstrate their understanding of the various groups they belong to**

1. Three students take it in turn to walk around the classroom pointing to the signs and saying the names of their groups. Choose students who will be able to do this task successfully to model what is expected.

2. Before the other students continue this naming activity, ask students if they think children in Japan have groups like these. **What groups could be the same as your groups do you think? What’s the same about the way Japanese people and Australian people introduce themselves? Can you think of anything different? (Say the questions in Japanese and repeat in English.)**

3. Continue with the naming activity. It is effective to have a reluctant learner follow a more capable student who can model the correct answers. Less able students can choose a buddy to help them go around the room pointing and naming their signs. As students finish they move onto the sticker task.

4. Students are given a sheet of paper or use their Japanese books. The task is to draw a self-portrait in the middle of the page. Students then put information around their picture to show other people which groups they belong to.
5. To cater for different abilities and needs within the class, students are offered a variety of options to demonstrate their understanding. Students can choose to add information in the following ways:

- Select from a range of stickers
- Use a mixture of stickers and writing
- Use mostly writing with some stickers.

The stickers are printed on a computer and feature the following words and kanji:

- プレップ、 一ねんせい (class groups)
- シャノン、クライド (house groups)
- わたし (girls’ self-introduction)
- ぼく (boys’ self-introduction)
- 男の子 (otokonoko – boy)
- 女の子 (onnanoko – girl)

6. As students are working walk around the class asking students what groups they belong to. Guruupu de nani? Encourage students to say the words in Japanese.

- This was very successful. All students opted for stickers – novelty value perhaps! Some had to rush off to a special lunch!!
- The results were interesting:

  One Prep student put four stickers for girl on the page showing her understanding of the kanji.
  Most of the Year 1 boys correctly and very quickly added all four stickers to their page. Their visual discrimination skills were working over time!
  One Prep girl was confused. It was the start of lunchtime so we worked through the words again and she selected the correct sticker each time.

T: What do girls say when they introduce themselves?
S: Watashi wa.
T: Hai. Show me the watashi sign. How do you know that says watashi?
S: It has the [girl with the] long hair.
T: Show me.
S: (Successfully points to shi し)
S: Can I put them in each corner?
T: Hai. Now … which sign has the word for a girl on it? Onnanoko desu.
S: (Hesitates. Puts finger in her mouth. Thinks. Tentatively points to the correct kanji.)
T: Why did you pick that one ~chan?
S: The child and the lady’s feet. [ankles are crossed]
S: (puts second sticker in her book)
S: (thinks) Blue! I'm in blue! (Goes to the sticker with the blue dot)
T: Hai.
S: (Already finding sticker and matching it to the wall sign. Puts in her book.)
T: E to … ichi nen sei? Preppu?
S: (Jumps up and down excitedly.) Preppu!
T: Hai. Doko?
S: (Looks at the ichi nensei sign. Moves towards it. Hesitates. Looks to me.)
T: Preppu? Which sign did you stand under when we did this one ~chan?
S: This one. Preppu. (Comes to the desk and quickly chooses the correct sticker and puts it in her book.)
T: Sugoi! Yokudekimashita!!
S: Do you want me to draw my face in the middle?
T: No ~chan. It's time to have your lunch. Hirugohan o tabete kudasai.
S: I can draw really quickly! (Goes and speedily completes her drawing and returns her book to me.)
T: doomo arigatoo gozaimashita.
S: (Happily goes off to get her lunch.)
This boy in Year 1 correctly found the stickers for his groups. Reading from top left to right they are: gender (otokonoko), house group, year group (Year 1), and self-introduction word (boku).

This Year 1 boy found his four groups and placed them with the correct orientation. He spent a lot of time looking very closely at the signs on the walls to get them right. From top right to left they show his gender group, year group, house group, and self-introduction word for boys.
This is a Prep student who has difficulty following instructions. It would seem that she has heard the words ‘four’ and ‘stickers’, and carried out that instruction perfectly and with the correct orientation. The task was to find a sticker for each student’s four groups. The student has chosen the correct kanji for a girl (top left-hand sticker is only partially there due to a printer format error).
Module 3

Week 4 lesson

Intercultural focus – How language further embeds gender-based cultural norms

Language focus – How can I use the language? (Scenario for a role-play)

- Introducing self (わたし、ぼく)
- Introducing others (こちらは (name) さん/ ちゃん / くんです。)
- Gender groups
- You and your sister are choosing a video at the video shop. You meet some friends from school with their brother. Introduce yourself and your sister to your friend. Your friends then introduce each other.
  OR
- You are playing in the park with your brother and sister when a new friend from school comes up to you with her mother. You need to introduce yourself to your friend’s mother and to introduce your brother and sister also. You all go off to play together. A bit later your mother comes to collect you to take you home. Introduce your new friend to your mother.

Task 1:
Making connections from previous learning

1. Show students a completed page from Task 6 in the previous Week 3 lesson. This was a self-portrait with four stickers denoting the groups each student belonged to. Ask students what they know about this person. Discuss in pairs. Remember back to last week’s lesson on groups. Pairru de. Ask students to share what they know and how they know this.
   - ‘The Prep sign has circles on it’
   - ‘The girl has the shi sign for long hair’
   - ‘The man has to be strong to hold up the field’

2. Show students the watashi and boku signs from the previous lesson. Ask students to read them. Mite. Nani?

3. Place the two signs on two sections of a wall.


5. Ask students to go and stand under either the watashi or boku sign. Tell students you will be asking them why they chose that sign to go to. Teachers can gauge students’ understanding by how confidently they make their choice and move towards one sign or the other as well as by their explanation.

6. Do some in English. I am John/Annie/ Kim. How do you know if John/Annie/Kim is a girl or a boy? Discuss this lack of gender with the use of ‘I’ by both genders for self-introductions in Australia.
Task 2:
Students build on their understanding of gender groups manifest in the Japanese language

1. Choose a boy and a girl to come to the front of the classroom. Introduce each student to the class. Kochira wa Sophie chan desu. Kochira wa Michael kun desu.
2. Repeat the introductions and instruct students to listen to the language and share with a partner what they notice. Repeat a few more times with new students. Again students share with a partner what they notice.
3. Ask if there are any students who have discovered something? Tell them to keep it to themselves and ask if they would like to come out to the front and introduce another person. Explain that you will support them with some of the language (i.e. with kochira but not chan or kun).
4. Ask students what they notice. Continue in this way until students identify chan and kun.
5. Write each word on the board in roomaji and hiragana. Students repeat chan five times at normal volume, five times at soft levels into their hands, five times loudly stomping their feet. Erase the roomaji. Do the same with kun but whisper into the air and clap loudly instead.
6. Explain to students that chan is used for young girls and kun for young boys. Ask students how we introduce people to each other in Australia. Ask students to demonstrate this. This is Laura. This is John. How can we tell if Laura is a girl or a boy? What if we were speaking on the telephone how would we know if Laura was a boy or a girl?
7. Students form a circle and introduce the person next to them using chan and kun. Explain the sentence pattern and support students in their attempts. Kochira wa Laura chan desu. Kochira wa John kun desu.
8. Introduce the concept of san to students. Show pictures of a young girl, a young boy, an adult female, and an adult male. Introduce them to students and ask them what they notice. Repeat until students identify the word san. Ask students to think about what this tells us. How can we tell the difference between adults and children, male and females in Australian language? We use Mr, Mrs, Miss, and Master (rarely these days). Ask students if they know the term Ms. Explain this and ask students to reflect on why someone would want to use this term (indicates gender but not marital status).

Task 3:
Applying understandings in a novel situation

9. Use the idea of mystery persons again with pictures of men, women, young girls, and young boys. Ask students to guess which gender each person is? e.g. Kochira wa Kyooko san desu; Kochira wa Kenji kun san desu; Kochira wa Junko san desu.
10. As a tester, introduce a genderless cartoon/alien type picture and create a gender for it. Introduce the character and see if students can guess the gender. When they see the picture there are no clues to gender. They have to work it out from the language.
11. Students can prepare role-plays around these scenarios:

   You and your sister are choosing a video at the video shop. You meet some friends from school with their brother. Introduce yourself and your sister to your friend. Your friends then introduce each other.

   OR

   You are playing in the park with your brother and sister when a new friend from school comes up to you with her mother. You need to introduce yourself to your friend’s mother and to introduce your brother and sister also. You all go off to play together. A bit later your mother comes to collect you to take you home. Introduce your new friend to your mother.
Sample programme: Chinese, Year 9
(Stephanie Andrews)

Major headings

Programme overview
   Cultural and intercultural concepts
   Language concepts
   Interactions
   Assessment tasks
Module: Technology and Communication
Module: The Human Environment
Module: Leisure
Module: Education
Module: The Natural Environment
Context statement
   School
   Language programme
   Learner group
Rationale
   Why Year 9?
   The programme
Concepts
   Cultural and intercultural concepts
   Language concepts
   Interactions
   Assessment tasks
Task implementation and evaluation
Reflection
Appendix 1: Samples of class discussion
Appendix 2: Sample of learning task (The Human Environment)
## YEAR 9 CHINESE PROGRAMME – OVERVIEW

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### Module 3

#### Related Vocabulary
- Review of personal data (e.g. naming, age, place of residence, year level)
- Address and phone number
- House types; house room
- Location words
- Leisure and sport activities
- Stative verbs showing how something is done (e.g. 会 做)
- Optative verbs (e.g. 会 可以 能)
- School subjects and facilities
- Uniform
- Occupations
- Conjunctions
- Weather and climate
- Holiday activities

#### Grammar concepts
- Questioning
- Ordering of place and time from biggest to smallest
- Describing relative location using 在
- Sentence order: SPUAO
- Conjunction (because… therefore…)
- Comparison - difference (不同)
- similarity (相同)
- Verbs expressing opinions
- Complement of time
- Complement of degree
- Adverbs of frequency (常 常常 不少 等 etc.)
- Sentence order: STAO
- Use of optative verbs (can, possibility, etc.)
- Adverbs of time (before, during, and after)
- Sentence order: STPAO
- Use of conjunctions (however, although, not only... but also...)
- Use of optative verbs with adverbs of degree (很 不 常常 等 etc.)

#### Communicative functions
- Exchanging personal details
- Sending emails
- Chatting online
- Expressing opinions using 想
- Responding to real estate advertisements
- Making a suggestion
- Discussing abilities
- Exchanging personal information
- Expressing opinions using 觉得
- Justifying your opinions
- Making choices dependant on weather conditions

#### Text types
- Conversation
- Advertising
- Forms (online and printed)
- Email
- Websites
- Chat rooms
- House plans
- Real estate advertisements (Internet and printed)
- Letters
- Conversation
- Letters
- Forms
- Websites
- School timetables and plans
- School websites
- Letters
- Weather reports (printed, online, TV)
- Diary entries
- Conversations
- Letters

#### Characters
- Using Chinese language word processing packages to discover the relationship between pronunciation and characters
- Discuss internal components of characters (familiar and unfamiliar) and discover the relationship between the characters’ internal components and meaning
- Creation of compound words using characters’ original, individual meanings
- How modern concepts (e.g. email) are conveyed using pre-existing characters
### KEY INTERACTIONS

- Communicate using a variety of methods across cultures
- Examine a variety of options available for communicating
- Reflect on the impact of changing methods of communication on lifestyle and how people are represented
- Examine a range of housing options available in China and reasons for these options
- Compare and contrast aspects of the Chinese and Australian housing markets
- Explore Chinese real estate advertising, make appropriate choices and reflect on their impact
- Analyse, question, and reflect on stereotypes
- Reflect on linguistic choices and the 'hidden' message(s) contained
- Communicate across cultures about lifestyle and leisure options
- Consider the advantages and disadvantages of different educational settings
- Analyse information for the messages it gives out (both overt and hidden)
- Reflect on linguistic (and other) choices made and the values inherent in those
- Reflect on language used in different situations to get the same message across
- Consider the impact weather and climate have on lifestyle choices
- Examine climatic variations within countries

### KEY ASSESSMENT TASKS

- Use Chinese to hold a conversation in which you introduce yourself, exchange other relevant personal information, and relevant contact details.
  OR
- Prepare a series of conversations in Chinese reflecting your understanding of the way contact details are represented in China.
- Create an annotated folio of "print-outs" reflecting the interactions you had exploring www.yahoo.com.cn. Complete a self-assessment evaluation of your learning. Discuss the role technology plays in formulating your relationships with others.
- Find appropriate accommodation for your family. Using pages from a Shanghai real estate newspaper, select a home which meets your family's needs, justify its selection and explain resulting changes in lifestyle.
- Reflect on the issues surrounding housing development in China today. Prepare a printed or television advertisement highlighting your chosen issue.
- From a range of options select a Chinese penfriend to write to. Justify your choice of penfriend in terms of your shared and non-shared values. Write an email to this friend describing yourself and your lifestyle in detail, and enquire further about his/her lifestyle.
  OR
- Conversations reflecting aspects of lifestyle which are different and which are similar.
- Self-reflection (in English). Prepare a handout for people going to the Beijing Olympics discussing China, the Chinese culture, and reflecting on the issue of the Chinese stereotype using personal examples.
- Analyse your school's information pack for overseas (Chinese) students. What aspects would appeal to these students? Why? What does it really say about your school?
- Your Chinese friend is considering coming to your school to complete his/her education. Write a letter telling him/her about your school, highlighting aspects that you feel he/she may not be expecting. Reflect on the reasons behind your choice.
  OR
- Chinese students are coming for a 2-week visit. Prepare a PowerPoint with voice-over promoting your school, highlighting aspects that you feel make your school unique.
- Prepare a holiday program for a visiting Chinese student. Include an outline of climatic conditions, clothes to bring (and why), and a program of activities for you to undertake together. Consider choices made and others' perspectives of those choices.
- Prepare a wish list of activities you would like to undertake when visiting China, taking into account the local climate at that time.
- Compare the two pieces, reflect on the original choices, and consider potential changes and reasons. Complete a self-assessment and reflection.
Module: Technology and Communication

Key Learning Interactions

Learning Tasks

- In small groups, hold a discussion in English reflecting on the role communication plays in developing relationships with friends, family, and others, both locally and overseas (if appropriate), and how this communication varies.

  Focus questions: 汉语 How do you communicate with your friends and family?
  汉语 Create a list of the different ways in which you communicate with others. How has this changed over time for you, your parents, and grandparents? Can you imagine how this will change in the future?

  Key vocabulary: communication (e.g. 沟通 说话 写信 打电话 发传真 上网 发电子邮件 聊天)

- Listen to Chinese conversations involving the exchange of personal information and identify information about phone numbers.

  Focus questions: 汉语 How are phone numbers presented in Chinese?
  汉语 How does this compare to the way they are presented in Australia? 汉语 When would it be appropriate for you to hold such a conversation, and with whom?

  Key vocabulary: 电话号码 多少

  Task: 汉语 Hold a conversation with a partner in which you exchange your phone numbers (land-line).

- Listen to a phone conversation and identify key phrases.

  Focus questions: 汉语 How do you answer the phone in English? 汉语 What about your parents and your friends? 汉语 How was the phone answered in this conversation? What do you think this may mean?

  Task: Hold a phone conversation with a partner.

- View a number of Chinese addresses and make connections about how they are constructed linguistically.

  Focus question: 汉语 Compare this with how addresses are written in Australia (issue of ordering largest to smallest).

  Key vocabulary: 街 路 号

- Using Chinese mobile phone advertisements (e.g. Chinese ebay) locate the characters for mobile phone (手机)

  Focus questions: Consider the reasons for the popularity of the mobile phone in China. How are they similar or different to Australia? 汉语 What do these characters mean individually and why have they been used to create the compound for mobile phone? 汉语 How is it different from the word for telephone? Why do you think this was necessary?

  Task: Hold a conversation with a partner in which you exchange your mobile phone numbers.

- Look at a series of Chinese advertisements (taken from e.g. magazines, papers, and Internet) and identify keywords and characters relating to phone numbers, addresses, and email addresses.
Focus questions: 你在哪里见过这些字符？他们分别是什么意思？你能猜出他们组合起来的意思吗？将他们与澳大利亚的广告材料进行比较。

Task: Present your own details in this way.

Key Assessment Task

- Imagine you are meeting a Chinese student at a school in China. Use Chinese to hold a conversation in which you introduce yourself, exchange other relevant personal information, and relevant contact details.

  **OR**

- Prepare a series of conversations in Chinese reflecting your understanding of the way contact details are represented in China. Consider the context in which these conversations take place, and the relevance of the information you are exchanging.

Learning Tasks

- Analyse and compare a variety of Chinese and Australian types of identification (e.g. drivers' licences, VISAs, passports, ID cards).

  Focus questions: 你看到的信息是什么？卡片上提供的信息相同吗？你认得出这些字符吗？你能猜出这些字符的意思吗？这些文本告诉你这些情况下哪些信息被认为是重要的？

  Task: Complete a number of printed forms for different purposes (e.g. VISA application, magazine subscription, email application) providing the required details.

- Using the Internet and your knowledge of English language websites, access www.yahoo.com.cn to explore creating a Chinese email address.

  Focus questions: 看看网页，你注意到了什么？你认得出什么？中文字与英文的区别是什么？你能找到什么关键词，它们的意思是什么？核对你的意思。

  In small groups, consider the impact the development of email has had on communication across the world. How prevalent do you think its use is in China and why? Do you foresee any problems with its use in China? In Australia? Across cultures?

  Key vocabulary: important terms taken from web pages

  Task: Complete a form applying for an email address. Use the Chinese Microsoft word processing package to send each other and your teacher emails in Chinese. Create a word list reflecting the new vocab you have learnt.

Extension Task

- Explore www.yahoo.com.cn and locate the chat rooms. Consider the impact the use of chat rooms has on the formation of your relationships with others.

  Task: See if you can access an appropriate chat room and hold a conversation in Chinese. Create a word list reflecting the new vocabulary you have learnt.
Focus questions: Why did you select that chat room? Why did you choose that person to talk to? What factors influenced your choices? Why do you think that person chose to respond to you or communicate with you?

Key Assessment Task

- Create a folio of ‘printouts’ reflecting the interactions you had exploring www.yahoo.com.cn, including your word lists, printouts of the online forms you have completed, printouts of your email inbox, emails you have sent, and any online interactions you had in Chinese chat rooms (e.g. greetings, enquiries of others and their responses). Include annotations on these pages describing and reflecting on your understanding of the vocabulary and the tasks. Complete a self-assessment evaluation of your learning. Discuss the role technology plays in formulating your relationships with others.

Resources

Ni Hao 2, Units 6 and 7

Ni Hao 4, Unit 2

Copies of VISAs, passports, drivers’ licences, ID cards in Chinese and English

VISA application form, magazine subscription application, printout of email application

Internet, printer and access to Chinese websites, including www.yahoo.com.cn and ebay

Module: The Human Environment

Key Learning Interactions

Learning Tasks

- View movies Memories of Old Beijing (set in 1920s) and Beijing Bicycle (set in 1990s).

  Focus questions: What style(s) of housing are evident in these films? How are they similar/different to each other? What aspects of lifestyle are reflected in these films and how are these related to housing? Compare the two movies and consider how the use of the traditional siheyuan and lifestyle generally has changed over time.

- View images of modern housing in China (focus on Beijing and Shanghai) and compare with modern housing in Australia and discuss. (May view movie Beautiful New World set in modern Shanghai.) Compare these with traditional Chinese housing reflected in the two movies above.

  Focus questions: What do you notice? What are the differences and similarities in housing between and within the two countries? In what way are traditional Chinese housing styles similar and different to modern housing? Why do you think this is the case? What are some possible reasons for the changes in housing over recent years? How does housing influence the nature of the community? Describe your community. What effect(s) could a change in housing styles have on the community?

  Key vocabulary: styles of housing (e.g. 洋房, 单元房, 楼, 四合院, 胡同, 社区, 社会)
• View a selection of traditional and modern Chinese and Australian house plans, and reflect on the similarities and differences. Then read texts describing the houses.

  **Focus questions:**  
  What do you recognise?  
  What are the similarities and differences between the plans?  
  From viewing these plans, what conclusions can be drawn about lifestyle?  
  What do these plans tell you about the values of the occupiers?  
  Identify the phrases used to describe the houses and the location of rooms, etc.  
  What linguistic patterns do you notice? How can these be represented and applied to other situations?

  **Key vocabulary:** rooms and location

  **Task:** Complete a house plan and a brief description of your own home. Reflect on what the house plan tells you about your family and your family’s values. How is your lifestyle reflected in your house plan?

• Read letters from people who have moved home (ZGT).

  **Focus questions:** Study the language used in the texts and reflect on the values of the authors that are inherent/implied in the letters. Re-consider the brief description you wrote about your home.  
  What language did you use to reflect your values?  
  What did you leave out and what does that say about what you value?  
  What language was used to compare the old and the new?

  **Task:** Write a letter to a Chinese friend, telling him/her about where you live and enquiring about his/her living arrangements. Consider carefully the language being used and what message is implicit in your writing.

• Explore Chinese real estate advertisements (printed and online) and then compare with Australian equivalents.

  **Focus questions:** What do you recognise?  
  What connections can you make between the way language is used in these texts and in previous texts studied?  
  Why do you think this has happened?  
  How do the Chinese texts differ or are similar to those in the *Advertiser*? In comparing these texts do similar things happen with language?

  **Task:** Create an advertisement for a Chinese real estate newspaper designed to sell your house (include address and contact details). Reflect on and highlight those features that may appeal to a Chinese family moving to Adelaide.

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**Extension Task**

• Consider a text outlining the layout and use of a traditional siheyuan. Prepare a detailed plan of the traditional dwelling and annotate on the plan the reasons for the layout. Reflect on the good and bad points of living in such a house. Given current calls for more energy efficient housing, consider how energy efficient the siheyuan would have been compared with modern-style housing in China.

**Key Assessment Tasks**

• Your family is moving to Shanghai on a short-term work contract and you have been given the task of finding appropriate accommodation. Using pages from a Shanghai real estate newspaper, select a home that meets your family’s needs. Justify its selection and explain resulting changes in lifestyle.

• Reflect on the issues surrounding housing development in China today. Prepare a printed or television advertisement highlighting your chosen issue.
Module 3

Resources

Ni Hao 2, Unit 3

Videos: Memories of Old Beijing, Beijing Bicycle, Beautiful New World

Shanghai Real Estate Weekly and the Advertiser (weekend edition, Real Estate section)


Module: Leisure

Key Learning Interactions

Learning Tasks

- In pairs, arrange a selection of cards showing activities and the Chinese words (e.g. children’s picture cards, cards made from Olympic website) into groups.

  Focus questions: How did you arrange these cards? What groups did you come up with? Why? What connections can you make between some of the Chinese words? (e.g. use of verbs (打 etc.) and other commonalities (球 etc.).)

  Look at the compounds for the sports and activities and analyse the individual characters. Can you make any connections between the individual characters and the meaning of the compound? Look at the characters and their internal components and consider why these components have been used?

  Key vocabulary: sports activities

- In small groups, discuss and define stereotypes. Then consider the Australian and Chinese stereotypes and the sort of leisure and sports activities that are a part of the life of those stereotypes. What other stereotypes are you familiar with and what leisure and sports activities do those stereotypes take part in?

  Focus questions: Consider the Chinese stereotype and the sorts of leisure and sport activities that are undertaken by a ‘typical’ Chinese person. Are these stereotypes the same today as 20 or 50 years ago? As individuals, make a list of the leisure and sports activities you take part in, and compare these with the leisure and sport activities you came up with as a group for the Australian and Chinese stereotypes. What do you notice? Are the lists similar or different? Why might this be the case? What do you think would happen if you were to ask a Chinese teenager the same series of questions? Why do think these stereotypes exist? How did they eventuate? What factors influence the choices people make?

  Key vocabulary: leisure activities

  Task: Prepare a table in Chinese outlining the leisure and sports activities undertaken by a ‘typical’ Australian, a ‘typical’ Chinese person, and yourself. Reflect on the similarities and differences in the three columns.

  Task: Using Chinese, prepare and conduct a survey of the leisure and sporting activities your class does and present this in a graph. Reflect on the range of activities undertaken by the class. How many of these students would fit the Australian stereotype?


  Focus questions: What does the information provided say about that person? How do these texts reflect modern lifestyle? (Discuss with parents their penfriends when they were at school – how did they get initial details?)
How did they communicate? What did they discuss? Reflect on current practices.)
What does the language used, including style, say about the person who wrote the

text? To what extent do these people reflect the stereotypes discussed earlier?

Task: Complete the form for your own posting on a Chinese penfriend website.
What information did you decide to include and what did you not include? Why?
What does the style of writing say about you?

Select one of the people from the postings you have been given and draft an email
in reply, introducing yourself.

- Students read a letter from a Chinese student describing his/her lifestyle (adapted text).

  Focus questions: 写信: What features make this a letter? 写信: How does this compare
  with writing a letter in English? Describe the form the letter was written in using a series
  of keywords. How would you describe the style or tone of the letter?

  写信: Reflect on the differences and similarities in lifestyle between the Chinese student
  and yourself and possible reasons for these. 写信: What language was used in the letter
  to describe the students’ lifestyle? 写信: What linguistic features/structures were used to
  add more information about the student as an individual (e.g. strengths/weaknesses,
  how long been learning the violin)?

  What values (if any) are reflected in the letter? 写信: What type of person do you think the
  author is and why?

  Task: Using Chinese (language and format), write a letter in response that reflects your
  lifestyle. Carefully consider the words used and the ‘hidden’ message about you that
  those words may reflect.

- Listen to and read texts where people are making arrangements to do an activity
  (conversations, voice mail, notes, etc.).

  Focus questions: 写信: What language was used to make the arrangements?
  写信: What language was used to politely explain that you were busy? What language
  do you use in English in these situations? Are there standard phrases that are used in
  English? How did the language used differ according to the situation?

  Task: Your new Chinese friend wants to get together this weekend and has left a
  message for you. You are very busy and have only a couple of hours when that would
  be possible. Using Chinese, make arrangements with your friend to do a mutually
  agreeable activity, reflecting what you have learnt about making arrangements and
  being polite in Chinese.

Key Assessment Tasks

- From a range of options (adapted from
  http://www.mylanguageexchange.com/penpals_chisim.asp), select a Chinese penfriend to
  write to. Justify your choice of penfriend in terms of your shared and non-shared values.
  Write an email to this friend, describing yourself and your lifestyle in detail, and enquiring
  further about his/her lifestyle.

  OR

- Hold conversations with a number of people reflecting different backgrounds, in which you
  discuss aspects of your lifestyles which are different and which are similar.

- Self-reflection (in English). Prepare a handout for people going to the Beijing 2008 Olympic
  Games discussing China, the Chinese culture, and reflecting on the issue of the Chinese
  stereotype. Use personal examples reflecting your learning journey over the course of the
  year to enhance your presentation.
Module 3

Resources
Children’s sport and activity picture cards,
Websites: http://www.mylanguageexchange.com/penpals_chisim.asp
http://www.beijing2008.com

Ni Hao 2, Unit 3, Hanyu for Beginning Students, Learning Federation, Learning Objects
(Mobile Phone)

Module: Education

Key Learning Interactions

Learning Tasks

• Brainstorm education in Australia and what students know, or think they know
  (issue of stereotypes), about education in China.

• View a movie, either Not One Less or Going to School with Dad on My Back.
  Focus questions: Describe education as it is reflected in the movie. What does the movie
  say about how education is viewed in these communities? How do the images
  in the movie compare with other images you have already seen?

• View a series of photos and other images of schools in China.
  Focus questions: What do these images say about schools in China? Come up
  with a list of keywords to describe these schools. Consider the responses and issue
  of stereotyping. What comparisons can be drawn between these images and the
  schools that have been a part of your educational experiences to date?

  Key vocabulary: facilities

• View a series of school timetables and listen to students describe their school day,
  taking note of points of similarity and difference with each other and with one’s own.
  Focus questions: What type of text is this and how do you know? What do you
  notice about each of these timetables? In what ways are they different or
  similar? Compare them with your own and reflect on points of difference and
  similarity.

  What characters do you recognise? What compounds do you know/recognise?
  Can you make assumptions about the meanings of some of the compounds you don’t
  know? Explain.

  What values are hidden in these timetables? Whose values are reflected? How do you
  know? What does your timetable say about yourself and your school?

  What implications are hidden within these school timetables for family life?
  What impact do you think having such a timetable would have on your current lifestyle?

  Key vocabulary: school subjects, opinions, reasons

  Task: Using Chinese create your ideal, but realistic, school timetable and describe it to
  the class. Consider starting and finishing times, subjects, and the number of lessons
  per subject, extracurricular offerings, etc. Reflect on the choices made and what they
  reveal about you and your values.
Read and listen to a series of texts in which students talk about their school and school life.

**Focus questions:**
- What sort of language/vocabulary is used to describe the schools?
- What is the message you are getting about how this person views education?
- Are you getting the same message as your neighbour? Explain.

**Task:** Consider the positive and negatives aspects of your school and complete a table in Chinese reflecting this, ranking them in order of importance. Using Chinese ask your classmates about which aspect of their school they consider to be the best and the worst, and list them in a new table. Write a letter to the school principal discussing the good things about your school and the things that you believe need to be changed and why.

**Extension Tasks**
- Search for and locate a number of Chinese school websites, using a Chinese search engine. Analyse the type of information that is included on the website. What does this tell you about this school? Prepare a printout of pages representative of those school sites you visited. How does the information contained on these websites compare with the information contained on your school’s website? How effective are these schools at getting their message across using this medium?
- Your family is relocating to Beijing. Consider information packs (taken from websites) that provide information about a number of schools in the city. Select one that would suit your family’s needs, consider factors your family would need to be aware of when selecting a school, and explain why this one was chosen. Write a letter to a Chinese friend living in Beijing, telling him/her about the school you will be going to and some of the changes you will need to make.

**Key Assessment Tasks**
- Consider your school’s information pack for prospective overseas (Chinese) students. What aspects of this pack do you feel would appeal to these students and why? What does this pack really say about your school? Consider all information contained within it, not just the linguistic.
- Your Chinese friend is considering coming to your school to complete his/her education. Write a letter to your friend, telling him/her about your school and highlighting those aspects of your school and school life that you feel he/she may not be expecting. Reflect on the reasons behind your choice of aspects to discuss.

**OR**
- A number of Chinese students from your sister school in Jinan are coming to your school for a 2-week visit. Prepare a PowerPoint presentation to send them, promoting your school, and highlighting those aspects that you feel make your school unique.

**Resources**

Websites related to schools
- *Ni Hao 3, Unit 1*
- *Chinese Made Easy 2, Units 4 and 5*
- *Hanyu for Intermediate Students*
Module: The Natural Environment

Key Learning Interactions

Learning Tasks

- Access [http://weather.cn.yahoo.com/](http://weather.cn.yahoo.com/); listen to a series of texts in which people discuss the weather; analyse diary entries.

  **Focus questions:** What do you see? Recognise? What connections can you make? Make connections between characters, symbols, and meanings (e.g. 晴 and sun image meaning a fine day). Locate cities on a map of China. Discuss national variations in weather for a sequence of days and consider climatic variations. 晴

  - Discuss the ‘local’ weather conditions for a number of Chinese cities over a day/week.
  - Why are there differences in weather between the north and the south of China?
  - Consider the location of Chinese cities and the impact on weather conditions.

  Compare this with the Australian situation. Reflect on the differences in the way language is used in different contexts. Reflect on the importance of weather in conversations in Australia.

  **Key vocabulary:** weather and climate related; location (NSEW)

- Listen to a series of Chinese weather forecasts taken from the TV news.

  **Focus questions:** Notice key features of language used in this context.

  **Task:** Using information gathered about weather conditions for a number of Chinese cities, prepare and present spoken weather forecasts and printed forecasts for those cities. Include maps showing location and appropriate symbols to represent relevant weather conditions. Then hold a conversation discussing the weather conditions. Reflect on language used for the different tasks.

- Read a series of texts in Chinese outlining key points of China’s climate and its variations across the country.

  **Focus questions:** Discover keywords used to describe the climate in various locations across China and make connections with these words and the words used to discuss weather. Note features of language and how they have been used to get the message across. Reflect on the lifestyle choices you make and the influence climate has on these choices. Consider the climate in various places across China and the impact this may have on lifestyle and choices made.

  **Task:** Complete a table outlining climatic conditions for several locations in China, and for several locations in Australia.

- Read and listen to a series of texts in which students discuss their holidays.

  **Focus questions:** What are the key points discussed? What do these students say about their holidays? What do these texts say about these students? Consider your holidays and the activities you undertake during them.

  **Task:** Discuss your holidays with a partner. What conclusions would another person draw about you from hearing you talk about your holidays?

  **Focus questions:** Consider the major holiday periods in Australia and research the major school and public holidays in China. In groups, brainstorm the activities that might be undertaken by students during each of these periods and in each of these locations.
Why did you come up with this list? How does your list compare with other groups’ lists?

Task: In Chinese, prepare and conduct a survey of the classes’ favourite activities during the major holiday periods. Present this as a table in Chinese and write a reflection on the choices people make in their holidays. What conclusions (if any) can you make about this group of people?

Extension Task

- Prepare an information page for a website aimed at potential Chinese tourists visiting Australia, incorporating details about the Australian climate and its variations.

Key Assessment Task

- Part A: Considering issues of climate and lifestyle, prepare a holiday programme for a Chinese student visiting your city who wishes to experience aspects of life in Australia. Include an outline of climatic conditions at that time of the year, clothes to bring (and why), and a programme of activities for you to undertake together.

- Part B: In English, consider the following questions: Are these activities the same or different from those activities you would normally undertake during this holiday period? Why? How do you think a Chinese student would respond to the programme you have prepared?

- Part C: You have been invited to visit a friend in China during a Chinese holiday period. Prepare a wish list of activities you would like to undertake when you visit China at that time of the year for your friend to consider when making arrangements, taking into account the local climate.

- Part D: Compare your holiday programme for a visiting Chinese student and your personal China holiday wish list. Reflect carefully on the original choices you made for your Chinese visitor and consider whether you would make any changes to the original plan. Make a note of any proposed changes and the reasons for those changes.

- Part E: Complete a self-assessment and reflection on what you have learnt in completing this task.

Resources

Websites: e.g. http://weather.cn.yahoo.com/

Ni Hao 2, Unit 9

Chinese Made Easy 2, Unit 3

Chinese weather forecasts (from Chinese news)
Context Statement

School Context

The school for which this programme has been developed is a private, inner-urban, girls school in Australia which caters for students from Reception through to the end of their secondary education at Year 12 level. This school has been established for nearly 125 years. There are approximately 600 students attending this school across the year levels, with 400 in the Middle and Upper School and 200 in the Junior School. There is also a Kindergarten, which caters for boys and girls below school age. There is a boarding facility at the school which caters for approximately 60 girls from rural South Australia, interstate, and one or two from overseas. The school is referred to as a ‘high fee’ school, and most students come from families with a middle to high socio-economic status.

The school is well-resourced with three dedicated computer rooms with Internet access and access to a range of other computer programs. Most students are highly computer literate and have access to computers and the Internet at home. The library facility is also comprehensive and more computers are available for student use here. There is also at least one computer in every classroom in the school.

The school does not adhere to any specific externally imposed curriculum requirements, apart from the South Australian Certificate of Education at senior secondary level. Curriculum and programmes are developed by Heads of Schools, faculties and individual teachers to cater for the specific needs of the students in the school. There are approximately seventy teachers at the school, fifty-three full-time equivalents, the majority being of Anglo-Australian background who speak only English. A small number of teachers speak a language other than English. European languages prevail, and these are used sporadically with family members. Most teachers at this school are over 40, and approximately 25% are over 50.

Most students come from an Anglo-Australian background, with a small proportion having European or Asian backgrounds. Very few students speak a language other than English at home. The school is looking at developing an international student programme for the Upper School (Years 10–12) but does not want this programme to change the fundamental make-up of the current student cohort.

Language Programme Context

At this school two languages other than English are taught, Chinese (Mandarin) and French. All students from Reception to Year 7 compulsorily study French as a part of a programme established in the mid 1970s. Students undertake their study of Chinese from Year 7, and may continue with that study until their final year of secondary education, Year 12. At Year 8, study of a foreign language is compulsory, and students may opt to continue with one or both languages. Many students continue with their foreign language(s) study through to the end of Year 10, with approximately 20% of the Year 11 cohort and 8% of the Year 12 cohort studying at least one foreign language. Only one or two students study both languages at this level.

At each level from Year 8 to Year 11, there is a class of students of French studying at the year level above in an accelerated programme. This programme caters to the needs of those students who have demonstrated their ability and commitment to studying French in Year 7. These students complete their studies of French by studying Year 12 French while in Year 11.

Students in Year 7 have two 45-minute lessons for each foreign language per week; from Year 8 to Year 10 they have four 45-minute lessons for each foreign language per week; in Year 11 students have five 45-minute lessons; and in Year 12 they have six 45-minute lessons per week. In the Junior School students have two 45-minute lessons of French every week. The languages faculty consists of four teachers: three part-time teachers of French and one full-time teacher of Chinese.
**Learner Group**

Although the exact nature of the Year 9 group for which this programme is being developed is not available at the time of writing, as previous groups have been similar in their make-up, I am making the assumption that this particular cohort of students will also continue in this mould.

Year 9 Chinese classes at this school typically consist of female students from a variety of cultural backgrounds. Although most students come from an English-speaking home background, there are a few for whom English is a second language. The range of ethnic backgrounds in these classes include Anglo-Australian (the majority), American, European, New Zealand, and Vietnamese. For some of these students their only educational experience has been at this school, while others have a more diverse range of educational and cultural experiences. There are very few native speakers of Mandarin Chinese in this cohort. Such students are encouraged to join the class at later year levels.

The 2007 cohort of Year 9 students were the first group to begin their studies of Chinese as a Foreign Language (CFL) at Year 7 level. No one in this particular cohort began their studies of CFL prior to this, and all students studied CFL at this school at Year 8 level with me as their teacher. Some years there are students who join this cohort from other schools with a Chinese language programme. These students have a wide variety of experiences with Chinese language depending on the exact nature of the programme they have been following at primary school. No provision has been made for these students in the development of this programme, but their individual needs will be taken into account at the classroom level.

Although few students in the Year 9 Chinese classes have prior knowledge of Chinese, many have learnt a second language at primary school. For most students this is a European language, predominantly French with a small number of students who have previously studied Italian or German. Their experiences with using another language and culture are useful to draw upon in the classroom as a point of comparison and reflection.

**Rationale**

**Why Year 9?**

I chose to develop a Year 9 long-term programme for several reasons. First, the Year 8 programme had been restructured several years previously using the five principles of intercultural language learning developed by Liddicoat, Papdemetre, Scarino, and Kohler in their *Report on intercultural language learning* (2003). This had left the Year 9s with an unsatisfactory programme, which was adhoc in its adherence to intercultural language teaching and learning at best.

Second, the textbook that had been used at this level was increasingly unsatisfactory. Although aspects of it were useful, I felt that it did not cater adequately for the needs of the current cohort of students. It lacked authenticity and the texts used were highly fabricated and did not reflect either the greater Chinese or the Australian context. It was necessary to make the programme more relevant to the lives of Year 9 students in this context.

In addition, I was not happy with the students' lack of understanding of the Chinese language and culture, their own engagement with these, and their inability to use the language outside the parameters of any given task. Finally, I envisaged that I would be able to follow this up with a similarly renewed programme for the Year 10 cohort.
The Programme

The long-term programme has been divided into two sections: the Overview and the Module Descriptors, which contain Key Learning Interactions and a list of some of the Resources available. While the Overview provides the basic outline or map of the entire programme, describing the content, the main interactions and assessment tasks, it is not complete without the Module Descriptors. These descriptors provide greater detail on how the students will make this learning journey and include a wide range of learning tasks, some extension tasks, and the key assessment tasks. This section details the types of interactions that will take place.

Concepts

I decided that the overarching theme or concept for this year level should be ‘Relationships’. At Year 9 level, students tend to be interested in themselves and their peer group(s) and the relationships they form. I wanted to explore with the students the nature of the relationships that are important to them; to consider the choices they make in relation to these relationships and the values they place on these relationships; and to get them thinking carefully about why they make these relationships so they can make more informed decisions about these relationships. Today these students are also increasingly fluent users of information and communication technology tools (ICTs). By creating a course or programme that asks the students to examine and reflect on their relationships with others and the choices they make, incorporates use of ICTs and other forms of technology, and uses a greater range of authentic texts, I feel that these students’ engagement with their learning, their language development, understanding of the Chinese culture(s) and understanding of themselves and their place in the world, will increase.

This broad concept was then broken down into smaller concepts, each of which was elaborated as a module, which students at this level can relate to: Technology and Communication, The Human Environment, Leisure, Education, and The Natural Environment. Technology and Communication is the first to be studied for the year as it introduces many of the technologies that will be used later on in a practical and meaningful way, while reviewing and extending previously learnt language in new contexts. The Human Environment examines the nature of housing, space, and its effect on lifestyle. Leisure focuses on the individual and the peer group and the lifestyle choices made in different contexts. Education as a concept is relevant to students’ everyday lives and here it focuses on the educative choices made and what these choices say about people and the society in which they live, and the values inherent and reflected in those choices while asking the students to consider their own choices and values. The Natural Environment at this level considers the impact weather and climate have on lifestyle options and decisions. It is envisaged that some of these concepts will be developed further at other year levels. For example, The Natural Environment could include looking at the shape of the land and the impact this has on lifestyle; The Human Environment could be developed to encompass a study of pollution and population issues; Education could examine post-secondary education or work choices, options, and societal values.

Within each of these modules the programme was expanded to incorporate 'Key Cultural and Intercultural Concepts', ‘Key Language Concepts’, ‘Key Interactions’, and ‘Key Assessment Tasks’, thereby providing greater detail about the content, structure, and depth of each of the modules. Throughout the programme themes keep recurring and are revisited in different contexts, for example, the use of ICTs, reflecting on personal choices, and values.
Key Cultural and Intercultural Concepts

Four key cultural and intercultural concepts emerged as I worked through the programming for each of the modules and became organisational features or broad themes which recur through the programme. These four concepts are Social Organisation, or the individual and the community context; Interpersonal Relationships, which looks at the relationships that develop between people and others within their and other communities and the importance of the other to the individual; Values systems, which examines the issue of choice and the values reflected in that choice; and Change, which considers the impact of time on aspects of culture. These four concepts relate back to the over-arching concept of Relationships and encourage the students to reflect on aspects of the Chinese culture(s) both past and present, to consider their own perspectives and views, and to encourage them to make appropriate choices.

Key Language Concepts

These are the linguistic building blocks that make the cultural and intercultural concepts achievable. Through the learning of relevant vocabulary, grammatical concepts, communicative functions, texts, and characters, students are able to access the key cultural and intercultural concepts listed above. Through the use of this language, students will gain an understanding of the Chinese culture(s) studied and be able to engage in dialogue with (Chinese-speaking) others about aspects of culture. By understanding the importance of language and choices made (both linguistic and personal), students will be able to make considered decisions about how they present themselves to the world.

While the language concepts introduced and developed in the programme (with the exception of characters) are specific to each module, they are transferable and can be used across and within other modules. The concept of characters has been spread across the five modules as it is impossible to divorce the learning of characters from the broader language learning picture. The points that are listed are incorporated into every aspect of every module in this programme, so that each time new vocabulary appears, both the internal components of the character and the character's use in compound words is discussed. The use of Chinese language word-processing packages occurs throughout the year as appropriate.

Key Interactions

By reflecting on their own and other cultures with an enquiring and questioning mind, students will gain an understanding of their relationships and their place in a world which is rapidly getting smaller and is increasingly globalised. They will be able to interact with others in a considered way, understanding that the linguistic and cultural choices they make are important, and reflect their view of themselves to others.

These interactions summarise the types of interactions that will take place in the classroom within each of the modules. Greater detail is provided within the module descriptors following the overview. It is envisaged that the interactions take place in Chinese and in English as appropriate, with a text in Chinese as the stimulus. At the start of the year I would imagine that the students would be using more English, but I intend to gradually increase their use of Chinese as they get used to this approach, and get more familiar with the language being used. Each of the interactions centres on a Chinese language text and culminates with a task to be completed in Chinese or English as appropriate. I consider the use of a Chinese language text as a stimulus important, as it provides students with an initial point of cultural and linguistic comparison. A variety of text types have been chosen to maintain student interest and to reflect the variety of texts accessible to students of Chinese as a Foreign Language.
**Key Assessment Tasks**

This section of the long-term programme overview is a summary of the module’s key assessment tasks, the culmination of the learning for that module. For some modules students have a choice of key assessment tasks and in some modules students have to complete more than one assessment task. Reflecting the end-point of student learning for that particular module at this level, the key assessment task is supported throughout the module with a variety of learning tasks. These learning tasks are a part of the learning interactions, which are explained in detail in the module descriptors.

All assessment is task based, giving students an opportunity to reflect on their learning, themselves, and to undertake a meaningful task in Chinese. In some instances students are asked to complete a self-assessment of their learning and in others students are asked to reflect specifically on what they have personally learnt during that module.

**Task Implementation and Evaluation**

I chose to implement a learning task from the module ‘The Human Environment’ with my Year 10 Chinese class. This is a small class of eight students, seven of whom are from an Anglo-Australian background, and one from a non-Chinese-speaking Vietnamese background. They had been learning about housing and this task fitted into our programme. The particular task I chose was to explore Chinese real estate advertisements and then create an advertisement selling their own house in a Chinese real estate newspaper. In creating their own advertisement, the students needed to consider those features that would appeal to a Chinese family moving to Adelaide. The task is described as follows in the programme:

**Learning Task**

Explore Chinese real estate advertisements (printed and online) and then compare with Australian equivalents.

**Focus questions:**

汉语: What do you recognise? 汉语: What connections can you make between the way language is used in these texts and in previous texts studied?

Why do think this has happened? 汉语:

How do the Chinese texts differ or are similar to those in the Advertiser?

In comparing these texts do similar things happen with language?

**Task:** Create an advertisement for a Chinese real estate newspaper designed to sell your house (include address and contact details). Reflect on and highlight those features that may appeal to a Chinese family moving to Adelaide.

To begin this particular task we explored pages from the 16 January 2005 edition of the Shanghai Real Estate Weekly, gradually narrowing our focus to a number of pages which contained a range of housing advertisements. The students engaged with the task from the beginning and enjoyed the use of authentic texts. They were amazed that so much factual and implicit information could come from such texts, even the photos and other images contained data which informed their cultural understanding of China. The revelation that such texts could be an avenue to learning about and understanding aspects of the Chinese culture made this a positive learning experience and helped them to understand more than just the language. The students had an understanding of the types of housing available for rent and purchase in Shanghai, as well as an understanding of the language used to advertise them; they made connections with the housing market in Shanghai and with that in their home town; they saw the implicit values placed on attributes of housing (number and type of rooms, importance of space or m²) and were able to compare these with the implied values contained in local real estate advertisements.
It was a much richer learning experience for the students; making the language more real as they learnt about the ‘big picture’, about what China is actually like in its modern context.

We began this section of work together as a class, and had some useful class discussions about the texts, usually with the same students contributing (see Appendix 1 for a summary of the results of these discussions). However, while the students were engaged with the discussion and the broader cultural information they were being asked to consider, some of the students found it difficult to follow the characters in the texts themselves, particularly when there were sequences of unfamiliar characters. While the students as a whole understood the gist of the texts, the cultural data contained within the texts and the different ways in which language was being used in this context, for some students the specifics of the language (in particular the characters) were missing; the amount of new vocabulary was too great. In order to consolidate their understanding and to make sure that each student was able to follow and understand the type of language contained within the texts, I adapted the discussion part of the task which dealt with the language so that students were able to engage on a personal level with a specific text, and individually reflect on what they did and did not know. See Appendix 2 for the task the students were given. The questions for this task were mainly linguistic as we had already covered the cultural issues in our earlier class discussions and I felt it necessary to focus on the linguistic at this point. Students were asked to complete the reflection component of the task after they had completed the other sections.

Students were able to choose an advertisement for their analysis from a range on three pages of the paper (see Appendix 3 for the pages). These advertisements ranged from quite large and detailed with a broad range of new vocabulary to small and simple with a smaller number of new words; some had photos and others were just character texts. Interestingly, the students did not choose the smaller and simpler advertisements as I had expected, but chose ones they were interested in. Some chose advertisements that we had already looked at in class.

When asked to reflect on the task as a whole, student responses were positive with them all enjoying engaging with the authentic texts, agreeing that it gave them a greater insight into the culture and values inherent in these texts, and hence their target audience, while also giving them an opportunity to reflect on their own values and culture. As one student said ‘I really enjoyed going through the Chinese real estate pages because they were interesting and taught me more about the country, rather than just the language,’ and another ‘I liked discussing the culture and community aspects of housing’. Yet another student commented on the similarity of the papers we used reflecting that ‘I think I would have liked to have read a newspaper from the country too’.

Although the language learning was rich through completing this task, the students learnt about more than the language. While most students commented on the language they learnt and the nature of advertising in China (or in the Shanghai Real Estate Weekly to be more specific), most of them also learnt about ‘values in regard to housing in Shanghai’ and ‘the different values between Chinese and Australian lifestyles’. Several of the students commented on the importance of nearby facilities such as parks and public transport evident in the advertising and reflected on the prevalence of apartments, compared with in their home town, where the majority of houses are stand-alone, most have gardens, and access to public transport is not seen as being as important. The impact this has on lifestyle also featured in our discussion. For another student it was ‘the cultural changes and aspects having a small apartment brings and how important housing is in your daily life’. It was interesting that two of the students were able to internalise and personalise what we had been learning about and stated that they had learnt ‘don’t make broad spectrum generalisations: what seems small to us may seem reasonable to Chinese (people)’ and ‘my own bias towards judgments’.
In completing this task, several students commented that they had to consider more than the language that they needed to use. Students commented ‘(the) target audience must be understood’, and they needed to consider ‘what would appeal to Chinese rather than Australian people’. Another student considered ‘the qualities that Chinese people value’ when preparing her advertisement. One student tried to see ‘how short and precise I could make it’.

I feel that the students now have a clearer picture in their minds about housing in Chinese cities today and the broader human environment than they would have had had they just used the textbook. They have a greater understanding of what is valued by the Chinese people in terms of housing and the impact that has on lifestyle. They were able to see the effect housing has on lifestyle and were able to reflect on their own situation; on the impact on their own lifestyle that the housing choices we make have. Linguistically, they were able to apply new words and adapt their language to fit this situation. They were able to make their sentences shorter and catchier, and apply the new structures to their own advertisements. They learnt new words which have greater meaning to them given the context in which they were learnt, and which would not have been learnt using more traditional means.

The students considered the language they used and the messages they conveyed when preparing their advertisements. One student considered ‘(the) rooms, floor space and size because I feel that Chinese people value space as it is a rare commodity’, while another felt that it was important to include ‘(the) garden – many Chinese houses don’t have gardens so this would appeal to them’. Another student felt that she needed to promote ‘(the) bedrooms, living spaces and bathrooms as it was mentioned in every ad I read’.

I do not see a need to alter the nature of the original task as I feel that I achieved what I set out to achieve. I feel that the students have a very good understanding of the housing situation in Shanghai and can apply their knowledge to their own situations. They were able to discuss the effect housing has on lifestyle, and were able to compare what they learnt with their own situation. Students learnt about different values and to not put their own values onto other people. However, I think that the initial discussions we had as a class would have been better if they were first done in small groups, and then followed up as a class discussion. Certainly with a larger group of students it would be necessary to do this in order to ensure that more of the students engage with the initial texts. I would like to do more ‘in-language’ discussion, but am not sure about my own ability to lead this in Chinese.

Developing the task and its focus questions enabled the students to engage with the texts on a personal level and helped those students who were struggling to follow what was happening. I feel that there was too much discussion and not enough linguistic support for those students. Perhaps next time the discussion and the task need to be done in conjunction with each other, so that those students who need greater support can get it that way. I feel like I still need to get my head around what this will look like in the classroom.

Reflection

I found this to be a wonderful opportunity for me to extend my knowledge of intercultural teaching and learning in a practical and meaningful way. Having the opportunity to develop a Year 9 long-term plan as a part of this project has given me the impetus to make changes in my other teaching programmes.
My personal learning journey has been both interesting and satisfying. Some of the things I have discovered include that there are appropriate authentic texts on the Internet if you have the time to search; that students enjoy using authentic texts and enjoy learning about the Chinese culture in that way; that students will engage with their learning and see the value of this approach even if they don’t fully understand the language; that there are not enough hours in the programme for me to do all that I want to do; and that I can now download digital photos myself! Through using authentic texts, and through the course of Phase 1 of the ILTLP Project I have been incorporating more at all year levels, I have found that the students are more engaged with their learning and have a better understanding of the Chinese culture; however, some students find it hard to learn about how to use language using this approach.

Using this approach challenges my own language ability and I feel it is important to spend time upgrading my language skills. It also takes up a lot of energy, both in class and in preparation time, but the rewards are there in terms of student outcomes.

In terms of programming, the intercultural focus of this project necessitated greater thinking and preparation time than other approaches to language teaching I have used in the past. It required consideration of questioning techniques and a change in the types of questions that I ask in the class, to the more analytical and reflective. For instance it was necessary to ask the students to be more critical about the information contained within texts, instead of just repeating what they saw. It was also necessary for the students to reflect on this information and relate it to their own experiences. By comparing and contrasting what they have learnt about China with what they know, and in some cases discover, about themselves, the students have a richer and more personal learning experience which, hopefully, enables them to achieve a deeper understanding of the Chinese culture(s), their own culture, and where they fit in the world. The cultural learning was more direct, less implied, as were the connections students made between their own situation(s) and their understanding of the Chinese culture. A fundamental change was the use of text as a stimulus for language and culture learning, not giving the language first and then looking at the text to support the language. This approach also necessitated greater use of the dictionary, both on my part and for the students. It was encouraging that towards the end of the implementation phase, they would just go and get a dictionary when we started looking at the texts and use it not just to look up words in the text but also to look up words to use in forming their responses to questions I posed in Chinese.

In terms of assessment, I have needed to ask the students to respond to reflection questions in order to get at the ‘nuts and bolts’ of their learning, in other words to work out exactly what they came away with in terms of the changes in their thinking, and to confirm the journey that they had made. Putting a grade or number on this still needs to be resolved in my mind. How do you equate one student’s small steps with another’s big steps when for each student they are turning points in their thinking and as such are significant to them? Just as this project is a personal learning journey for me, this approach is also a personal learning journey for the students, and each student will take away something different. This issue of validly assessing each student’s engagement with their learning and how they are progressing needs greater examination. Assessing the linguistic product is much easier than assessing a student’s engagement with the cultural side of language learning.

I have noticed that when using this approach the students are more focused in class and engage at a greater level with the class activities. While there is greater student interest and motivation in class, the harder language, both in terms of vocabulary and structures, leads to sometimes questionable linguistic outcomes, particularly for those students who struggle with language learning. I found that more able students get more out of this approach while those students who struggle find it even harder than other approaches as there is very little which is familiar in an authentic text to give them the assistance and support they need. This means that there is a need for me to develop greater scaffolding to support these students.
I am not yet sure how to do this as this approach appears to be considerably teacher directed when in the classroom. There is then the issue of managing the class and the discussions, so that I can also be there to support those struggling students with following the character text. This is particularly important for those students who have trouble reading characters.

In summary, intercultural language learning is a valuable tool in the language teaching toolbox; however, I feel that it still needs to be supported with explicit language teaching and careful thought needs to be given to the issue of supporting weaker students. I have been surprised at and encouraged by the positive response to the use of authentic texts by the students. I am looking forward to implementing my Year 9 programme next year, and finding the answers to those questions that still remain in my mind. I feel that intercultural language learning has great value and potential to develop in our students a more global outlook and view of the world.

While I have developed a Year 9 programme for the purposes of this project, in undertaking this I have also had time to reflect on my current Year 8 and 10 programmes, and have been encouraged to make changes to that broader long-term programme as well.

Reference

Appendix 1: Samples of class discussion

The following photographs of the classroom whiteboard reflect the discussions we had as a class about the housing texts.

(Photo 1: What do you notice?)

(Photo 2: What else do you notice?)
Module 3

(Photo 3: What does this tell you?)

(Photo 4: Who is this text aimed at?)
1. Not just living in apartment but other things to also consider eg lifestyle, transport (garage)

2. Different things became important.

3. Activities change

4. If we lived in a house with children, work would change we did things different.

5. Value and space of living space

6. Size of house changing (no of rooms)
Appendix 2: Sample of learning task (The Human Environment)

Learning Task 5
Explore Chinese real estate advertisements (printed and online), compare with Australian equivalents, apply what you have learnt and reflect on aspects of your learning.

Process
Select an advertisement from the page you have been given and respond to the following questions.

a) 你认识 (rènshì – to recognise) 什么？Prepare a list of Chinese characters, words, and phrases that you recognise.

b) Prepare a list of Chinese characters, words, and phrases that you don’t know and see if you can work out the meanings.

c) How is the language used in this text, the same and/or different to other texts (e.g. letters, plans) you have studied? Why do think this is the case?

d) How do the Chinese texts differ or are similar to those in the Advertiser? In comparing these texts do similar things happen with language?

Task
You wish to advertise your house for sale in a Chinese newspaper as you believe it would appeal to a Chinese family moving to Adelaide (include address and contact details). Prepare an advertisement for your house, using your knowledge of Chinese real estate advertisements to promote those features which are valued by prospective Chinese clients.

Reflection

a) What did you need to consider when preparing your advertisement?

b) Which features did you consider to be important and needed to be promoted in this context? Explain the reasons behind your choice of features.

c) What have you learnt through completing this task?

d) Did you enjoy this task? Which aspects of this task appealed or didn’t appeal to you and why?
Sample programme: Indonesian, Years 11–12
(Melissa Gould-Drakeley)

Major headings

Overview
The context of the programme
   Profile of school community
   Profile of student group
   Profile of self
Stage 6 Year 11 and 12 Indonesian Programme
   Aims
   Objectives
   Pedagogy
   Thinking skills
   Differentiated curriculum
   Quality teaching
   Assessment
   Board of Studies NSW components and weightings
   Stage 6 scope and sequence
   Preliminary Indonesian 2007 assessment grid
   HSC Indonesian continuers 2007 assessment grid
   Resources and equipment

Year 11 module 1 — Family and friends/Leisure and lifestyle
Year 11 module 2 — The individual
Year 11 module 3 — The Indonesian-speaking communities
Year 12 module 1 — The Indonesian-speaking communities
Year 12 module 2 — Issues in today’s world
Year 12 module 3 — Youth issues (drugs, unemployment/the workplace, technology/equality)
Year 12 module 4 — Revision
Overview

The Year 12 Indonesian programme is the second year of the Stage 6 Board of Studies NSW course. The themes and topics covered in the programme are prescribed in the syllabus; however, there is no set sequence for these.

The context of the programme

At my school, the study of Indonesian takes place within the wider framework of a Christian education. Learning a language has Christian value in that it fosters communication and intercultural understanding.

There are approximately 1000 students at the school and all students study Indonesian from Kindergarten to Year 8. New students who enrol at the school in Year 7 are placed in Beginners classes while students who have studied Indonesian at primary school are placed in Continuers classes. In Year 8, these classes are combined and teachers differentiate the lessons they present to cater for varying experience, abilities and needs of the students.

Indonesian is an elective in Years 9–12. There are approximately 60 students in each year group at a primary level, 110 students at a secondary level and 90 students in both Years 11 and 12. Approximately 15% of students study Indonesian as one of their two elective subjects in Years 9 and 10. The percentage of students who study Indonesian in Years 11 and 12 varies. For 2007, 5% of Year 11 students will study Indonesian and 10% of Year 12 students. Students study Indonesian for 50 minutes per week from Kindergarten to Year 6, 100 minutes per week in Years 7 and 8, 2 hours per week in Years 9 and 10, and 3.75 hours per week in Years 11 and 12. Extension Indonesian is also offered to Year 12 students. Indonesian has parity of time with all other specialist/elective subjects.

To broaden their learning, students are offered opportunities to learn dance, music, and craft as part of a co-curricular program. Students are also given the opportunity to travel to Malaysia on a study tour. To create an Indonesian environment we have created a Balinese garden and constructed a Balinese Bale which is used as an open-air classroom.

There are four Indonesian teachers at the school, two of whom have full-time Indonesian loads. A background Indonesian speaker also works at the school in both a voluntary and paid capacity. Her main role is to help students to enhance their speaking skills.

Indonesian is adequately resourced and each year the school receives additional grant funding from the Association of Independent Schools to implement special projects. There are three designated Indonesian classrooms, one of which one has three computers used for differentiated learning activities.

Assessment for all Stages of Learning follows the NSW Board of Studies requirements and there is a focus on both assessment for and assessment of learning (see assessment section).

Profile of school community – teachers, administrators, parents

There are approximately 125 teaching and administration staff at school. There is a mix of teachers at the school both in terms of age and gender. 52% of the staff are female and 48% are male. 30% of the staff are under 35 years of age and 70% of staff are over 35. Parents are mainly white/anglo in ethnicity but the cultural mix is increasing as more people move in to south-west Sydney and can afford to send their children to an independent school. As the school is a Christian school, many of the families identify themselves as being Christian. There are also a couple of Buddhist and Muslim families who send their children to the school. Most of the teaching staff are Christian. The parent population is mainly middle/aspirational class.
Profile of student group  
(detail of social, cultural and linguistic profile, prior learning experiences)

South-west Sydney is a growing area and, as a result, enrolments in the Infants’ and Junior school are growing. Parents value education and send students to the school to benefit from the academic opportunities and pastoral care. The students are mainly from middle class families. There is some cultural diversity at the school but the students are mainly from white/anglo monolingual families.

In the Year 12 class that I am following for this project, two of the nine students were born overseas – one in the Philippines and one in Italy. Two of the nine students are male. (I am currently collecting more data on these students.)

Profile of self

I am a passionate Indonesian language learner and teacher and have taught Indonesian from Years 7 to 12 for 18 years. I am always eager to further develop both my language and my teaching skills. Since completing my Graduate Diploma in Education, I have completed a Graduate Certificate in Language Teaching and a Masters in Education (LOTE). Before teaching at this school (where I have taught for the past 8 years), I taught Indonesian at government schools in the ACT, mainly at Belconnen High School. I am an advocate for the study of languages in Australian schools and an active member of the Modern Language Teachers Association.

I was born in Sydney, NSW, and brought up in both Sydney and Canberra. I attended three different primary schools and two different secondary schools. I completed my Bachelor of Arts (Indonesian, English, French) at the University of Sydney, Graduate Diploma of Education at Canberra College of Advanced Education, Graduate Certificate in Language Teaching at the ANU, and my Master in Education at Deakin University. I use English for daily communication and both Indonesian and English for teaching (and sometimes Indolish). I previously studied French for two years and taught it in my first years of teaching to Years 7–9. As my first language, English is the language that I use to communicate, think, and feel in on a daily basis, and in particular in my role as Head of School. Indonesian, as my second language, represents my alternate persona. I use Indonesian in the classroom and with my colleagues. I also use Indonesian at home with my husband whom I met in Indonesia (he’s English). After living in Indonesia for 12 months, some Indonesian has entered my everyday language and with English speakers I always apologise in Indonesian and call ‘watch out’ (I can’t seem to change this!). There are also some translated Indonesian expressions that are still part of my English vocabulary such as ‘if I’m not mistaken … ’ I am a wife, daughter, and niece.
Stage 6 Year 11 and 12 Indonesian Programme

Aims
The aims of the Stage 6 programme are to develop students’:
- understanding of the interrelationship between language, culture, and learning;
- intercultural understanding, competence, awareness, and sensibility, and apply them to their lifelong professional and personal endeavours;
- ability to use Indonesian to communicate with others;
- understanding and appreciation of the cultural contexts in which Indonesian is used;
- develop personal ways of responding to linguistic and cultural difference;
- ability to reflect on their own culture/s through the study of other cultures;
- understanding of language-and-culture as a system;
- understanding of the culturally conditioned nature of human behaviour;
- ability to make connections between Indonesian and English and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Indonesian to work, further study, training, or leisure.

Objectives
Students should achieve the following objectives:
- exchange information, opinions, and experiences in Indonesian;
- express ideas through the production of original texts in Indonesian;
- analyse, process, and respond to texts that are in Indonesian;
- understand aspects of the language and culture of Indonesian-speaking communities;
- communicate interculturally using multiple perspectives to understand and create meaning;
- learn how to learn about language and culture.

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Indonesian and English.

Pedagogy
The communicative approach with an emphasis on intercultural competence is the methodology used in my language classes. Intercultural competence involves the ability to communicate and understand communication. It relies on more than linguistic competence, that is, a knowledge of the rules of phonology, morphology, syntax, semantics, and lexicon. It also relies on pragmatic competence, that is, a knowledge and understanding of how to use this linguistic code appropriately according to purpose, audience, and context of the interaction. Pragmatic competence allows learners to decode and encode utterances (including their inference) and to interpret and convey utterances in a range of contexts. In order to successfully communicate in Indonesian, learners need to learn how to engage with Indonesian culture. This involves having both an understanding of their own culture and Indonesian culture. It is important for students to develop both culture-specific (a knowledge and understanding of Indonesian language and culture) and culture-general learning (focusing on universal intercultural understanding).
Intercultural language users are aware that cultures are relative and that different people use language in different ways to achieve similar goals ... and intercultural language users have the capacity to reflect on their own linguistic behaviour and that of their interlocutors.


- Active construction
- Making connections
- Social interaction
- Reflection
- Responsibility.

The programme aims to help students to develop and build on their conceptual knowledge and understanding of language and culture. Increasingly complex language, cultural concepts and thinking processes, and tasks will be introduced throughout Years 11 and 12. This will provide a basis for students to build on their knowledge and understanding in future years.

Students will be provided with explicit form-focused (grammatical and pragmatic) instruction and corrective feedback within the context of the intercultural communicative programme in order to enhance second language and culture acquisition. As the acquisition of language and culture is a cumulative process, at each stage of learning, students develop greater breadth and depth of knowledge, understanding, skills, values, and attitudes.

Teachers need to help students recognise their own intra-culturality and guide each student’s perception of the world inter-culturally as an ongoing process. (Papademetre, L., & Scarino, A. Reflections on practice: Given a set of principles for intercultural teaching and learning, what are the implications for languages pedagogy? Paper presented at the Biennial International Conference of the New Zealand Association of Language Teachers, Auckland, 2–5 July 2006). Self-reflection and ongoing evaluation will be key tools to assist students to clarify their learning process.

**Thinking skills**

Opportunities are created so that students develop how to think. My challenge is to create a multi-atmospheric classroom which:

- caters for diversity
- promotes shared understandings
- fosters creative thinking
- enhances critical thinking
- encourages divergent thinking
- develops intercultural understanding.

**Differentiated curriculum**

In planning lessons I aim to ensure that my lessons are varied and focus on students’ learning styles, and multiple intelligences. Grouping of the class according to ability and providing opportunities for remediation and extension also assist in meeting the learning needs of each individual.
I am keen to provide students with tasks that will enable students to engage in meaning making. ‘Tasks represent key moments in which intercultural language learning processes and concepts are applied and developed.’ (Liddicoat, A., et al., 2003: 59)

**Quality teaching**

Teaching that focuses on producing deep knowledge and understanding of key ideas and skills has intellectual quality. Deep knowledge of a topic is gained by focusing on a small number of key ideas and having an understanding between these ideas. Students are asked to analyse and interpret information, being aware that interpretation is dependent upon a knowledge of both language and culture and may differ according to one’s perspective. Explicit teaching on the diversity and subjectivity of different perspectives in interpreting self and others will help students develop this awareness. Students will be encouraged to make connections between their own intra-cultural experiences and intercultural experiences in their meaning-making process. The programme builds in tasks to promote deep thinking. Students are given the opportunity to reflect on their language and culture learning at various points in each module, and in Year 12, through a reflective Learning Log, students reflect on their learning over the year.

I have high expectations that students will achieve good results. In order to do this I aim to explain clearly to students the quality of the work they are expected to produce. I also aim to draw on students’ knowledge to ensure that their learning is significant so that they can develop intercultural understanding, competence, awareness, sensibility and apply them to their lifelong learning.

(Adapted from DET, Professional Support and Curriculum Directorate Discussion paper on Quality Teaching, 2003)

**Assessment**

The central purpose of assessment is to provide information on student achievement and progress and set directions for ongoing teaching and learning. Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment that enhances learning recognises that learners use their current understanding to discover, develop, and incorporate new knowledge, understanding, and skills. Assessment for learning helps identify if current understanding is a suitable basis for future learning. In assessing intercultural understanding it will be important to consider alternative assessment strategies such as self-evaluation and learning logs. It will also be important to be aware of the subjective nature of assessing a student’s intercultural understanding.

At key points, this information is also available for the teacher to use to form a judgment of the student’s performance against levels of achievement. This judgment will be used to inform parents, and especially the student, of the student’s progress. In a standards-referenced framework the process of assessment for learning can be extended into the assessment of learning. (Adapted from Board of Studies NSW Indonesian K–10 Syllabus, Advice on Programming Stages 4–5, p. 11)
Module 3

Board of Studies NSW components and weightings

Preliminary Course 120 hours

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>30</td>
</tr>
<tr>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td>Writing in Indonesian</td>
<td>10</td>
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<tr>
<td>Marks</td>
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</table>

HSC Course 120 hours

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td>Writing in Indonesian</td>
<td>15</td>
</tr>
<tr>
<td>Marks</td>
<td>100</td>
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</tbody>
</table>

It should be noted that intercultural understanding is a key element of each of the above components. Culture is integrated into other language skills and is not a separate skill.
## Stage 6 Scope and Sequence

<table>
<thead>
<tr>
<th>Themes</th>
<th>Stage 6 – Year 11</th>
<th>Stage 6 – Year 12 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Individual</strong></td>
<td>Indonesian Speaking Communities</td>
<td></td>
</tr>
<tr>
<td><strong>Indonesian Speaking Communities</strong></td>
<td>SPRING TERM</td>
<td></td>
</tr>
<tr>
<td><strong>The Changing World</strong></td>
<td></td>
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<tr>
<td><strong>SUMMER TERM</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indonesian Speaking Communities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING TERM</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUTUMN TERM</strong></td>
<td>1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2</td>
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</table>

<table>
<thead>
<tr>
<th>Theme/s</th>
<th>3. Indonesian Speaking Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issues in Today’s World</strong></td>
<td></td>
</tr>
<tr>
<td><strong>People and Places</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Diversity</strong></td>
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<tr>
<td><strong>WINTER TERM</strong></td>
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<table>
<thead>
<tr>
<th>Topics</th>
<th>WINTER TERM</th>
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<tbody>
<tr>
<td><strong>Visiting Indonesia</strong></td>
<td></td>
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<tr>
<td>— Getting Around,</td>
<td></td>
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<tr>
<td>— Overcoming problems.</td>
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<tr>
<td><strong>Visiting Indonesia</strong></td>
<td></td>
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<tr>
<td>— staying in an Indonesian home</td>
<td></td>
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<tr>
<td><strong>Impact Tourism</strong></td>
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<tr>
<td><strong>Urban and Rural Daily Life</strong></td>
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<tr>
<td><strong>Arts and Crafts</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3</th>
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<tr>
<td><strong>AUTUMN TERM</strong></td>
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</tr>
</tbody>
</table>

| Theme/s | |
|---------| |
| **Youth Issues** | |
| **Drugs** | |
| **Unemployment/the workplace** | |
| **Technology/Equality** | |

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUTUMN TERM</strong></td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2</td>
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</table>
Highlighted Board of Studies outcomes are assessed in activities (as assessment for learning) and assessment tasks (as assessment of learning) in each module.
## Preliminary Indonesian 2007 Assessment Grid

<table>
<thead>
<tr>
<th>INDOONESIAN OUTCOMES</th>
<th>TASKS</th>
<th>Date</th>
<th>Speaking</th>
<th>Listening and Responding</th>
<th>Reading and Responding</th>
<th>Writing</th>
<th>Exam Type Tasks</th>
<th>Non Exam Type Tasks</th>
<th>Focus topic(s), Themes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as published in the Board of Studies NSW Stage 6 Indonesian Continuers Syllabus)</td>
<td><strong>Task 1:</strong> Email and Interview Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1</td>
<td>Summer</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>The individual: Future Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Task 2:</strong> Half-yearly Begin 27 March Outcomes: 3.1, 3.2, 4.1, 4.2, 4.3</td>
<td>Summer</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>The individual, Indonesian speaking communities, World Issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Task 3:</strong> Listening Outcomes: 3.1, 3.2</td>
<td>Autumn</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>The individual, Indonesian speaking communities.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Task 4:</strong> Reading Folio Outcomes: 3.1, 3.2</td>
<td>Winter</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>The individual, Indonesian speaking communities, World Issues.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Task 5:</strong> Yearly exam Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2</td>
<td>Winter</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>40</td>
<td>The individual, Indonesian speaking communities, World Issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTALS</strong></td>
<td></td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>10</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
### HSC Indonesian Continuers 2007 Assessment Grid

<table>
<thead>
<tr>
<th>INDONESIAN OUTCOMES</th>
<th>TASKS</th>
<th>Date</th>
<th>Syllabus Weightings</th>
<th>Exam Type Tasks</th>
<th>Non Exam Type Tasks</th>
<th>Focus topic(s), Themes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as published in the Board of Studies NSW Stage 6 Indonesian Continuers Syllabus)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| **TASK 1:** Interview and reflective email  
*Outcomes:* 1.2, 3.1, 3.2, 4.1  
*Themes:* Religion, Celebrations and Festivals  | Spring  
27 Nov      | Speaking: 10  
Listening and Responding: 5  
Reading and Responding: 5  
Writing: 20 | 20 |                         |                     |                     |
| **TASK 2:** Listening  
*Outcomes:* 3.1, 3.2  | Summer  
10          | 10 | 10 |                         |                     |                     |
| **TASK 3:** Half-Yearly Exam  
*Outcomes:* 1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1  | Summer  
5  
5  
10  
20 | 20 | 20 |                         |                     |                     |
| **TASK 4:** Learning Log  
*Outcomes:* 1.4, 2.2, 3.1, 3.2, 4.2, 4.3  | Autumn  
20  
5  | 25 | 25 |                         |                     |                     |
| **TASK 5:** Trial HSC Exam  
*Outcomes:* 1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1  | Winter  
5  
5  
10  
5  
25 | 25 | 25 |                         |                     |                     |
| **TOTALS** | 20  
25  
40  
15  
45  
55 | 55 | 55 |                         |                     |                     |

The student:  
1.1 uses a range of strategies to maintain communication.  
1.2 conveys information appropriate to context, purpose and audience.  
1.3 exchanges and justifies opinions and ideas on known topics.  
1.4 reflects on aspects of past, present and future experience.  
2.1 applies knowledge of language structures to create original text.  
2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future.  
2.3 structures and sequences ideas and information.  
3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information.  
3.2 summarises, interprets and evaluates information.  
4.1 recognises and employs language appropriate to different social contexts.  
4.2 identifies values, attitudes and beliefs of cultural significance.  
4.3 reflects upon significant aspects of language and culture.
Resources

Texts
Bagus Sekali 3 textbook + CDs     Cartwright and Soehodo
Bahasa Tetanggaku textbook     White, I
Bersama-sama 3 textbook + workbook + teacher guide     Hardie, Clarke and Pollard
Bersama-sama Senior textbook, workbook, CD, grammar book     Kay and Rachmat
Jajak workbooks + cassettes     OTEN
Kenalilah Indonesia 2 text     Hibbs, Stobbe and Ure
Lancar Berbahasa Indonesia     Arnost and Kusumastuty
Suara Siswa stages 3 and 4 texts + cassettes     Curriculum Corporation

Readers and poems
Di Serambi, On the Verandah     Brown & Davis
Hidup Berwarna     George Quinn
Menagerie     McGlynn, J
Bersenang-senang     McGarry & Sumaryono
Varia     McGarry & Sumaryono
Advanced writings for Students of Malay and Indonesian     Mintz, M
Buku Bacaan Pertama     Hutchinson

Dictionaries and grammar references
Kamus Indonesia – Inggris     Echols J. and Shadily H
Kamus Inggris – Indonesia     Echols J and Shadily H
Kamus Besar Bahasa Indonesia     Departemen Pendidikan dan Kebudayaan Republik Indonesia
Learn Indonesian Book 3     McGarry and Sumaryono
The Learner’s Dictionary of Today’s Indonesian     Quinn
Oxford Indonesian Dictionary Skills     Young, Berwick and Thorne
Oxford Study Dictionary     Oxford
A Student’s Guide to Indonesian Grammar     Djenar
Leading Edge Update
ILP worksheets

Flash cards
Indonesian in a Flash     Tuttle

Authentic texts
Brochures, Advertisements, Photographs, Internet sites, e.g. iklan-mini, kompas online, Receipts etc.
Videos
TIFL Videos – Introductory Indonesian, Video Dialogue and Transcripts
Universitas Satya Wacana videos
Ada apa dengan cinta?
Sama Bajo
Indonesian Idol
The Shape of the Moon
Swapping Lives
You Tube – excerpts from blogs, songs, TV
Untuk Rena

Magazines
Gamelan, Indonesia Media, Pelangi, Inside Indonesia, Garuda, Gadis, Femina, Hai, si Kambing

Songs
Iwan Fals – Sarjana Muda
KLA - Yogyakarta
Godbless – Rumah Kita
Ebiet – Balada Gadis Desa
P. Project - Mudik

Other
HSC Online Indonesian (www.hsc.csu.edu.au) Charles Sturt University
Indonesian Continuers Speaking Skills Training Package NSW Board of Studies
HSC past papers (Continuers and Beginners) NSW Board of Studies
HSC past songs NSW Board of Studies
Culture Shock Indonesia

Equipment
Tape/CD player
Computer
Video player/DVD Player
Overhead projector
Data projector
Video Camera
Year 11 Indonesian (Stage 6) Module 1  
— Family and Friends/Leisure and Lifestyle

Themes: *The Individual, People and Places, The World of Work*  
Personal Identity – self, home and community, family and friends, relationships  
Leisure and lifestyles – sport and hobbies, keeping fit and healthy  
Entertainment  
Intercultural Focus:  
1. Identity – Who are you? How do you represent yourself to others?  
   What does this mean for engaging with and understanding others?  
2. Pragmatics – What is this and why is it so important for communication?  

Duration:  
Summer Term

<table>
<thead>
<tr>
<th>Targeted outcomes</th>
<th>1.1 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3</th>
</tr>
</thead>
</table>
| (Highlighted outcomes indicate assessment of learning)  
Students will:  
• exchange information, opinions and experiences in Indonesian  
• express ideas through the production of original texts in Indonesian  
• understand aspects of the language and culture of Indonesian-speaking countries  
Students:  
1.1 use a range of strategies to maintain communication  
1.2 convey information appropriate to context, purpose and audience  
1.3 exchange and justify opinions and ideas on known topics  
1.4 reflect on aspects of past, present and future experience  
2.1 apply knowledge of language structures to create original text  
2.2 describe, narrate and reflect on real or imaginary experiences in the past, present or future  
2.3 structure and sequence ideas and information  
4.1 recognise and employ language appropriate to different social contexts  
4.2 identify values, attitudes and beliefs of cultural significance  
4.3 reflect upon significant aspects of language and culture |
<table>
<thead>
<tr>
<th>Structures</th>
<th>Intercultural Understanding</th>
<th>Suggested Key Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compounds, e.g. keras hati</td>
<td>Representation of identity – students consider their own identity and compare this to Indonesian identity. Focus on variability as related to age, gender, ethnicity etc.</td>
<td>▪ Collecting and organising information</td>
</tr>
<tr>
<td>Revision of ber, me verb construction</td>
<td>Discussion of the register (informal/formal) and type of language (ethnic language / Bahasa Indonesia)</td>
<td>▪ Communicating information</td>
</tr>
<tr>
<td>Personal pronouns</td>
<td>Indonesians use with friends, family, colleagues (Listen and respond to “Talking about Language”)</td>
<td>▪ Planning and organising activities</td>
</tr>
<tr>
<td>Use of honorific beliau – some children will use this with their parents</td>
<td>Discuss ways Australian youth interact with each other. Bahasa Gaul: present information about Indonesian Youth Language. Focus on how the way young Indonesians communicate with each other is vibrant, creative, dynamic and fun. Consider how they might interact with an Indonesian. Students think about what language they need to learn.</td>
<td>▪ Working with others and in teams</td>
</tr>
<tr>
<td>Focus on Bahasa Gaul ortu, nak, kak, dik gimana, udah, aja, makasih, etc. Pe-nouns OFC – 1st 2nd person Range of prepositions and conjunctions</td>
<td>Representation of family in Indonesian media – comparisons made with representations of family in Australia; Importance of family life in Indonesia and comparison to students’ own lives; Importance of harmony</td>
<td>▪ Solving problems</td>
</tr>
<tr>
<td>Vocabulary Emphasis</td>
<td>Analysis of the register of language used among family members and friends in Indonesian and Australian contexts. Examination of different qualities of a person’s character (in Indonesian and Australian contexts) and how these are valued by society by examining texts and analyzing language (eg murah hati, keras hati, baik hati. Explain use of hati = liver)</td>
<td></td>
</tr>
<tr>
<td>Describing likes/dislikes, preferences, family members, friends, relationships leisure – hobbies, sport, fitness entertainment – films, music careers – search for work</td>
<td>Similarities and differences between Indonesian and Australian leisure activities and leisure time Invitations – idea of making verbal invitations as a form of ritual politeness and a means of establishing rapport and engendering friendliness – key value in Indonesian society. Discuss similarities to students’ personal experience. Discussion of verdictives in Indonesian and English (eg condoning). Idea of focusing on positives first in Indonesian with Javanese people and not using tidak. Comparison to Batak and Bugis-</td>
<td></td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td><strong>Resources / Equipment</strong></td>
<td></td>
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<tr>
<td>---------------</td>
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</tr>
</tbody>
</table>
| **Productive** | **Songs:** *Cinta Kilat, Sarjana Muda, Sebelum Kau Bosan*  
|               | ‘Leading Edge’ texts    |  
|               | *Suara Siswa* Stage 3   |  
|               | *Jajak*                 |  
|               | *Bersama-sama* 2        |  
|               | *Bagus Sekali* 3        |  
|               | *Senior*                |  
|               | *Talking about Language – audio tape Deakin University 1997* |  
| **Receptive** | **Indonesian Continuers Speaking Skills Training Package** |  
| **Song**      | **HSC Online resources** |  
| **Article**   | **Magazines – Gamelan, Indo Media, si Kambing** |  
| **Advertisement** | **TIFL videos (**Introductory Indonesian, Video, Dialogue and Transcripts**)** |  
| **Video**     | **Video - Bermacam-macam pekerjaan** |  
| **Film**      | **Article: Youth Indonesian by David Saxby Inside Indonesia** |  
|               | **January- March 2006 p14-15** |
## Key Questions (those posed in Indonesian are in italics)

**How do you make up your identity?**
What factors do you base this on? (ethnic background, language, gender, socio-economic status, religion?)

**What characteristics of a friend are important to you? Why?**
*Menurut Anda Sifat-sifat apa paling penting bagi teman? Mengapa? (NB Anda is used instead of kamu to prepare students for the register that will be used during the HSC speaking examination)*

**Do you think the Indonesian and Australian concept of friendship is the same?** *Menurut Anda, apakah persahabatan sama di Indonesia dan Australia?*

**Write down what you notice about friendship from the texts?**
*Tulislah apa yang Anda perhatikan tentang persahabatan. Think about the qualities that are described? Pikirkan sifat-sifat apa yang digambarkan. Does this change your earlier point of view or reinforce it?*

**How is family represented in Indonesian texts?** What adjectives are used to describe family in the texts? *Why? Bagaimana keluarga ditunjukkan dalam iklan dan bacaan? Tulislah kata-kata sifat yang dipakai dalam teks untuk menggambarkan keluarga.*

**Why do you think Indonesians predominantly use the Object-focus-construction as opposed to the Subject-Focus-Construction?** What does this tell you about the emphasis placed on the individual and/or the community?

## Rationale

As this is the first unit of the Preliminary course, it is important for students to consolidate their understanding that cultures are relative not absolute. This has been discussed in previous years.

The theme of the module is ‘Personal World’ and students are encouraged to focus on their own intra-culturality by becoming aware of how they see themselves, what they consider their culture to be and what they consider to be important in their lives. Teachers will guide students in their awareness-raising and learning process of creating their knowledge about their own culture and Indonesian culture. In particular, students will be encouraged to think about how their experience and knowledge can affect the way they see the world. A focus will be on how identity affects social interactions.

Students will be encouraged to consider their multiple identities and recognise that Indonesians have multiple identities too. Explicit teaching will be on the different language that an Indonesian may use depending on their specific identity for a given context and reasons for that choice (e.g. Javanese person would use Bahasa Jawa with family and Javanese friends but may use Bahasa Indonesia with work colleagues). Students discuss own language use. It is important for the teacher to make explicit connections between language, culture and knowledge. Discussing ethnic variability will give teachers the opportunity to foreshadow a later module in which students will further explore Indonesian-speaking communities.

Students will predict how Indonesians view friendship and family and will analyse texts to gain a fuller understanding of friendship and family in Indonesian society. Students will also gain a knowledge of how friends and family are represented in texts. It is important to present students with tasks to facilitate a range of interactions. It is important to discuss different register of language used between friends and family in Indonesian and Australian contexts. Help students notice that some Indonesians will use much more honorific language with their parents than Australians.

Pragmatics will be introduced to help students see how understandings are reached as a result of the interrelationship between language use and the socio-cultural context in which it is being presented. Encourage the idea that it cannot be assumed that every language will have the same type of behaviour associated with speech acts, e.g. discuss the universal maxim of quality which implies all speakers are expected to tell the truth but for an Indonesian, giving a pleasing response is far more important, as related to the value of harmony in Indonesian society. Explain how language use differs across speech communities because of different cultural values and norms. Students will be encouraged to find their own ‘third place’ between cultures.

Discussion on the importance of the object-focus-construction and its relationship to the dominant Javanese culture which deflects any emphasis from oneself. This culture has influenced the construction of the national language. Students should be asked to ‘notice’, ‘compare’ and ‘reflect’ in all that they learn. At this stage of their learning, they should be encouraged to shift from the descriptive to the conceptual when making observations.
## Suggested teaching and learning activities

**All tasks are completed in Indonesian unless otherwise specified.**

### Listening and responding

Listen and respond to Indonesian texts from *Jajak, Suara Siswa, Bersama-sama* 2 (Ch 8), HSC Online (beginners), 2UZ HSC listening. Discuss the purpose, audience and context of these texts. In pairs students discuss register of language used and whether language is informative, persuasive etc. Link this to text type. From the texts, students consider how being polite in Indonesian isn't necessarily the same in English.

Listen to and view Indonesians being interviewed by Macarthur students. Discuss concepts presented in DVD. Help students notice the type of language used by different interlocutors when referring to parents. Why would this difference exist (is it related to age, gender, ethnicity, personal choice or other factors?)

Complete cloze activity for song about love *Cinta Kilat*. Discuss (in Indonesian) concept of relationship as presented in the song. Is this similar to the type(s) of relationships teenage Indonesians may experience?

Listen and respond to song about unemployment *Sarjana Muda* (Iwan Fals). With other students, discuss main issue raised in the song.

Listen and summarise song about sibling relationship *Sebelum kau bosan*.

What does this say about sibling relationships in this situation? Is this similar to your own experience?

View and listen to and extract information from *TIFL* videos in which a range of Indonesians discuss friendship. In Indonesian, students discuss and explain the important qualities of friendship to them as individuals.

### Reading and responding

Learn about pragmatics. Read various texts which contain how to accept/decline invitations. Students are asked to notice the language used. Discuss cultural implications. Compare this to how they accept/decline invitations.

Learn dictionary skills. Translate various sentences. (Discuss the importance of link between language and culture)

Read *Kawan karibku* from *Suara Siswa*. In groups, discuss what values arise from these texts about friendship. What qualities are considered to be important? Summarise this in Indonesian.

Read Indonesian advertisement for ideal partner. Students consider their own personal values and consider what factors influence their values. Students write own advertisement for ideal partner.

### Evidence of learning

Evidence will be gathered by assessing students’ ability to read and listen to texts by determining the gist, extracting key information and summarise this as required.

The speaking activities will assess students’ ability to reproduce relevant information about themselves and demonstrate their intra-cultural learning.

The writing activities will indicate students’ ability to write descriptively and apply learned vocabulary and structures, particularly adjectives to describe personality and behaviour. Discussion about family life and friendship in Indonesia will indicate students' preconceptions and show their intercultural learning.

The reflective diary entry will assess students’ intercultural understanding and this will be used to help students build on their knowledge and understanding for subsequent modules.

The written email will assess students intra-cultural knowledge and understanding as students describe themselves and their friends/family and explain why certain qualities are important to them.

Students will be expected to use a range of appropriate vocabulary and structures. The interview based on the content of the email will assess students’ understanding of the topic and their ability to communicate appropriately according to audience, purpose and context.
Read text in English about ‘Youth Indonesian’ and discuss main concepts in text. Make a list of colloquial Indonesian expressions from the text and discuss when you would use these in an Indonesian context.

Read about the personal lives of Indonesian teenagers. In pairs discuss what similarities and differences to their own lives. How does this show Indonesian values? Use the structure of the texts as a model for speaking about their own lives.

Read personal profile of young Indonesian in teenage magazine.
Consider the profiles that are presented in Australian teenage magazines. Compare the content. In groups (in Indonesian) discuss and reflect on the types of things that are important to include in personal profile in an Indonesian and an Australian context. Students write up as prose text and write own profile.

Read advertisements which focus on the images of Indonesian families. Write down key vocabulary from these advertisements and discuss what they are saying about family. Look through magazines, and note the most common form of advertisements which show family. Compare this to Australian magazine.

Read Indonesian texts (short story, poem, article) and respond in English, extracting key ideas and analysing and evaluating aspects of language and culture with reference to the audience, purpose and context.

**Speaking in Indonesian**

Describe own family members (personality, appearance, job). Give opinions of roles of family members. Describe and explain relationship.

In English, describe friends focusing on relationships. Explain what is important in choosing a friend.

Identify and discuss favourite leisure activities.

Engage in information exchange based on describing important qualities in friends.

Role-play declining an invitation politely.

Complete surveys to find out information about other students’ family/leisure activities, preferred career, etc.

Use BOS and other sample speaking questions as a model to talk about personal world.

Play “Musical adjectives” game to encourage students to speak on a range of topics using a range of structures.

**Writing**

Brainstorm what is important in a friendship, relationship.

Write a role-play in which a teenage Indonesian and Australian meet and exchange information on various topics. In the role-play, focus on aspects that you have learnt about Indonesian attitudes and values.

Respond to a letter in which a young Indonesian asks for advice on how to get on better with his/her parents. Consider the type of advice you should give as a result of your understanding of family relationships in Indonesia.

Write a profile of self. Write about own family, friends and aspirations. Imagine you are being billeted with an Indonesian family while on a Study tour. In Indonesian, write a diary entry in which you describe and reflect on your observations of family life.

Write an email to an Indonesian friend describing self, family and friends and explain what you value most in your personal life.

(Assessment task – assessment of learning)

Students will be expected to be able to articulate and explain their personal qualities and activities and those of their friends and family. It is expected that students will use a range of sophisticated vocabulary and structures (including OFC) and be able to speak for 7 minutes.

**Feedback**

The teacher provides written feedback about students’ email and interview.

Oral feedback will be provided about their understanding of spoken and written texts and their ability to speak in Indonesian during the pairwork and whole-class activities.

Ongoing feedback will be provided on their intercultural learning.
Year 11 Indonesian Module 1 — Assessment

Task 1: Email and Interview 15%

Email (5 marks) due 5 March 2007
Interview (10 marks) due 14 March 2007

Write a letter of at least 150 words to your Indonesian teacher about yourself, your family, and friends.

You should describe your personality, your strengths and weaknesses and what things are important to you (consider what makes up your identity). Explain the relationship you have with your friends and your family members and the qualities you value about your friends and family.

Use the correct letter format and the appropriate language register for writing to your teacher.

The interview will include questions based on your letter. It will take about 5–7 minutes and will be recorded.

Outcomes assessed: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1.

1.2 conveys information appropriate to context, purpose and audience
1.3 exchanges and justifies opinions and ideas on known topics
1.4 reflects on aspects of past, present and future experience
2.1 applies knowledge of language structures to create original text
2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future
2.3 structures and sequences ideas and information
4.1 recognises and employs language appropriate to different social contexts.
Email marking criteria

You will be assessed on the:
- relevance of the treatment of ideas, information or opinions;
- accuracy of vocabulary and sentence structures;
- variety of vocabulary and sentence structures;
- capacity to structure and sequence responses.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes descriptively with well-selected information relevant to the demands of the task</td>
<td>4–5</td>
</tr>
<tr>
<td>Demonstrates comprehensive knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax</td>
<td></td>
</tr>
<tr>
<td>Manipulates language authentically and creatively to describe and explain Sequences and structures information coherently and effectively</td>
<td></td>
</tr>
<tr>
<td>Writes descriptively to meet the general requirements of the task</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates a satisfactory knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax</td>
<td></td>
</tr>
<tr>
<td>Manipulates language to describe but may not explain Sequences and structures information effectively</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a limited understanding of the requirements of the task</td>
<td>1–2</td>
</tr>
<tr>
<td>Demonstrates an elementary knowledge and understanding of relevant vocabulary, affixation with evidence of the influence of English syntax and vocabulary</td>
<td></td>
</tr>
<tr>
<td>Demonstrates limited evidence of the ability to organise information</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
</tbody>
</table>
Interview marking criteria
You will be assessed on how well you demonstrate:

- the capacity to maintain a conversation (comprehension, communication strategies);
- relevance and depth of treatment of information opinions, comment;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates effectively with correct intonation and pronunciation</td>
<td>9–10</td>
</tr>
<tr>
<td>Responds with relevant information and a range of opinions and/or comment</td>
<td></td>
</tr>
<tr>
<td>Responds with a very good level of grammatical accuracy, variety of vocabulary and sentence structure</td>
<td></td>
</tr>
<tr>
<td>Communicates well, with some degree of fluency and authenticity</td>
<td>7–8</td>
</tr>
<tr>
<td>Responds with relevant information and some opinions and/or comment</td>
<td></td>
</tr>
<tr>
<td>Responds with a range of vocabulary and structures, but with some minor inaccuracies</td>
<td></td>
</tr>
<tr>
<td>Maintains satisfactory communication but with repetition and inaccuracies in grammar and vocabulary</td>
<td>5–6</td>
</tr>
<tr>
<td>Responds with relevant information and opinions</td>
<td></td>
</tr>
<tr>
<td>Maintains a basic level of communication</td>
<td>3–4</td>
</tr>
<tr>
<td>Presents some relevant information and opinions</td>
<td></td>
</tr>
<tr>
<td>Responds with limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</td>
<td>1–2</td>
</tr>
</tbody>
</table>

Notes

<table>
<thead>
<tr>
<th>Range of structures</th>
<th>Variety of vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authenticity of conversation (correct register for conversation, original ideas, etc.)</th>
<th>Things to work on:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment
Register  
Year 11 - Stage 6 Module 1

<table>
<thead>
<tr>
<th>Assessment Task – Email and Interview</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample of good standard collected</td>
<td>Brief notes to explain what constitutes a 'good' and an 'excellent' task.</td>
</tr>
<tr>
<td>Sample of excellent standard collected</td>
<td>Comment on intercultural learning:</td>
</tr>
</tbody>
</table>

Comments about assessment task (15%)

<table>
<thead>
<tr>
<th>Additions to unit</th>
<th>Deletions from unit</th>
</tr>
</thead>
</table>

Evaluation

It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. It is also important whether the tasks presented have helped students' develop their intracultural and intercultural learning. In particular, it is important to ascertain students' understanding of ethnorelativism. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.
# Year 11 Indonesian (Stage 6) Module 2

— The Individual

<table>
<thead>
<tr>
<th>Education and Aspirations</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School life and student exchanges</td>
<td>Autumn Term</td>
</tr>
<tr>
<td>Future Plans, The search for work</td>
<td></td>
</tr>
<tr>
<td>Intercultural Focus:</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1**

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. exchange information, opinions and experiences in Indonesian</td>
<td>1.1 use a range of strategies to maintain communication</td>
</tr>
<tr>
<td>2. express ideas through the production of original texts in Indonesian</td>
<td>1.2 convey information appropriate to context, purpose and audience</td>
</tr>
<tr>
<td>3. analyse, process and respond to texts that are in Indonesian</td>
<td>1.3 exchange and justify opinions and ideas on known topics</td>
</tr>
<tr>
<td>4. understand aspects of the language and culture of Indonesian-speaking countries</td>
<td>1.4 reflect on aspects of past, present and future experience</td>
</tr>
<tr>
<td>2.1 apply knowledge of language structures to create original text</td>
<td>3.1 identify and convey gist, main points, supporting points and detailed items of specific information.</td>
</tr>
<tr>
<td>3.2 summarise, interpret and evaluate information</td>
<td>4.1 recognise and employ language appropriate to different social contexts</td>
</tr>
</tbody>
</table>
### Structures
- **Future**
- OFC third person
- Pe –an nouns
- Me –kan, me –i verbs
- Range of prepositions and conjunctions

### Vocabulary Emphasis
- School subjects, teachers, facilities, timetable, subject preferences
- Student exchanges
- Future plans, goals/aspirations

### Intercultural Understanding
- Discussion of the similarities and differences between schooling in Indonesia and Australia. This will build on students' previous learning in Year 8 about School life in Indonesia.
- Comparison of the values of education, opportunities of schooling, type of instruction, type of subjects, relationships with teachers. Students consider how they would interact in a School setting as an exchange student in Indonesia and how to help an Indonesian student settle into their own school.
- Students consider their own school. Is this similar to or different from other Sydney based or other schools? Focus on how this affects their perception of school life.
- Discussion of the way aspirations will differ according to an Indonesian's family background, gender, parental expectations, rural/urban setting, etc.
- Discussion of appropriate way to interact while on student exchange – level of formality used with teachers, etc.

### Suggested Key Competencies
- Collecting and organising information
- Communicating information
- Planning and organising activities
- Working with others and in teams
- Solving problems

### Text types
**Productive**
- Conversation
- Recount
- Diary entry
- School Magazine article

**Receptive**
- Email, Brochure, Advertisement
- Article, Announcement, Message
- Report, Speech, List

### Resources and equipment
**ILP worksheets; Suara Siswa 2 School days**
- Suara Siswa 3 Significant events “Gugup masuk SMA” p. 51 SB, “Kesempatan kerja” p. 80 - examples of job advertisements, “Mencari pekerjaan” p. 81
- “Silakan melamar” pp. 140-145 Senior

**Kenalilah 2 chapter 5 “Pertukaran Siswa”, Bagus Sekali 3 chapter 1 Indonesian school texts**
<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menurut Anda apakah sekolah sama di Indonesia dan Australia? Jelaskan. Tulislah pendapat Anda dalam buku harian Anda. (Do you think school is the same in Indonesia and Australia? Explain your opinion in your journal)</td>
<td>In this unit I want students to consolidate their understanding of how culture and language are linked by examining the way school life and the value of education is represented in a range of Indonesian texts. I want students to consider their own position on school, education and aspirations and compare this to an Indonesian context?</td>
</tr>
<tr>
<td>From the texts, what do you notice about aspects of school life in Indonesia? (Class discussion. Students write summaries in their journal)</td>
<td>I also want students to understand aspects such as the hierarchical nature of Indonesian society and the importance of status as this has a major influence on the aspirations of young middle-class Indonesians.</td>
</tr>
<tr>
<td>Do you regard going to a private school as a privilege? Do you think there are many private schools in Indonesia?</td>
<td>Students need to be aware that Indonesians place a high value on education and that school is seen as a privilege and teachers are respected. This is important for students to recognise when interacting with Indonesians. Students will have an opportunity to interact with Indonesian teachers invited to the school and students joining the Malaysia Study tour will be attending classes.</td>
</tr>
<tr>
<td>Do you think Indonesians and Australians would have the same aspirations? Explain. (Students answer in their journal and then discuss in class)</td>
<td></td>
</tr>
<tr>
<td>Do you think blue-collar workers and white-collar workers would regard each other equally in Indonesia? Why do you think that? How would you interact with different people? Why? (Consider age, status, etc.) Class discussion and journal-writing activity</td>
<td></td>
</tr>
<tr>
<td>In reflecting upon your learning, has your personal perspective of school, education and aspirations changed? Journal activity</td>
<td></td>
</tr>
</tbody>
</table>
### Teaching and learning activities

**Listening and responding**
- Listen and respond to passages from *Jajak, Suara Siswa, Bersama-sama 2* (Ch 8), HSC Online (beginners), past 2UZ HSC listening papers.
- View, listen to and extract key information from TIFL video interviews
- Listen and respond to a text about Made Lana’s work *(SS Stage 4, audio #13, p. 212 TR)*
- Listen to text about a student exchange. Use as a model for writing own version. *(SS Stage 3, audio #6)*
- Listen and respond to spoken texts *(SS Stage 4 #1, 2)*

**Reading and responding**
- Read and respond to magazine advertisements for different schools
- Read and respond to scholarship applications
- Read and respond to "Bersekolah di Medan" *(Kenalilah 2)*, imagining that you are attending school in Medan
- Read sentences choosing the correct form of verb
- Read advertisement for *Youth Forum* and write an application
- Read passage *Seguru yang teladan* and consider what makes a good teacher

**Speaking**
- Survey other students about homework, subject preferences
- Brainstorm and discuss differences between school in Indonesia and Australia
- Converse with others about school subjects, teachers, aspirations, etc.
- Make a pod-cast recording, advertising a student exchange in Sydney
- Describe and discuss self, family, friends, fitness, leisure, health, school subjects, teachers, school facilities, future plans
- When I grow up I want to be...
  - Discussion of how aspirations have changed over time.

**Writing**
- Write a text for a time capsule about future aspirations
- Write clues for crossword based on vocabulary from the topic and exchange with partner
- Write an article promoting The school to attract International students to study there.
- Write a blog in which you describe an eventful (positive or negative) day at school

**Evidence of learning**
- Evidence will be gathered by formally assessing students’ ability to listen to texts by determining the gist, extracting key information and summaing, interpreting and evaluating ideas. Students will need intercultural knowledge to help them interpret texts which require higher order thinking skills. For the in-class task, these texts appear in questions 4, 6 and 7.

  - The conversation tasks will assess students’ ability to reproduce relevant information about their school subjects, teachers and future aspirations and their ability to talk in-depth about earlier topics.
  - Discussion about aspects of school life in parts of Indonesia, e.g. how to interact with teachers (asking questions, giving opinions etc.) and peers (using informal language); difference in teaching methods, learning styles; types of learning that are valued, etc., will indicate their intercultural understanding.

  - The writing activities will indicate students’ ability to write in a variety of text types and apply learnt vocabulary and structures.

**Feedback**
- The teacher provides written feedback on students’ journal, written responses and listening tasks (including feedback relating to intercultural knowledge). Oral feedback will be provided about students’ intercultural understanding and their ability to speak in Indonesian during the pairwork and whole-class activities.
**Year 11 Indonesian – Autumn term Assessment Task**

<table>
<thead>
<tr>
<th>Module 2: Education and Aspirations</th>
<th>Language mode: Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Due:</td>
<td>Weighting – 20%</td>
</tr>
<tr>
<td></td>
<td>Each task will be equally weighted.</td>
</tr>
</tbody>
</table>

**Assessment of Learning Task – Listening**

- Over this term you will need to complete at least TWO ‘take-home’ listening tasks and ONE ‘in-class’ task. If you choose to do more than two take-home listening tasks, marks from your best two will go towards your assessment.
- These listening tasks will mainly be based on the topics being covered this term, that is *Education and Aspirations* - School life, Student exchanges and Future Plans. Some texts may be taken from the topic *Family and Friends*.
- You will be required to analyse, process and respond to texts in Indonesian.
- For the ‘take-home’ tasks, you may listen to the tape/CD as many times as you wish. You must, however, do these tasks on your own.
- Dictionaries and headphones may be used.
- Texts in the ‘in-class task’ will be repeated only once, as per the usual examination format.

**Outcomes assessed**

- 3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information
- 3.2 summarises, interprets and evaluates information.

**Marking guidelines**

In your answers you will be assessed on how well you demonstrate the capacity to:

- understand general and specific aspects of texts by identifying and analysing information;
- convey the information accurately and appropriately.
**Year 11 Indonesian - Listening and Responding In-class Task**

**Total marks (15)  Attempt questions 1–7**

You will hear 7 passages. Each passage will be read twice. There will be a pause after the first reading in which you may take notes. However, you may take notes at any time. You will be given time after the second reading to complete your responses. Listen carefully to each passage and then answer the questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, circle the letter corresponding to the correct response. You may use dictionaries.

In your answers you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
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</table>

**Question 1** (1 mark)

What is Ali going to study at university?

________________________________________________________________________

________________________________________________________________________

<table>
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**Question 2** (2 marks)

Describe Ibu Permatadewi’s job.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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<th>2</th>
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**Question 3** (2 marks)

Describe what Indonesian students like to do.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

<table>
<thead>
<tr>
<th>2</th>
</tr>
</thead>
</table>
Question 4  Circle the correct answer (1 mark)
At the end of this conversation, Sari would most likely:  1
a) Re-write her application
b) Visit the internet site
c) Post the letter to her friend
d) Make an appointment with the Career Advisor

Question 5 (2 marks)
5a  Circle the correct answer
The ceremony mentioned in the announcement is a  1
a) graduation ceremony
b) prefect induction ceremony
c) flag raising ceremony
d) commencement ceremony

5b Why might a particular group of students be excited after the ceremony?
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

Question 6 (3 marks)
Explain why Yani wants to be a Flight Attendant.
_____________________________________________________  3
_____________________________________________________
**Question 7** (4 marks)
Evaluate Made's experience as an exchange student.

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 marks

Notes
### Year 11 Indonesian - Listening and Responding In-Class Task

**Marking Guidelines**

<table>
<thead>
<tr>
<th>Question</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1</strong></td>
<td></td>
</tr>
<tr>
<td>Indicates what Ali will do at university</td>
<td>1</td>
</tr>
<tr>
<td><strong>Question 2</strong></td>
<td></td>
</tr>
<tr>
<td>Provides detailed description of Ibu Permatadewi’s job</td>
<td>2</td>
</tr>
<tr>
<td>Provides isolated detail</td>
<td>1</td>
</tr>
<tr>
<td><strong>Question 3</strong></td>
<td></td>
</tr>
<tr>
<td>Provides detailed description of what Indonesians like to do</td>
<td>2</td>
</tr>
<tr>
<td>Provides isolated detail</td>
<td>1</td>
</tr>
<tr>
<td><strong>Question 4</strong></td>
<td></td>
</tr>
<tr>
<td>Part (b)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Question 5</strong></td>
<td></td>
</tr>
<tr>
<td>5a, part (c)</td>
<td>1</td>
</tr>
<tr>
<td>5b</td>
<td>1</td>
</tr>
<tr>
<td><strong>Question 6</strong></td>
<td></td>
</tr>
<tr>
<td>Provides perceptive explanation</td>
<td>3</td>
</tr>
<tr>
<td>Provides general explanation</td>
<td>2</td>
</tr>
<tr>
<td>Provides a description</td>
<td>1</td>
</tr>
<tr>
<td><strong>Question 7</strong></td>
<td></td>
</tr>
<tr>
<td>Provides detailed evaluation</td>
<td>4</td>
</tr>
<tr>
<td>Provides general evaluation</td>
<td>2–3</td>
</tr>
<tr>
<td>Provides a description but no evaluation</td>
<td>1</td>
</tr>
</tbody>
</table>
### Register
#### Year 11 - Stage 6 Module 2

<table>
<thead>
<tr>
<th>Assessment Task – Listening</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample of good standard collected</td>
<td>Performance</td>
</tr>
<tr>
<td>Sample of excellent standard collected</td>
<td>Brief notes to explain what constitutes a ‘good’ and an ‘excellent’ task.</td>
</tr>
<tr>
<td>Comments about assessment task (20%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additions to unit</th>
<th>Deletions from unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.</td>
</tr>
</tbody>
</table>

203
Year 11 Indonesian (Stage 6) Module 3
— The Indonesian-speaking Communities

| Visiting Indonesia – getting around, overcoming problems, staying in an Indonesian home | Duration: Winter Term |
| People and Places | |
| Urban and rural daily life | |
| Cultural diversity | |
| Arts and crafts | |

**Targeted outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3**

Students will:
1. exchange information, opinions and experiences in Indonesian
2. express ideas through the production of original texts in Indonesian
3. analyse, process and respond to texts that are in Indonesian
4. understand aspects of the language and culture of Indonesian-speaking countries

Students:
1.1 use a range of strategies to maintain communication
1.2 convey information appropriate to context, purpose and audience
1.3 exchange and justify opinions and ideas on known topics
1.4 reflect on aspects of past, present and future experience
2.1 apply knowledge of language structures to create original text
2.2 describe, narrate and reflect on real or imaginary experiences in the past, present or future
2.3 structure and sequence ideas and information
3.1 identify and convey gist, main points, supporting points and detailed items of specific information.
3.2 summarise, interpret and evaluate information
4.1 recognise and employ language appropriate to different social contexts
4.2 identify values, attitudes and beliefs of cultural significance
4.3 reflect upon significant aspects of language and culture.
### Structures

**Revision of OFC**
- Ke—an nouns, mem—per—verbs
- Interjections: astaga, bukan main, iiyaa, keren, nah, waduh, siip,
  - Range of prepositions and conjunctions

**Vocabulary Emphasis**
- Language functions: complaining, explaining, overcoming problems
- Booking a holiday, Describing holiday preferences
- Commenting on holiday destinations, expressing pleasure/displeasure.
- Features of different islands (Lombok, Bali, Java, Kalimantan, Sulawesi, Maluku, Sumatra)
- Traditions and customs, arts and crafts of different ethnic groups
- Description of own rural/urban setting – positives, negatives

### Intercultural Understanding

**Intercultural Understanding**

Students integrate this learning into their class activities, responses and tasks.

**Learning about Interculturality.** Discussion of how to interact with Indonesians in order to solve problems (saving face, being indirect with Javanese but direct with Bugis, etc.) Interactions with different Indonesians (Javanese, Bugis, Balinese, etc.)

**Learning about tourism in Indonesia and behaving responsibly as a tourist.**
- Discussion of different types of holidays, tourists, impact of tourism (both positive and negative on different parts of Indonesia). Explore the distinction between being a tourist and being a traveller. Learning how to behave as a tourist in different contexts and with different people.

**Learning about interculturality by comparisons with own culture.** Discuss the etiquette expected of being a host or hosting others in an Australian context and compare this to an Indonesian context, e.g. Indonesian homes- taking off shoes before entering an Indonesian home membuka sepatu, different types of rooms – mushola and ways of doing things mandi

### Suggested Key Competencies

- Collecting and organising information
- Communicating information
- Planning and organising activities
- Working with others and in teams
- Solving problems

### Text Types

**Productive**
- Recount, Conversation, Diary Entry
- Postcard, Fax

**Receptive**
- Poem, Video, Form, Timetable

### Resources

- Senior, Culture Shock Indonesia, Suara Siswa Stage 4 (Interacting with others)
- Videos – Get away, Bali and Sulawesi.
- Kenalilah 2, HSC online, 2UZ HSC papers
- Beginners Indonesian listening examinations
- Suara Siswa 1 p. 56 teacher resource on a formal visit to Indonesia
<table>
<thead>
<tr>
<th><strong>Key questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you notice about the texts presenting people from different ethnic groups? How would they identify themselves – by their ethnic group or nationality? How do you identify yourself? Is the state in which you live important to you? Consider the Indonesian motto Bhinneka Tunggal Ika (Persamaan dalam kesamaan). Why has the government adopted this motto? Consider the etymology of these expressions. What does this tell you about this expression?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rationale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important for students to recognise the diversity of Indonesia in term of the different ethnic groups and different islands. Students need to recognise that Indonesians have more than one identity, that is they may be a Batak and an Indonesian or a Balinese and an Indonesian. Students need to recognise the importance not to generalise when talking about Indonesia and Indonesians. In particular, students need to be dissuaded from holding a Java-centric view, often presented in texts.</td>
</tr>
</tbody>
</table>
Teaching and learning activities

Listening and responding
Listen and respond to passages from Jajak, Suara Siswa, Kenalilah 2, Bersama-sama 2 (Ch 8), HSC Online (beginners), past 2UZ HSC listening papers
Listen and respond to “Yogyakarta” by KLA
View and respond to videos set in urban and rural settings of Indonesia
Listen and extract meaning from texts about overcoming problems (SS Stage 3, audio #9, 10, 11)

Reading and responding
Read tourist brochures and determine appropriate destination for selected tourists
Read and answer questions on text about impact of tourism
Read and respond to passages on Indonesian art and craft
Read and discuss poem from Kenalilah 2 on Rural Life
Read about religious events and etiquette and in English, compile advice for travellers to Indonesia about appropriate etiquette
Read Etiket Pergaulan and answer questions
Read and respond to various texts – Reading Folio assessment task

Speaking
Role-play scenarios based on overcoming problems in Indonesia, e.g. While changing money at a bank – need to fix a form which has not been correctly completed
Role-play booking an Indonesian holiday
Exchange information about various Indonesian islands
Speak about Sydney and its appeal for Indonesian tourists
Describe and discuss self, family, friends, leisure, fitness, health, school life, future plans, local area, holidays

Writing
Use Inspiration to brainstorm sights and sounds of city/village life.
Write a postcard to a friend describing a problem that you had to overcome. Write an email describing a particular Indonesian island.

Evidence of learning
Evidence will be gathered by assessing students’ ability to listen to texts by determining the gist and extracting key information. Students will be formally assessed on their reading skills, both in terms of their ability to extract key information and respond to what is said.
Discussion about how to overcome problems and interact as a tourist in a range of situations will indicate cultural understanding.
The written texts will assess their ability to write sequencing their ideas and experimenting with a range of appropriate vocabulary and structures.
The speaking activities will assess students’ ability to reproduce relevant information about their holiday preferences and local area. Students will be assessed on their ability to respond to a broad range of questions on earlier topics.

Feedback
The teacher provides written feedback about students’ reading task and written responses. Oral feedback will be provided about their understanding of spoken texts and their ability to speak in Indonesian during the pairwork and whole-class activities.
## Register

**Year 11- Stage 6 Module 3**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Reading Folio</td>
<td>Performance</td>
</tr>
<tr>
<td>– Yearly Examination</td>
<td></td>
</tr>
</tbody>
</table>

### Sample of good standard collected

- [ ]

### Sample of excellent standard collected

- [ ]

### Comments about assessment task (15%)

### Comments about Yearly Examination

### Additions to unit

### Deletions from unit

### Evaluation

It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this.

Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.
Year 11 Indonesian Task No. 3 (2006) — Module 11.3

<table>
<thead>
<tr>
<th>Weighting: 15%</th>
<th>Themes: The Indonesian-Speaking Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARKS = 30</td>
<td>Visiting Indonesia</td>
</tr>
<tr>
<td></td>
<td>People and Places</td>
</tr>
<tr>
<td>Due Date: 23 August 2006</td>
<td>Language Mode: Reading and Responding</td>
</tr>
</tbody>
</table>

Task – Reading Folio

You are required to read the attached texts and answer the questions as asked in ENGLISH.

Texts 1 and 2 (15 marks)

Reading Indonesian texts and responding in English

Text 1  ‘Paket Tur Unik Tiga Hari Ke Pualu Bidadari’ *
Text 2  ‘Liburan Unik di Sulawesi Utara’ *

* From Board of Studies NSW 2005 HSC Examination

Outcomes Assessed

- identify the gist, main points and detailed items of texts (3.1)
- summarise information (3.2)
- use intercultural understanding to interpret and evaluate information (3.2).
Text 3 (15 marks)
Reading Indonesian text and responding in Indonesian

Outcomes Assessed
You will demonstrate your ability to:

• summarise information (3.2)
• use intercultural understanding to interpret and evaluate information (3.2)
• apply knowledge of language structures to create original text (2.1)
• structure and sequence ideas and information (2.3)
• recognise and use language appropriate to different social contexts showing evidence of appropriate intercultural communication (4.1).

Choose ONE of the places listed below and read at least one ONE Indonesian text about it. Using the information in the texts, write an email of 150 words to a friend in which you persuade them to go on a holiday to this destination.

YOGYAKARTA – JAWA
“Yogyakarta memanggil”
OR
“Email dari Sally Nicky”

SUMBAWA
“Selamat datang di pulau Sumbawa”
OR
“Informasi Pariwisata”

SUMATRA
“Nenek rindu pulang ke desa”
OR
“Pesona Danau Terbesar di Indonesia – Danau Toba”

KALIMANTAN
“Temukan Surga Tropis di Pulau Derawan, Kalimantan”
Year 12 Indonesian (Stage 6) Module 1  
— The Indonesian-speaking Communities

<table>
<thead>
<tr>
<th>Cultural Diversity – Religion, Celebrations and Festivities</th>
<th>People and Places – Customs and traditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td><strong>Spring Term</strong></td>
</tr>
<tr>
<td></td>
<td><strong>8 weeks</strong></td>
</tr>
<tr>
<td></td>
<td><strong>30 hours</strong></td>
</tr>
</tbody>
</table>

**Targeted outcomes: 3.1, 3.2, 4.1, 4.2**

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. exchange information, opinions and experiences in Indonesian</td>
<td>1.1 use a range of strategies to maintain communication</td>
</tr>
<tr>
<td>2. express ideas through the production of original texts in Indonesian</td>
<td>1.2 convey information appropriate to context, purpose and audience</td>
</tr>
<tr>
<td>3. analyse, process and respond to texts that are in Indonesian</td>
<td>1.3 exchange and justify opinions and ideas on known topics</td>
</tr>
<tr>
<td>4. understand aspects of the language and culture of Indonesian-speaking countries</td>
<td>1.4 reflect on aspects of past, present and future experience</td>
</tr>
<tr>
<td></td>
<td>2.1 apply knowledge of language structures to create original text</td>
</tr>
<tr>
<td></td>
<td>2.2 describe, narrate and reflect on real or imaginary experiences in the past, present or future</td>
</tr>
<tr>
<td></td>
<td>2.3 structure and sequence ideas and information</td>
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<td>4.1 recognise and employ language appropriate to different social contexts</td>
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</tr>
<tr>
<td></td>
<td>4.3 reflect upon significant aspects of language and culture</td>
</tr>
</tbody>
</table>
### Structures

**Revision of OFC**

**Informal/Formal structures**

### Speech Acts/ Vocabulary Emphasis

- Perhatikanlah/Bandingkan/ Refleksikan (Notice/Compare/ Reflect)
- Expressing preferences and feelings (e.g. suka pada, hormat pada, jujur pada, curiga pada, iri pada, takut pada, benci pada, percaya pada)
- Greeting for festive occasions, ceremonies
- Use of maaf in greeting maaf lahir batin. Discussion about the use of ‘sorry’ in various contexts.
- Selamat expressions (recognise the religious etymology of selamat)
- Religious expressions Selamat Hari Raya, Selamat berbahagia, Tuhan yang Maha Esa, Maaf Lahir Batin, Assalam alaikum/alaikum salam, walaikum salam
- Difference between use of words Lebaran/Idulfitri
- Use of onomatopoeia to express emotions, e.g. haiyoo, asyik
- Melakukan, mengerjakan, berbuat
- Islamic derivitatives: alhamdulillah!, halal, alam, pengalaman

### Intercultural Understanding

- Learn how to notice, compare and reflect
- Learn about different perspectives. (explicit teaching)
- Learn about the official religions recognised by the Indonesian government and associated ceremonies and celebrations (e.g. Hinduism –Nyepi; Islam – Ramadan, Lebaran, Buddhism – Wesak, Christianity - Natal) and how these are represented in various Indonesian texts.
- Recognise the uniqueness of Islam in Indonesia
- Make connections between the practice of Lebaran and Christmas
- Notice and reflect on appropriate intercultural behaviour in different religious settings
- Have an understanding of adat, gotong-royong, musyawarah
- Learn about selamatan
- Learn about cultural concepts and ways they are reflected in language and behaviour

In their studies of different Indonesian ethnic groups, students will learn about a variety of belief structures. Such studies provide students with the opportunity to develop an understanding of different religious perspectives. These include Hinduism, Buddhism, Animism and Islam. Comparisons will be made to the similarities and differences between these religions and Christianity. In teaching about Islam, it is important for students to consider the different strains of Islam in Indonesia. Students will be encouraged to dispel some commonly held stereotypes about Islam. It is also important for students to consider that a Christian worldview is not always limited to a single monolithic view, but often a diversity of perspectives may exist.

### Suggested Key Competencies

Collecting and organising information
Communicating information
Planning and organising activities
Working with others and in teams
Solving problems.
<table>
<thead>
<tr>
<th><strong>Text types</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
</table>
| **Productive**       | Indonesian primary school texts *Pendidikan Pancasila*  
| Recount              | Bahasa Tetanggaku Stage 3, Ch 6  
| Summary              | TIFL Video – Interview with Ratih  
| Message              | Voices and Visions CD Rom – ‘Call to Prayer’, ‘Keluarga Rahmat’ (showing Muslim family respecting Christians at Christmas time)  
| Diary entry          | Film excerpt from ‘Untuk Rena’ showing students discussing Fasting month  
| Interview            | Indonesian advertisement ‘Sony Handy Cam’ for Lebaran and Australian Christmas advertisements for mobile phone  
|                      | Indonesian commercial advertising Christmas television shows at Christmas time  
|                      | Indonesian advertisements promoting family values at Lebaran  
|                      | Photograph of Indonesian Santas Claus, Song ‘Bunyi Bel’ on Indonesian TV  
|                      | Text *Mudik* in Bersama-sama Senior  
|                      | Indonesian song *Mudik* by P Project satirising Indonesian exodus at time of Lebaran  
|                      | Indonesian greeting cards for Lebaran  
|                      | Videos – ‘In Search of Allah’ (looking at pesantren – Koranic schools) ‘Crescent Moon’ (looking at problems of interfaith marriage, relationships between Christians and Muslims, importance of gotong-royong)  
|                      | Human resources – Ida Palaloi (Muslim), Angeline Hadiwibaw (Christian)  |

| **Receptive**        |                                                                                                                                              |
| Article              |                                                                                                                                              |
| Song                 |                                                                                                                                              |
| TV excerpt and ‘Call to Prayer’ |                                                                                                                                              |
| Advertisement        |                                                                                                                                              |
| Poem                 |                                                                                                                                              |
### Key questions

Culture is always present when we use language. Do you agree? Explain.
Do you think culture is static?
What factors influence your identity? Is religion part of your identity?
Is religion an important aspect of your life?
Do you think religion is an important aspect of the lives of Indonesians?
What influences your point of view on this?
What do you know about religion in Indonesia?

### Questions relating to specific texts

What do you notice about the primary school texts? Think about the tone, register and structure of the language. Explain what message the Indonesian government is presenting. What values are being presented to the Year 1 students? What message and values are being presented in your Biblical Studies lessons?
What connections have you made?
How is this learning important?
What do you notice about the language used in the greeting cards? What does the word ‘sorry’ tell you about this religious occasion? Compare this to Christmas and Easter greetings.

### Rationale for the unit

In this unit I am keen for students to learn about their own identity and religious position and compare it to an Indonesian context. The school is a Christian school and all students study Biblical Studies as part of the curriculum and attend Chapel Services once per week. Exploring religion in Indonesia will give students an additional opportunity to consider their own beliefs.

From an intercultural perspective, I want students to recognise the different values inherent in various religions in Indonesia as expressed through a variety of texts. From a linguistic perspective, I want students to develop a repertoire for describing their feelings and being able to exchange ideas with others.

I also want students to develop an awareness of the specific religious terminology that is used in various settings, e.g. the use of words with Arabic origin, selamat, maaf lahir batin. It is planned that this will develop further in subsequent units.

It is anticipated that some students may have a stereotypical view of religion in Indonesia, particularly Islam. This unit aims to dispel these stereotypes. A range of texts will be used to help students develop a balanced perspective. These include (but are not limited to) texts from Indonesian primary school books, excerpts from Indonesian film and television, advertisements from popular Indonesian women’s magazine and shopping brochures, greeting cards, readings from Australian textbooks, an Indonesian pop song and a poem from an Indonesian High School student. The majority of these texts are written for an Indonesian audience which will give students an insight into the language used in these texts and the values that are represented.

- The primary school books provide students with an insight into the Indonesian government’s perspective on religion, that is, the religions that are officially sanctioned, and the promotion of the concept of religious tolerance. The television excerpt also highlights the importance of valuing other religions.
- The ‘call to prayer’ shows the predominance of Islam and the use of Indonesian with Arabic origins.
- The advertisements show some of the associated behaviour and practice with Lebaran and also highlight the commercialisation of these. Students will examine the lexical and grammatical nature of these texts.
- The greeting cards highlight the specific expression used for celebrating Lebaran.
- The excerpt of children commenting on fasting and praying in the film “Untuk Rena”, the pop song and poem provide a personal perspective of Islam.
- The articles give an overview of the different religions and their associated celebrations and ceremonies.
| What do you notice about the ‘Call to Prayer’? Why is the term Allah used for God, instead of Tuhan? |
| What do you notice about the Sony Handy Cam advertisement? Why is colloquial language used? What grammatical structure is used? Why? |
| How is Lebaran represented in the text? How does this compare to advertisements about Christians? |
| Based on your knowledge of pragmatics, Indonesian etiquette and body language, would your behaviour and conduct as a guest at a special occasion in Indonesia differ to your behaviour and conduct in Australia? |
| What did you expect to learn? |
| What have you learnt? |
| What has been eye-opening for you? |

| Students will be required to keep a journal in which they can record their observations and reflect on their understandings. |
### Teaching and learning activities

#### Listening and responding
- **Listen to the song “Mudik”** and complete cloze. Discuss song. Students are encouraged to consider the band, genre of music, purpose of the song, values in song.
- **View and respond to excerpt Keluarga Rahmat** from ‘Voices and Visions’ CD Rom about a Muslim family deciding how they will acknowledge a Christian family’s celebration of Christmas.
- **View excerpt from film “Untuk Rena”** and discuss children’s comments about fasting and praying. Compare this to their own religious expectations at school (and possibly at home).
- **Listen and extract meaning from texts about religion** (SS Stage 3, audio #16. 17, 18, 19).
- **Listen to TIFL video in which views about Lebaran are being discussed.** Summarise main points.

#### Reading and responding
- **Read and extract information from an Indonesian calendar of religious events**
- **Read Mjudik** and share information with other students.
- **Read about various Indonesian religious ceremonies (eg Lebaran, cremation, Torajan death ceremonies, tooth filing)** from HSC online and “Senior” text and write main points.
- **Read dialogues about Lebaran and note colloquial language** – Suara Siswa 3
- **Compare advertisements for Lebaran with Australian Christmas advertisements**
- **Read and respond to various greeting cards for Lebaran**

#### Speaking
- **Discuss views on practice of Mudik with other students to broaden understanding.**
- **Interview a Muslim Indonesian about their experiences of Lebaran and a Christian Indonesian of their experience of Christmas**
- **Discuss the interviews with other students, focusing on the similarities and differences.** With teacher support, evaluate the language used in the interviews.
- **Speak about self, family and religious celebrations**

#### Writing
- **Write a message in a card to celebrate a particular event** – Nyepi, Hari Natal, Lebaran, etc.
- **Imagine that you witness a ceremony in Indonesia.**
- **Write a diary entry, reflecting on the experience**

### Evidence of learning
- Evidence will be gathered by formally assessing students’ ability to listen to a variety of texts and determine the gist, extract key information and summarise main ideas.
- There will be a particular emphasis on the students’ ability to recognise the purpose, audience and content of each listening item and analyse the language used in different contexts.
- The interview will assess students’ ability to understand information presented about celebrations.
- Discussion about celebrations and religion in Indonesia will indicate their cultural understanding.
- The writing activities will indicate students’ ability to write using a range of structures and vocabulary.

### Feedback
- The teacher provides written feedback about students’ reading folios and written responses.
- Oral feedback will be provided about their understanding of spoken texts and their ability to speak in Indonesian during the pairwork and whole-class activities.
Year 12 Indonesian – Spring term Assessment Task

Assessment Task – Interview and Writing Task

You will be required to interview an Indonesian about his/her religious beliefs and the special occasion(s) associated with his/her religion. You will need to use this information to write an email in Indonesian to a friend. (Carefully consider the questions that you ask as the information you gather will help you to write your email.)

- In your interview you may like to ask questions about place/time/frequency of worship, what the special occasions are and how they are celebrated, how they need to act as a Christian/Muslim, etc.
- You may also like to ask deeper questions to determine his/her feelings about religion and religious practice. Does his/her ethnicity or gender make a difference?
- Consider carefully the register of your language. Who are you interviewing?
- You will conduct the interview in groups of up to three. Each person in the group MUST write at least five questions for the interview. You should take turns in asking the questions. You must record your interview and submit the tape/CD as part of the task.
- Write down what you have learnt about the information presented in the interview in your Learning Log. (Remember to notice, compare and reflect on some of the similarities and differences of your religious practice and his/hers. Think about whether the information that you learnt confirmed any of your assumptions or not. Be careful not to generalise as the information you gather is from one person’s perspective.)
- After you have interviewed the Indonesian, you need to complete the following written task:

Imagine that you are on exchange in Indonesia. You are living with a Christian/Muslim family. Write an email of 200 words to a good friend in which you describe and reflect on living with this family. In your email make specific reference to the information you have learnt from your interview.
Interview
You will be assessed on how well you demonstrate:
- the ability to recognise and employ language appropriate to the interviewee and social context;
- relevance and depth of questions;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures;
- the capacity to maintain a conversation (comprehension, communication strategies).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate language register for interviewee and social context</td>
<td>17–20 Excellent</td>
</tr>
<tr>
<td>Selects questions with consideration of interviewee</td>
<td>intercultural</td>
</tr>
<tr>
<td>Demonstrates depth of treatment of subject matter through questions</td>
<td>understanding</td>
</tr>
<tr>
<td>asked</td>
<td>13–16 Very good</td>
</tr>
<tr>
<td>Interacts in Indonesian using accurate and varied language</td>
<td>intercultural</td>
</tr>
<tr>
<td>Communicates effectively with correct intonation and pronunciation</td>
<td>understanding</td>
</tr>
<tr>
<td>Uses appropriate language register for interviewee and social context</td>
<td>9–12 Good</td>
</tr>
<tr>
<td>Selects questions with consideration of interviewee</td>
<td>intercultural</td>
</tr>
<tr>
<td>Demonstrates some depth of treatment of subject matter through questions</td>
<td>understanding</td>
</tr>
<tr>
<td>asked</td>
<td>4–8 Limited</td>
</tr>
<tr>
<td>Interacts in Indonesian using varied language but with some inaccuracies</td>
<td>intercultural</td>
</tr>
<tr>
<td>Communicates well but may have a few inaccuracies in intonation and</td>
<td>understanding</td>
</tr>
<tr>
<td>pronunciation</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Uses appropriate language register for interviewee and social context</td>
<td>understanding</td>
</tr>
<tr>
<td>Selects questions with consideration of interviewee</td>
<td>4–8 Limited</td>
</tr>
<tr>
<td>Asks relevant questions but shows little depth in subject matter</td>
<td>intercultural</td>
</tr>
<tr>
<td>Interacts in Indonesian but has inaccuracies in structure and vocabulary</td>
<td>understanding</td>
</tr>
<tr>
<td>choice</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Maintains satisfactory communication with a few inaccuracies in intonation and pronunciation</td>
<td>understanding</td>
</tr>
<tr>
<td>May not use appropriate language register for interviewee and social</td>
<td>1–4 Poor</td>
</tr>
<tr>
<td>context</td>
<td>intercultural</td>
</tr>
<tr>
<td>Selects questions with some consideration of interviewee</td>
<td>understanding</td>
</tr>
<tr>
<td>Asks relevant questions but shows no depth in subject matter</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Interacts in Indonesian but has several inaccuracies in structure and</td>
<td>understanding</td>
</tr>
<tr>
<td>vocabulary choice</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Maintains basic communication with a few inaccuracies in intonation and</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>pronunciation</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Incorrect register</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Little consideration of interviewee in respect to questions asked</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Some relevant questions asked</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Interacts in Indonesian but has several inaccuracies in structure and</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>vocabulary choice</td>
<td>Poor intercultural</td>
</tr>
<tr>
<td>Maintains basic communication for part of the interview</td>
<td>Poor intercultural</td>
</tr>
</tbody>
</table>

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Email
You will be assessed on how well you:
- summarise main points and provide detailed items of specific information from your interview;
- identify values, attitudes, and beliefs of cultural significance;
- interpret and evaluate information showing your intercultural learning;
- use appropriate register;
- demonstrate accuracy of sentence structures;
- demonstrate complexity of vocabulary;
- demonstrate the capacity to structure and sequence response.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarises main points and provides detailed information describing special occasion</td>
<td>17–20 Excellent intercultural understanding</td>
</tr>
<tr>
<td>Identifies values, attitudes and beliefs of cultural significance</td>
<td></td>
</tr>
<tr>
<td>Reflects on experience in a perceptive manner, interpreting and evaluating information from interview</td>
<td></td>
</tr>
<tr>
<td>Writes using appropriate informal register</td>
<td></td>
</tr>
<tr>
<td>Writes in a sequenced manner demonstrating accuracy of structures (uses OFC) and complexity of vocabulary</td>
<td></td>
</tr>
<tr>
<td>Summarises main points and provides detailed information describing special occasion</td>
<td>13–16 Very good intercultural understanding</td>
</tr>
<tr>
<td>Identifies values, attitudes and beliefs of cultural significance</td>
<td></td>
</tr>
<tr>
<td>Reflects on experience, interpreting and evaluating information from interview</td>
<td></td>
</tr>
<tr>
<td>Writes using appropriate informal register</td>
<td></td>
</tr>
<tr>
<td>Writes in a sequenced manner with minor inaccuracies in structures</td>
<td></td>
</tr>
<tr>
<td>Writes using a variety of vocabulary</td>
<td></td>
</tr>
<tr>
<td>Summarises main points and describes special occasion</td>
<td>9–12  Good intercultural understanding</td>
</tr>
<tr>
<td>Identifies some values, attitudes and beliefs of cultural significance</td>
<td></td>
</tr>
<tr>
<td>Reflects on experience, interpreting and evaluating some information from interview</td>
<td></td>
</tr>
<tr>
<td>Writes using appropriate informal register</td>
<td></td>
</tr>
<tr>
<td>Writes in a sequenced manner with some inaccuracies in structures</td>
<td></td>
</tr>
<tr>
<td>Writes using a variety of vocabulary</td>
<td></td>
</tr>
<tr>
<td>Summarises main points and describes some aspects of special occasion, little to no reflection</td>
<td>4–8   Limited intercultural understanding</td>
</tr>
<tr>
<td>Identifies some values, attitudes and beliefs of cultural significance</td>
<td></td>
</tr>
<tr>
<td>May not write using appropriate informal register</td>
<td></td>
</tr>
<tr>
<td>Writes with some inaccuracies in structures</td>
<td></td>
</tr>
<tr>
<td>Writes using relevant vocabulary</td>
<td></td>
</tr>
<tr>
<td>Describes some aspects of special occasion</td>
<td>1–4   Poor intercultural understanding</td>
</tr>
<tr>
<td>May not write using appropriate informal register</td>
<td></td>
</tr>
<tr>
<td>Writes with some inaccuracies in structures and vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
### Register
**Year 12- Stage 6 Module 1**

<table>
<thead>
<tr>
<th><strong>Assessment Task</strong></th>
<th><strong>Teacher:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>– Interview and email</td>
<td>Performance</td>
</tr>
</tbody>
</table>

- Sample of good standard collected [ ]
- Sample of excellent standard collected [ ]

**Comments about assessment task (20%)**

**Additions to unit**

**Deletions from unit**

**Evaluation**

It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.
### Year 12 Indonesian (Stage 6) Module 2 — Issues in Today’s World

<table>
<thead>
<tr>
<th>Urbanisation</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td>Summer</td>
</tr>
<tr>
<td>Impact of tourism</td>
<td>Term</td>
</tr>
<tr>
<td>The changing face of Indonesia</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted outcomes:** 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. exchange information, opinions and experiences in Indonesian</td>
<td>1.1 use a range of strategies to maintain communication</td>
</tr>
<tr>
<td>2. express ideas through the production of original texts in Indonesian</td>
<td>1.2 convey information appropriate to context, purpose and audience</td>
</tr>
<tr>
<td>3. analyse, process and respond to texts that are in Indonesian</td>
<td>1.3 exchange and justify opinions and ideas on known topics</td>
</tr>
<tr>
<td>4. understand aspects of the language and culture of Indonesian-speaking countries</td>
<td>1.4 reflect on aspects of past, present and future experience</td>
</tr>
<tr>
<td></td>
<td>2.1 apply knowledge of language structures to create original text</td>
</tr>
<tr>
<td></td>
<td>2.2 describe, narrate and reflect on real or imaginary experiences in the past, present, or future</td>
</tr>
<tr>
<td></td>
<td>2.3 structure and sequence ideas and information</td>
</tr>
<tr>
<td></td>
<td>3.1 identify and convey gist, main points, supporting points and detailed items of specific information.</td>
</tr>
<tr>
<td></td>
<td>3.2 summarise, interpret and evaluate information</td>
</tr>
<tr>
<td></td>
<td>4.1 recognise and employ language appropriate to different social contexts</td>
</tr>
<tr>
<td></td>
<td>4.2 identify values, attitudes and beliefs of cultural significance</td>
</tr>
<tr>
<td></td>
<td>4.3 reflect upon significant aspects of language and culture.</td>
</tr>
<tr>
<td>Structures</td>
<td>Intercultural Understanding</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Ke-an nouns (kebanjiran, kekeringan, kehilangan, kebakaran, kelaparan, kepedulian, kepanasan, kedinginan, ketinggalan)</td>
<td><strong>An examination of the opinions and values inherent in texts which discuss a range of issues.</strong></td>
</tr>
<tr>
<td>Pe-an nouns (pegunungan, pelaksanaan, pelanggaran, pelestarian, pemanasan, pemanfaatan, pembakaran, pembangunan, pemeliharaan, pemerintahan, pencegahan, penderitaan, penggundalan, penyalahgunaan, perekonomian, perhutanan, pertambangan)</td>
<td><strong>Focus on structure and vocabulary and the way these reflect points of view, e.g. eliciting agreement through the use of rhetorical language and other persuasive devices.</strong></td>
</tr>
<tr>
<td>Me-kan verbs (causative)</td>
<td><strong>Environmental and urbanisation issues in Indonesia – government policies, education campaigns, etc.</strong></td>
</tr>
<tr>
<td>Conjunctions – padahal, seandainya, etc.</td>
<td><strong>Tourism – positives/negatives – impact of terrorism</strong></td>
</tr>
<tr>
<td>Persuasive language – memang, haruskah?, use of the imperative</td>
<td><strong>Concept of musyawarah to resolve issue and make decisions.</strong></td>
</tr>
<tr>
<td>Speech Acts/ Vocabulary Emphasis</td>
<td></td>
</tr>
<tr>
<td>Expressing opinion about issues</td>
<td></td>
</tr>
<tr>
<td>Express emotional reactions</td>
<td></td>
</tr>
<tr>
<td>Discuss and debate (e.g. tidak bias disangkal, harap maklum, mudah melihat bahwa, pada lain pihak)</td>
<td></td>
</tr>
<tr>
<td>Discuss cause and effect (sebab dan akibat)</td>
<td></td>
</tr>
<tr>
<td>Environment – pollution, recycling, deforestation, animal extinction</td>
<td></td>
</tr>
<tr>
<td>Urbanisation</td>
<td></td>
</tr>
<tr>
<td>Tourism</td>
<td></td>
</tr>
</tbody>
</table>
### Key Questions

Do you think views on the environmental issues would be similar in Indonesia and Australia? Why?
What do you notice about the government promotional material? What type of vocabulary and structures are used?
In what way are the texts value-laden?
Consider your knowledge of pragmatics. How does this have an impact on the way people may criticise others?

### Rationale

In this unit I want to draw out the perspectives that are presented in texts on issues. I am keen for students to analyse the language used and recognise the inherent opinions and values presented in these texts. This should reinforce the idea that language is never devoid of culture. Students will be required to discuss the purpose, audience, and context of each of the texts.
It is expected that the students will develop their critical literacy skills in this unit. Critical framing will be a basis for this.
A range of texts will be presented to students including songs, posters, articles, etc. Students will be encouraged to extract the main ideas of these texts and recognise how they are being persuaded to adopt particular viewpoints by the use of language in the texts.
## Teaching and learning activities

<table>
<thead>
<tr>
<th><strong>Listening and responding</strong></th>
<th><strong>Evidence of learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and respond to songs on the environment, e.g. <em>Isi Rimba, Balada Gadis Desa</em>. Focus on language analysis questions.</td>
<td>Evidence will be gathered by assessing students' ability to listen to texts by recognising keywords, determining the gist and extracting key information.</td>
</tr>
<tr>
<td>View and respond to videos on the environment</td>
<td></td>
</tr>
<tr>
<td>Listen to news reports on environmental, tourism, and urbanisation issues. Extract and infer meaning</td>
<td>Students will be formally assessed on their reading skills, both in terms of their ability to extract key information and respond to what is said.</td>
</tr>
<tr>
<td>Listen and extract meaning from a news report (SS Stage 3 Audio # 8 page 201 TR)</td>
<td>Discussion about environmental issues, urbanisation and the impact of tourism will indicate their understanding of the module's key issues.</td>
</tr>
<tr>
<td>Listen to text about Indonesian big cities and discuss (SS Audio #12, page 212 TR)</td>
<td>The written texts will assess their ability to write sequencing their ideas and experimenting with a range of appropriate vocabulary and structures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading and responding</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete quiz ‘Apakah kamu peduli tentang lingkungan?’ <em>Bagus Sekali 3</em> p. 112</td>
<td>The formal speaking assessment will assess students' ability to reproduce relevant information about their personal world.</td>
</tr>
<tr>
<td>Read and discuss a letter to the Editor of a popular magazine about concerns for the environment. Using colloquial language, students write a similar letter <em>Bagus Sekali 3</em> p. 113</td>
<td>Students will be assessed on their ability to respond to a broad range of questions and their ability to maintain a conversation, using a range of strategies.</td>
</tr>
<tr>
<td>Read and respond to promotional advertisements about the environment</td>
<td><strong>Feedback</strong></td>
</tr>
<tr>
<td>Read and answer questions in “Leading Edge” / <em>Indonesian Update</em> resources on urbanisation and the environment</td>
<td>The teacher provides written feedback about students’ interview task and their responses in the Half-Yearly examination. Oral feedback for all activities will be provided throughout the term.</td>
</tr>
<tr>
<td>Read “Inside Indonesia” articles on urbanisation, the environment, impact of tourism and growing awareness of eco-tourism</td>
<td></td>
</tr>
<tr>
<td>Compile a list of key vocabulary and phrases related to the unit</td>
<td></td>
</tr>
<tr>
<td>Read <em>Kami hanya Turis Miskin</em> – discuss and evaluate student perceptions of terrorism</td>
<td></td>
</tr>
<tr>
<td>Read <em>Kebarat-baratankah</em> and answer questions on westernisation</td>
<td></td>
</tr>
<tr>
<td>Use DFAT, CIA and Biro <em>Statistik</em> websites to create a newspaper folio of recent data on Indonesia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Speaking</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students brainstorm an issue and list arguments on the board in support of both sides. They decide which view they support, or attempt to develop consensus.</td>
<td></td>
</tr>
<tr>
<td>Survey others to determine who is the most/least environmentally aware person in the class.</td>
<td></td>
</tr>
<tr>
<td>Exchange information from scenarios based on living in a city/village</td>
<td></td>
</tr>
<tr>
<td>Converse on topics based on the theme ‘The Individual’</td>
<td></td>
</tr>
<tr>
<td>Create a podcast, persuading people to move to rural areas.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a brochure promoting environmental awareness</td>
<td></td>
</tr>
<tr>
<td>Write a response to an article based on one of the module’s issues.</td>
<td></td>
</tr>
<tr>
<td>Create a slogan which takes a stand on a particular issue. Gunakan kertas yang telah diolah kembali, Hutan tropis adalah masa depan kita.</td>
<td></td>
</tr>
</tbody>
</table>


**Module 3**

<table>
<thead>
<tr>
<th>Register</th>
<th>Year 12- Stage 6 Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher:</strong></td>
<td>Performance</td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>– Listening Task</td>
<td></td>
</tr>
<tr>
<td>– Half-yearly Examination</td>
<td></td>
</tr>
<tr>
<td>Sample of good standard collected</td>
<td>☐</td>
</tr>
<tr>
<td>Sample of excellent standard collected</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Comments about assessment task (10%)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Comments about Half-yearly Examination (20%)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Additions to unit</strong></td>
<td><strong>Deletions from unit</strong></td>
</tr>
</tbody>
</table>

**Evaluation**

It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.
# Year 12 Indonesian (Stage 6) Module 3 — Youth Issues

<table>
<thead>
<tr>
<th>Drugs</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment / the workplace</td>
<td>Autumn term</td>
</tr>
<tr>
<td>Technology/Equality</td>
<td></td>
</tr>
<tr>
<td>Speaking Practice</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted outcomes:** 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3

Students will:

1. exchange information, opinions and experiences in Indonesian
2. express ideas through the production of original texts in Indonesian
3. analyse, process and respond to texts that are in Indonesian
4. understand aspects of the language and culture of Indonesian-speaking countries

Students:

1.1 use a range of strategies to maintain communication
1.2 convey information appropriate to context, purpose and audience
1.3 exchange and justify opinions and ideas on known topics
1.4 reflect on aspects of past, present, and future experience
2.1 apply knowledge of language structures to create original text
2.2 describe, narrate and reflect on real or imaginary experiences in the past, present, or future
2.3 structure and sequence ideas and information
3.1 identify and convey gist, main points, supporting points and detailed items of specific information
3.2 summarise, interpret and evaluate information
4.1 recognise and employ language appropriate to different social contexts
4.2 identify values, attitudes, and beliefs of cultural significance
4.3 reflect upon significant aspects of language and culture
### Module 3

<table>
<thead>
<tr>
<th><strong>Structures</strong></th>
<th><strong>Socio-cultural content:</strong></th>
<th><strong>Cross-curriculum content and policies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language of persuasion</td>
<td>The way Indonesians give advice, express regret and other emotions</td>
<td>These will be added during the teaching process.</td>
</tr>
<tr>
<td>Colloquial language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary Emphasis**

- Function of advising, suggesting,
- Smoking, drinking, drugs
- Unemployment
- Technology
- Equality, fairness, discrimination

**Text types**

#### Productive

- Letter
- Email
- Narrative

#### Receptive

- Song
- Short story

**Resources**

- Song – Sarjana Muda by Iwan Fals
- HSC online
- Magazines

**Key questions**

How are young people in Australia portrayed? Do you think this would be similar in Indonesia? Why? Where does your point of view come from?

What do you notice about the image of young people that is presented in the texts? Do you think it makes a difference who the author of the text is?

In what way does the use of different terms of address affect identity and positioning in society? What implications does this have for the way young people are viewed?

Why would different people use Javanese, Bahasa Indonesia, Prokem (Jakarta slang) or English in different contexts. What does this suggest about identity?

**Rationale**

In this unit I want to focus on the concept of identity and how young people are perceived by Indonesian and Australian societies.

This will draw on concepts presented in the previous two units, that is the idea of representations of culture being expressed in texts and the explicit use of language to inform opinions and values. Therefore, this unit focuses on the notion of language reflecting culture and language creating culture.

Idea of multiple identities and using different forms of language for a particular context and with particular people.
### Teaching and learning activities

#### Listening and responding
Listen and respond to questions 6 and 8 of 2001 and 2002 HSC listening paper (Youth Issues)

Listen to and read the song Sarjana Muda by Iwan Fals. Imagine that you are a Sarjana Muda. Write a narrative account of your situation.

Listen and respond to advertisements (SS Stage 4 #9)

#### Reading and responding
Read and then listen to Suara Siswa AC #11 – dialogue on teenager’s lack of freedom. Answer comprehension questions and say whether disagree/agree with views expressed. (Conflict between generations)

Read and answer questions on narrative Kebingungan Trisnawati (question 9) in 2002 HSC paper (Conflict between generations)

Read Merokok – Apakah Anda berani mengambil risikonya? and answer comprehension questions (Drugs)

Read news item Alkohol dan mobil, cocktail yang mematikan. and summarise main points in English. (Drugs)

Read the article Generasi Y – apakah ini gambaran Anda and write a report evaluating whether the article presents an accurate picture of your generation. (Conflict between generations)

Read an email Konflik dengan ortu and respond in Indonesian, addressing all questions asked. (Conflict between generations)

#### Speaking
Converse on topics based on the theme The Individual

#### Writing
You are worried about a friend who is taking drugs. Write an email/letter expressing your concern and offer some advice. (drugs)

Write a note of apology to your parents for disobeying them. In your note, refer to what you did and explain your reasons for doing it

Write a letter to a young people’s magazine asking for advice about how to convince your parents you’re old enough to make your own decisions.

Create a slogan which takes a stand on a particular issue. Jangan minum alkohol sementara bekerja.

### Evidence of learning
Evidence will be gathered by assessing students’ ability to listen to texts by recognising keywords, determining the gist and extracting key information.

Students will be formally assessed on their reading and writing skills. They will be assessed on their ability to read and write appropriately according to audience, purpose and context.

Discussion about Youth issues will indicate their understanding of the module’s key issues.

The speaking activities will assess students’ ability to reproduce relevant information about their personal world. Students will be informally assessed on their ability to respond to a broad range of questions and their ability to maintain a conversation, using a range of strategies.

The writing activities will indicate students’ ability to write using their dictionary skills and applying their knowledge of structures.

#### Feedback
The teacher provides written feedback about students’ reading and writing task. Oral feedback for all activities will be provided throughout the term.
Year 12 Indonesian – Summer term Assessment Task

Assessment Task – Listening Test

• You will be required to complete a listening task based on the syllabus theme: “Issues in Today’s World”. You will hear a variety of text types such as a conversation, interview, announcement, news report, etc. You will be expected to extract the meaning from each of the texts and, where appropriate, analyse the texts and comment on the language used.

• It is important for you to consider the audience, purpose, and context of each text.

• You will be allowed to use your dictionaries during the test.

• Before the first test you will receive a list of key Indonesian words derived from the test. You should find out the meaning of these words to assist in your preparation for the test.

Marking guidelines

In your answers you will be assessed on how well you demonstrate the capacity to:

• understand general and specific aspects of texts by identifying and analysing information;

• convey the information accurately and appropriately.
| Register  
| Year 12- Stage 6 Module 3 | Teacher: | Class: |
| Assessment Task  
| – Reading and Writing Folio | Performance |
| Sample of good  
| standard collected | ☐ |
| Sample of excellent  
| standard collected | ☐ |
| Comments about assessment task (… %) |
| Additions to unit | Deletions from unit |

Evaluation
It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this.

Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.
## Year 12 Indonesian (Stage 6) Module 4 — Revision

### Targeted outcomes

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. exchange information, opinions and experiences in Indonesian</td>
<td>1.1 use a range of strategies to maintain communication</td>
</tr>
<tr>
<td>2. express ideas through the production of original texts in Indonesian</td>
<td>1.2 convey information appropriate to context, purpose and audience</td>
</tr>
<tr>
<td>3. analyse, process and respond to texts that are in Indonesian</td>
<td>1.3 exchange and justifies opinions and ideas on known topics</td>
</tr>
<tr>
<td>4. understand aspects of the language and culture of Indonesian-speaking countries</td>
<td>1.4 reflect on aspects of past, present, and future experience</td>
</tr>
<tr>
<td></td>
<td>2.1 apply knowledge of language structures to create original text</td>
</tr>
<tr>
<td></td>
<td>2.2 describe, narrates and reflects on real or imaginary experiences in the past, present, or future</td>
</tr>
<tr>
<td></td>
<td>2.3 structure and sequence ideas and information</td>
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<td></td>
<td>3.1 identify and convey gist, main points, supporting points and detailed items of specific information.</td>
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</tr>
<tr>
<td></td>
<td>4.2 identify values, attitudes and beliefs of cultural significance</td>
</tr>
<tr>
<td></td>
<td>4.3 reflect upon significant aspects of language and culture</td>
</tr>
</tbody>
</table>
## Structures
- Wide range of conjunctions
- OFC 1st and 2nd person
- Range of sentence starters

## Vocabulary Emphasis
- All topics

## Socio-cultural content
- Be able to use some speech conventions
- Be able to recognise stylistic variations
- Learn how to perceive changes in speaker attitudes
- Be able to use language appropriate to context and intention
- Focus on authentic language

### Idioms
- *makan bangku sekolah* (to get an education)
- *kabat angin* (rumours)

### Mottos
- *Jelek-jelek punya sendiri, jangan buang kesempatan, perlakukanlah kepada setiap orang secara sama, selalu naik bis, lupakan yang sudah-sudah, percaya dirimu sendiri, lebih baik berdiam saja, jangan menunda sampai besok, pastikan sampah selalu dibuang, kebersihan pangkal kesehatan*

## Cross-curriculum content and policies
- These will be added during the teaching process.

## Suggested Key Competencies
- Collecting and organising information
- Communicating information
- Planning and organising activities
- Working with others and in teams
- Solving problems

## Text types
### Productive
- Conversation, Diary entry, Narrative account
- Email/Fax, Recount, Informal letter
- Message/Note

### Receptive
- Play, Article, Formal letter, Notice, Recipe

## Resources
- Senior
- Suara Siswa – Stages 3/4
- HSC online
- Past papers
- Magazines (Gadis etc)
- Salatiga course materials
### Teaching and learning activities

<table>
<thead>
<tr>
<th><strong>Listening and responding</strong></th>
<th><strong>Evidence of learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and respond to advertisements (SS Stage 3 #20, Stage 4 # 4, 5, 6)</td>
<td>The Trial Examination will formally assess all skills</td>
</tr>
<tr>
<td>Listen, extract details and infer meaning from a range of texts (past papers, HSC online)</td>
<td><strong>Feedback</strong></td>
</tr>
<tr>
<td><strong>Reading and responding</strong></td>
<td>Feedback will be given to students in written form for all components of the Trial Examination.</td>
</tr>
<tr>
<td>Read and respond to texts from Senior, past papers, HSC online, magazine articles, etc. Focus on areas of weakness as identified during earlier modules and from student evaluation of the topic</td>
<td>Written feedback will also be given to students for their written responses during the revision module. Oral feedback will be provided about the students' speaking skills.</td>
</tr>
<tr>
<td>Examine Standards Packages</td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>Complete self-correcting vocabulary quizzes on a range of topics on the computer (e.g. most common verbs, conjunctions, key vocabulary for each module)</td>
<td>Practise speaking on all topics, responding to a range of questions using a variety of methods to practise. Activities will include:</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>- asking and answering questions about yourself on a 'speed dating' night</td>
</tr>
<tr>
<td>Practise writing on all topics, using a broad range of vocabulary and varied structures. Joint construction may precede individual construction to improve quality of response</td>
<td>- play 'pass the parcel'. Each time a layer is unwrapped the student must speak for 1 minute on a set topic</td>
</tr>
<tr>
<td>Compile list of 'language features and stages' for major text types in the syllabus</td>
<td>- interviewing an Indonesian native speaker and responding to his/her questions</td>
</tr>
<tr>
<td>Sentence completion activities, focusing on useful sentence structures and vocabulary for writing skills</td>
<td>- information chain game - each student adds a sentence to that of the previous speaker to keep the chain going</td>
</tr>
</tbody>
</table>
Year 12 Indonesian – Autumn Term Assessment Task

Date Due:  
17 July 2007  
ISSUED 26 October 2006

Language Modes:  
Reading and Responding; Writing

Weighting: 25%

Learning Log

- Over the next 9 months, you will need to complete a Learning Log. In this log you will record your impressions of what you learn during Year 12, with a particular reference to your intercultural understanding. As you read, view, or listen to Indonesian texts, record what you notice about Indonesian culture. Pay particular attention to the way that language and culture are linked. Compare what you learn to Australia and reflect on your new knowledge and understandings and how this may shape your view of the world and your ever-developing socio-cultural and linguistic identity. Where possible, record your impressions in Indonesian.

- Consider aspects such as the intended audience of the text as well as its purpose and context.

- Identify and explain features of traditional and contemporary lifestyle. Evaluate what the text communicates about Indonesian culture, including representations of the culture.

- Identify generalisations about people and culture, e.g. question stereotypes.

- Analyse values, attitudes, and beliefs of cultural significance in the texts, e.g. celebrations and festivals such as Lebaran.

- In addition to your reflections throughout the year, you need to complete a range of reading and responding tasks.

Marking Guidelines

Learning Log — Ongoing Work

In your Learning Log, you will be assessed on how well you:

- identify values, attitudes, and beliefs of cultural significance;

- reflect upon significant aspects of culture and language.

Specific Texts

Comprehension:

In your answer you will be assessed on how well you demonstrate the capacity to:

- understand general and/or specific aspects of text, through, for example, summarising or evaluating;

- convey the information accurately and appropriately.
Reading Response:
In your answer you will be assessed on how well you demonstrate:

- the capacity to understand general and specific aspects of a text by identifying, analysing and responding to information in Indonesian;
- relevance of ideas, information, or opinions in Indonesian;
- accuracy of vocabulary and sentence structures in Indonesian.

Specific Texts

Reading and Responding Smoking Youth Issues

Read the text and then write an email in response to the issues raised. Your response should be between 100 and 150 words.

2 November, 2005

Kompas
Kepada redaksi yang terhormat

Beberapa hari yang lalu dengan sedih hati saya membaca artikel tentang jumlah anak yang merokok yang semakin meningkat dewasa ini. Sejak membaca artikel ini saya memang memperhatikan banyak anak muda yang mengisap rokok di mana-mana. Sebagai seorang dokter yang melihat konsekuensi merokok setiap hari, hal ini sangat memprihatinkan.

Saya mau bertanya: siapa yang bertanggung jawab?

Apakah remaja dimanipulasi oleh media massa yang menggambarkan bahwa rokok itu keren? Kalau begitu, saya yakin remaja harus diberi informasi tentang bahayanya zat kimia yang ada di dalam setiap batang rokok. Apakah ada programme anti-merokok di kurikula sekolah untuk mendidik anak remaja tentang dampak merokok pada badan mereka?

Apakah orangtua yang bertanggung-jawab? Banyak orangtua yang memberi uang saja kepada anaknya sebagai tanda kasih sayang dan tidak meluangkan waktu untuk berbicara dengan mereka. Yang lebih buruk lagi, ada banyak orangtua yang merokok. Penting sekali bahwa orangtua memberi contoh yang baik pada anaknya dengan mencoba untuk tidak merokok.

Bagaimana pendapat Anda? Mengapa masalah ini makin lama makin gawat di antara kaum remaja?

Dengan hormat
Dr Harjono
LAPORAN TENTANG KELESTARIAN HUTAN:

oleh Dr Wisnu Brahmana

Seperti yang sudah kita ketahui, hutan kita adalah sumber alam yang merupakan kekayaan national kita yang mempunyai peranan penting ditinjau dari aspek sosial, ekonomi dan lingkungan. Hutan juga berperan sebagai paru-paru dunia.

Hutan sebagai paru-paru dunia membantu mengurangi polusi yang ada. Banyak sekali kita jumpai pabrik-pabrik dan kendaraan bermotor yang menyebabkan polusi udara. Hutan dapat membantu kita untuk mengurangi polusi tersebut.


Berita utama media massa sering menyatakan bahwa rakyat Indonesia tidak mempunyai pilihan lain kecuali menebang habis dan membakar hutan untuk bercocok tanam. Ini berarti hutan tropis terancam eksistensinya.

Mengelola dan menjaga hutan merupakan tanggung jawab pemegang HPH (Hak Pengelola Hutan), para penduduk lokal dan mereka yang menopang kebutuhan hidupnya dari hasil hutan.

Sebagai kesimpulan, kita semua bertanggung jawab atas kelestarian hutan kita. Kita dapat melihat betapa pentingnya kelesarian hutan yang merupakan sumber keanekaragaman hayati yang berguna untuk kelangsungan hidup kita semua. Marilah kita bersama-sama menyelamatkan dan melestarikan hutan Indonesia kita yang tercinta, agar paru-paru dunia tetap sehat.

Questions

a) Briefly summarise the role of the forest. (4 marks)
Module 3

b) What is the effect of illegal logging on the environment? (2 marks)

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c) What poses a threat to the existence of tropical forests? (2 marks)

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d) The writer states that everyone is responsible for protecting the forest. Do you think that the readers of this article would feel a responsibility to the environment after reading this report? Why or why not? Justify your answer making specific reference to the writer's vocabulary choices and the language devices they have used. (5 marks)

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Generasi Y - apakah ini citra anda?


Mereka juga, sebagiannya, adalah anak-anak yang ber-*hand phone* dan ber-*credit card*. Mereka adalah segmen pemasaran aneka produk mainan elektronik dan kosmetik yang paling subur. Pada waktu bebasnya mereka senang ngeceng di setiap mal, dengan uang saku tebal.

Pada akhir minggu mereka sering pergi ke diskotek, kebut-kebutan dalam *drag race*, dan *check in* di hotel berbintang bersama teman-teman, dengan tujuan tak terjelaskan.


KOSA KATA:
Anak baru gede = a juvenile (usually with sarcastic overtone)
Module 3

Questions

a) Who are the members of Generation Y? (1 mark)

b) Describe several key technological advances that have taken place in this new era. (1 mark)

c) Describe the appearance of the members of Generation Y. (3 marks)

d) Why are these teenagers an important audience for advertising marketers? (2 marks)

e) Describe the relationship of these teenagers with their parents. (1 mark)

f) Does this article paint a positive or a negative picture of teenagers? Do you agree with this portrayal? Why or why not? Justify your answer making specific references to the examples contained in the text. (5 marks)
SINETRON:


Kehidupan peran-peran sinetron sangat moderen secara Barat. Perempuan dan laki-laki yang stereotip digambarkan dalam kehidupan yang jauh dari realitas. Semuanya mempunyai uang banyak beserta rumah dan mobil yang mewah dan memakai pakaian terbaru. Laki-laki selalu ganteng dan bersifat dominan sedangkan perempuan biasanya lemah dengan kecenderungan menangis. Selain itu masyarakat kota yang digambarkan dalam acara senitron juga cenderung individualistis yang berbenturan dengan konsep gotong royong yang masih melekat.

Dalam program-programme ini cara hidup tradisional orang Indonesia hampir tidak pernah digambarkan secara berarti. Sebenarnya menurut laporan surat kabar, Presiden Yudhoyono berkata bahwa dia merasa prihatin dengan perkembangan sinetron yang "hanya menjual mimpi". Lagipula, Presiden meminta produksi sinetron semacam itu dikurangi dan diganti dengan sinetron yang lebih menggambarkan kebudayaan Indonesia.

Dewasa ini acara sinetron bisa dilihat baik oleh orang kota maupun oleh orang desa karena televisi tidak lagi dianggap barang mewah. Pada waktu yang sama jumlah orang tua yang kedua-duanya bekerja semakin banyak sehingga anaknya tinggal sehari bersama pembantu yang kurang berpendidikan dan sering kecanduan sinetron. Tentu saja kalau pembantu menonton sinetron anaknya mau tak mau menonton acara ini juga.

Sebenarnya anak-anak modern kalau sendirian juga pasti tahu bagaimana caranya menyetel pesawat televisi untuk menonton acara kesayangannya. Anak semuda lima tahun bisa mengulang dialog yang ceteek dalam acara ini. Sementara hal itu mungkin dianggap lucu, konsep seperti hubungan seksual sebelum pernikahan, homoseksualitas dan narkoba juga dimengerti oleh para remaja.

KOSA KATA:

Menyetel = to tune in
Cetek (Javanese) = superficial
Questions

a) How popular is Sinetron in Indonesia? (1 mark)

_____________________________________________________________________
_____________________________________________________________________

b) How are the actors and their lifestyles portrayed in Sinetron? (3 marks)

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c) What concerned President SBY about Sinetron? What changes did he request as a result of his concerns? (3 marks)

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d) How are changing family roles resulting in young children watching more Sinetron? (2 marks)

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e) Describe the tone of this report. Justify your answer making specific reference to the text. (4 marks)

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KEHIDUPAN DI KOTA JAKARTA:

Jakarta, ibu kota Republik Indonesia, bukanlah kota surga. Di Jakarta di antara penduduknya yang berjumlah kurang lebih 12 juta jiwa terdapat banyak orang yang kaya dan mewah hidupnya tetapi sebagian besar penduduknya hidup dengan kesukaran. Alangkah luasnya perbedaan antara si kaya dan si miskin di sana.


Apa sebabnya orang-orang tertarik akan kehidupan di kota besar seperti Jakarta? Yang sudah pernah mengunjungi kota Jakarta pasti dapat menceritakan bermacam-macam hal tentang kehebatan kota tersebut. Misalnya, tentang hotel-hotel yang bertarip interasional yang terdapat di beberapa bagian kota Jakarta; klub malam dan rumah-rumah makan yang tidak sedikitpun jumlahnya; rumah-rumah mewah serta besar; Tugu Monas yang tingginya lebih dari 10 meter dan puncaknya tertutup emas seberat 30 kg; Taman Mini Indonesia Indah yang merupakan hiburan yang istimewa; dan juga cerita-cerita lain tentang kekayaan kota Jakarta.

Module 3

Questions

a) What striking contrast can be found within the city of Jakarta? (1 mark)
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

b) Explain the actions that have been taken to prevent Jakarta’s population from continuing to grow. (3 marks)
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_____________________________________________________________________
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_____________________________________________________________________


c) Outline the advantages of living in the city of Jakarta. (2 marks)
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


d) List examples of the problems the government of Jakarta must deal with. (2 marks)
_____________________________________________________________________
_____________________________________________________________________


e) Do you think that the writer would like to live in Jakarta or not? Justify your opinion making specific reference to the text. (5 marks)
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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_____________________________________________________________________

**Comments about Trial Examination (40%)**

**Additions to unit**

**Deletions from unit**

**Evaluation**

It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this.

Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.
Assessing intercultural language learning
Module 4: Assessing intercultural language learning

Overview
This module explores a number of considerations in assessing intercultural language learning. For students, developing intercultural communication and understanding/sensitivity involves learning to communicate interculturally and learning-how-to continue to learn how to communicate interculturally in increasingly sophisticated contexts. This means that students are both performers and analysers\(^1\) of language and culture in communication.

The module focuses on assessing students’ communication in interaction and how they understand and explain to themselves the variability of perspectives and contexts in interactions.

A way of understanding the assessment process is as an assessment cycle. In discussing each part of the cycle, specific questions are provided to stimulate thinking about assessment of intercultural language learning. These same questions are also intended to guide teachers in developing sets of procedures for assessing intercultural language learning.

Some issues in judging performance and validating assessments are also explored.

Objectives
In this module you will:

- consider the changing context of assessment in education;
- re-consider how you understand/conceptualise intercultural language learning from the perspective of outcomes of learning;
- consider ways of eliciting intercultural language learning in short-term episodes and over time;
- consider how to judge student performance and validate assessments of intercultural language learning;
- begin the process of designing an assessment scheme for intercultural language learning.

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\(^{1}\) We owe to Jonathan Crichton the helpful formulation of students being simultaneously performers and audience of their performances; for the purpose of assessment we have changed ‘audience’ to ‘analysers’.
PRESENTER’S NOTES

Presenters should read the course reading ‘Assessing intercultural language learning’.
Participants should be invited to read it as a post-module task.
However, if time permits the paper can be used in group discussion.
Course reading: Assessing intercultural language learning

Assessment is the least well-developed dimension of intercultural language teaching and learning. This is due at least in part to the fact that it does not simply involve an individual, personal quality or skill or item of knowledge that can be learnt, developed, and assessed. Rather, it is a social phenomenon that necessarily requires interaction. Interaction involves other people and, in assessment, this raises the question immediately of the way in which the involvement of others influences the performance, and therefore, whose performance is actually being assessed in any interaction. The complexity in assessing within an intercultural perspective also results from (1) the diverse ways in which intercultural language learning is understood i.e. how the construct is described, and therefore determining exactly what is to be assessed (2) the difficulty of taking variable linguistic and sociocultural contexts into account, and (3) the constraints of traditional views of assessment.

Assessment of the intercultural as a construct

A number of approaches to assessing culture have been developed where culture is described as a body of knowledge, facts, or descriptions of phenomena. These approaches have tended to emphasise the assessment of knowledge of culture as a fixed body of knowledge of a set of facts about the target culture, removed from people as constructors and users of that knowledge. This view of culture does not capture what it means to engage in an intercultural interaction or dialogue focused on the exchange of meanings. Nor does this view capture what it means to operate as an intercultural person, that is, being both a performer and an analyser of experiences of interacting with people in diverse contexts across languages and cultures, which is what the intercultural in communication and in learning entails.

Other approaches to assessing intercultural language learning and communication include attitudinal tests (Cadd, 1994; Seelye, 1994), culture assimilator tests (Brislin et al., 1986) and cultural awareness tests. These procedures tend to reduce intercultural communication to binary oppositions (us/them; self/other) which do not reflect the socio-linguistic and cultural complexity evident in intercultural interactions. A particular difficulty with cultural awareness assessments of this kind is that they tend to focus on cultural (not intercultural) knowledge and meta-awareness, often with minimal connection to language in use, that is positioning the person being assessed as an analyser rather than a performer of intercultural experiences.

The most elaborated model of intercultural competence and its assessment is the model of savoirs (French for ‘knowledge’) (savoir comprendre – knowing how to understand, savoir apprendre/faire – knowing how to learn/do, savoir s’engager – knowing how to engage/commit, savoir être) developed by Bryam and Zarate (Byram, 1997; Byram & Zarate, 1994) and its use as a basis for assessment as elaborated by Byram (1997) and extended by Sercu (2004). Sercu proposes that the Byram model of savoirs be extended to include ‘a meta-cognitive dimension’, that is self-regulating mechanisms that enable students to plan, monitor, and evaluate their own learning processes. In addition to the limitation noted by Sercu, the model of savoirs does not elaborate on the important ways in which language affects culture and culture affects language, and what this means to the learner as an interactant or performer in communication.

The difficulty with any modelling is that inevitably it involves some form of categorisation or breaking down into component parts. This componental conceptualisation then mitigates against a holistic understanding of the capability (intercultural understanding, in this instance) and equally, a holistic view of assessment is foregrounded while an analytic, ‘component parts’ view is foregrounded.
In assessing intercultural language learning it is necessary to take into account that it:

- is a multi-dimensional and at the same time a holistic capability;
- entails language learning, awareness, and use in communication; specifically, this involves using language as a performer, in interaction to interpret and construct meaning and analysing and reflecting upon this experience and continuing to learn from the use of language in intercultural interactions;
- is developed over time.

**The difficulty of taking variable linguistic and sociocultural contexts into account**

In communicating interculturally, students come to know that the forms of a language and knowledge of facts about culture are only part of what is involved when people interact to exchange meanings in the particular target language. They are important only as socially shared communicative resources that people draw upon in different ways in different contexts. The diverse sociocultural contexts of use that students experience as participants in communication across cultures cannot be reduced to an inventory of items to be mastered. They are too rich and variable. For students, managing the variability is part of the process of learning to be intercultural. Intercultural communication is situated in particular contexts that include students’ interpretations of the context; these interpretations include not only knowledge of linguistic forms and cultural facts, but also the meaning the individual learner makes of these in context. From the point of view of assessment, therefore, it is necessary to assess not only knowledge/subject matter, but also students’ personal engagement with that knowledge. This includes assessing students’ ability to negotiate language use as participants within variable contexts. This process, however, cannot be managed successfully without students knowing what is the same and different in different languages and cultures.

In assessing intercultural language learning, therefore, it is necessary to take into account that:

- it is developed through experience of interaction in a range of variable contexts;
- students need to learn to manage this variability and managing the variability is integral to the understanding that is to be elicited in assessment;
- it involves not only seeking to draw out students’ understanding of intercultural language experiences as observers of others’ participation in interaction, but, most importantly, drawing out understandings of themselves as participants in intercultural interactions, that is, how students understand the distinctive social and cultural context of each communicative performance.

**Constraints of traditional views of assessment**

In the broader context of educational assessment there has been an important shift over the past 20 years that relates to changing understandings of the process of learning. Whereas learning was seen traditionally as a process of accumulating atomised bits of factual knowledge, which were tightly sequenced, organised as a hierarchy, and which had to be explicitly taught (Shepard, 2000; Gipps, 1999), it is now recognised that intellectual abilities are socially and culturally mediated, that students construct knowledge and understandings within a sociocultural context, that new learning is shaped by prior knowledge and cultural perspectives, and that intelligent thought involves meta-cognition or self-monitoring of learning and thinking (Shepard, 2000: 8). The clear message from research about learning is that it is an active process of knowledge construction and sense-making, a process that is essentially cognitive, social, and cultural (see Sfard, 1998).
The assessment paradigm that is best aligned with traditional views of learning, and the conception of culture as a fixed body of knowledge, is the psychometric paradigm. The focus within this assessment paradigm is on standardised testing of fixed content through objective procedures and the basic approach to understanding student learning is through comparison with either the performance of other students (norm-referencing) or a predetermined standard or cut-score (criterion-referencing). The assessment paradigm that is best aligned with more recent views of learning and the understanding of the intercultural as a process of developing personalised knowledge, is the contextual and personalised paradigm (Mabry, 1999). The focus within this assessment paradigm (often referred to as ‘performance’ or ‘authentic’ or ‘alternative’ assessment — see Gipps, 1994; Gardner, 2006) is on constructed-response assessment procedures, rather than selected response procedures such as multiple choice, and subjective evaluation of personalised learning for each individual.

In the context of differing paradigms, in assessing intercultural language learning it is necessary to take into account that it:

- requires assessment of both students’ performance of communication in the target language in variable contexts (students as performers), and how they explain the intercultural to themselves (students as analysers);
- includes feedback from peers and student self-assessment as part of the social processes that mediate the development of intellectual abilities, the construction of knowledge, and the formation of student identities (Shepard, 2000: 4);
- requires an emphasis on self-awareness as a performer in communication, for both the student and the teacher/assessor.

Given the features of intercultural language learning, its assessment needs to:

- involve interactions in the target language on the part of students in which they negotiate meaning through the use of language in diverse contexts among communicators from diverse linguistic and cultural backgrounds, and in which students are required to decentre from their own language and culture;
- elicit students’ developing understanding of the social, cultural, and linguistic construction of human experience and the way our enculturation affects how we see the world, interact, and communicate in the world;
- involve eliciting students’ meta-awareness of the language-culture nexus in such interactions and that students be able to analyse, explain, and elaborate this awareness;
- position the student as both performer and analyser in interaction, though in any individual procedure one or the other role may be foregrounded for different purposes;
- elicit students’ developing use and analysis/understanding of the use of language in communication
- ensure that students learn from the ongoing direct experience of the target language and culture;
- draw upon a range of assessment-types including interviews, conferences, journals, observations, story-telling, and capture students’ cumulative learning so that development and progress can be taken into account, for example, through portfolios;
- include self-assessment that recognises learning as a personal process;
- include dimensions that require reflection on the part of students on their developing knowledge and understanding.
References


Assessment has become a priority, as evidenced in a number of State-based and Australian Government initiatives. The emphasis remains on accountability in relation to student learning, but the emphasis on outcomes per se is reducing. There is much talk about ‘assessment for learning’, as a new slogan or mantra.

The distinction is made between assessment of, for, and as learning, with ‘for’ and ‘as’ being seen as beneficial and ‘of’ being seen as less so, if not harmful – in fact, all have a place. What they have in common is the linking of assessment and learning.

Assessment needs to be linked to learning theory.

Given the changes in our understanding of student learning, we now need to consider changes in assessment. Despite the diversity of theoretical views, it is possible to identify two ideas, common to the diverse theories.

The notion of knowledge as constructed focuses on the student as agent and the assessment process to elicit the processes students use to interpret and construct knowledge in learning.
Module 4

Key Ideas

*Understanding the changing context of assessment in education*

<table>
<thead>
<tr>
<th>Interactions</th>
<th>Supporting Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator presentation</td>
<td>PowerPoint slides 4.2 to 4.8</td>
</tr>
</tbody>
</table>

The presentation addresses the shifts in views of assessment and learning towards ‘performance’/‘alternative’ assessment.

This shift opens up possibilities for assessing the intercultural in ways that would not be feasible within traditional assessment perspectives.

Anticipated time: 30 minutes
Highlight (1) learning as a social, cultural and cognitive act (not just cognitive) and (2) the emphasis on learning (and therefore assessment) as an interactive accomplishment (see principles of intercultural language learning – Module 2).

The important role of teachers in scaffolding, i.e. working with students to guide their noticing, comparing, and their making connections towards understanding.

Lorrie Shepard, an assessment researcher who has worked strongly on the relationship between assessment and learning describes four strategies that connect learning and assessment. She invites teachers to consider the culture of assessment that they create in the classroom.

Feedback here is not just advice or guidance, nor is it just praise (well done!). To be effective, feedback needs to promote students’ thinking, and connecting. Teachers need to think about what lies behind students’ answers/how they interpret ideas and they need to promote student thinking. This process is fundamental to assessing intercultural language learning.

These shifts are central to assessing intercultural language learning. In assessing within an intercultural orientation the important shift is from assessing only knowledge/understanding to assessing students’ experience and processes of participating in intercultural interaction, trying to draw out and inviting them to consider and articulate their ways of interpreting the world.

The focus on assessing interculturally is not only on ‘content’ per se, but also on understanding the way each student interprets and acts in communicative exchanges and how he/she understands the processes and consequences of the interaction.
The purpose of this segment is to encourage teachers to think about outcomes of intercultural language learning, that is, what they expect to ‘see’ in students’ performances, the kind of learning that students have achieved, the kinds of qualities that students’ will have developed. Notice the three formulations here. Just as with describing goals of learning and ‘content’ of learning within an intercultural orientation, we cannot present outcomes only as items of knowledge that students have acquired; we need to address language learning outcomes of students’ experiences in participating in intercultural interaction and articulating their understanding of those experiences. In this way assessment is focused on the learners themselves as constructors of the ‘knowledge’ or ‘content’ of their learning, and the ‘outcomes’ reflect this personalised learning.

The re-working will force teachers to think about the end result of intercultural language learning.

The changes may reveal:

(1) the need to particularise for language, phase of schooling, teaching and learning context;
(2) the desire on the part of teachers for greater specificity;
(3) differences between short- and long-term perspectives;
(4) different ways of conceptualising intercultural language learning.

It is important to highlight at this point that the way outcomes are expressed will reflect the way intercultural language learning is conceptualised.
### Module 4

**Key Ideas**

**Understanding our conceptualisation of intercultural language learning and communication from the perspective of outcomes**

<table>
<thead>
<tr>
<th>Interaction: small-group discussion</th>
<th>Attachment 1: Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the examples of outcomes of intercultural language learning and communication. Discuss the relevance of each for your language and particular phase of schooling. Modify/add/delete/elaborate/qualify the list provided.</td>
<td></td>
</tr>
</tbody>
</table>

| Interaction: large-group discussion |  |
|------------------------------------|  |
| Each group presents their re-working of some of the outcomes. Facilitator records the discussion and invites participants to reflect on and characterise the nature of the re-workings, i.e. what kinds of modifications/elaborations have been made? What does this tell us? |  |

<table>
<thead>
<tr>
<th>Facilitator presentation: The assessment cycle 1, 2a, 2b</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated time: 30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

### Attachment 2:
The assessment cycle 4.9 to 4.11.
In considering the assessment process for intercultural language learning, it is important to have an understanding of what the process of assessment itself entails. This diagram presents it as four interrelated processes:

1. conceptualising, i.e. understanding the nature of what is to be assessed;
2. eliciting, i.e. developing procedures that will draw out the capabilities of interest;
3. judging, i.e. making explicit the critical features of performance;
4. validating, i.e. ensuring that the assessment process itself is justifiable, fair, and exerts no negative consequences for students and their learning.

These four processes are linked in that how the learning of interest is conceptualised will influence the procedures developed to enable students to demonstrate it, which in turn influences the aspects of performance that are valued, and so on. These four processes become reference points for assessment. Each one presents its own set of considerations that need to be addressed in assessing intercultural language learning.

The process of conceptualising requires that questions on how intercultural language learning is understood be addressed. (This links directly with the Orientation and Modules 1 and 2.)

Recall the focus on intercultural interaction and that it:

- implies acting/doing, recognising the variability of cultural systems (i.e. a person’s ways of interpreting the world, his/her values);
- implies ‘doing’ in such a way that it brings about personal negotiation/exchange of meaning in communication;
- requires decentring from one’s own cultural perspective; understanding oneself as a participant in intercultural interaction;
- requires an ethical stance towards interactions with others;
- requires awareness of the language-culture nexus in interaction, and that for the purposes of assessment students should be able to analyse, explain and elaborate this awareness, in other words, they should be able to articulate their personal understanding.
Module 4
These are key questions that teachers need to address in thinking about what they are assessing in assessing intercultural language learning and who is being assessed.

In relation to the types of tasks, discussion may reveal types focused on communication (various combinations of listening, speaking, reading, writing in interactions in diverse contexts), others focused on learning-how-to-learn, and others focused on values clarification. Tasks should also include peer and self-assessment, as ways of bringing students into the assessment process. The categorisations may be finer.

One key dimension is that each procedure must involve reflection on and analysis of the intercultural interaction, i.e. seeing the phenomenon/practice from one’s own perspective and the perspective of the fellow participant in a way that does not prioritise one’s own perspective but rather, allows students to perceive both socio-cultural perspectives — and recognising that understanding the connection between the two languages and cultures is fundamental to intercultural communication. In the learning-how-to-learn and values clarification tasks it will be important to invite students to seek feedback from peers on their own expression of values or reflections on learning and to then ask them to incorporate the feedback from peers into their own reflections, thereby demonstrating their ways of considering perspectives other than their own.

Elicitation focuses on the procedures to be used to assess intercultural language learning – recognising, most importantly, that no assessment procedure is neutral.

The challenge here is for teachers to elicit students' own exploration, questioning their own and others' understanding — how they see themselves and others as participants in communication.

What is being assessed is the student’s capacity to integrate in interaction an understanding of self as linguistically and culturally situated and an understanding of the same in others as well as an understanding of the consequences of their interactions for themselves and others.

It is also important to consider the range of opportunities students are given to perform their understanding. Each new opportunity adds to students’ repertoires of participation. For this reason elicitation cannot be episodic but rather needs to be ongoing over time. In both single episodes and cumulatively, across episodes, assessing must include consideration of the impact of the methods used.
Key Ideas

Eliciting intercultural language learning and communication in short-term episodes and over time.

**Interaction: small-group discussion**

Examine the assessment procedures provided. What dimensions of intercultural language learning are being assessed? What assumptions have the developers made in designing their assessment task/scheme? What kinds of evidence is each procedure likely to yield? How would you characterise the type of task? Is it a short-term or a long-term task? Is it a valid task for eliciting intercultural language learning? How do you establish this?

**Interaction: large-group discussion**

Facilitator records group discussion documenting (a) types of procedures for eliciting intercultural language learning and (b) characteristics of thoughtful intercultural language learning tasks.

**Facilitator presentation: the assessment cycle 3a and 3b**

Anticipated time: 60 minutes

Attachment 3: Examples of assessment tasks/schemes

PowerPoint slides 4.12 & 4.13, Attachment 2: The assessment cycle
Intercultural communication involves assessing communicative performance and how students understand the distinctive social and cultural context of that particular communicative performance, i.e. how they explain the performance to themselves. It is not possible to evidence the intercultural without this explanatory dimension.

Further considerations in relation to elicitation include:

- the need to ensure that a range of procedures is used to cover the multi-dimensional nature of intercultural language learning;
- the need to give consideration to how students will perceive the assessment procedures;
- the need to eliminate any possible biases.

There are likely to be major differences between formative and summative assessment and primary and secondary approaches that will need to be managed in discussion.

This is a summary set of considerations.

Strengths will be expressed in terms of the need to specify the qualities of performance. Limits will be expressed in terms of the criteria being too general/specific, not capturing all the qualities of value, in particular, the criteria will capture aspects of ‘content’/‘knowledge’ more than students’ articulation of their personal knowledge and understanding not being expressed in a language understood by students and other interested parties (parents/employers). The key consideration, however, is that most frequently the criteria do not express the ‘standard’, i.e. how much is enough/how good is good … and we do not have descriptions of these for intercultural language learning. This leads naturally to a discussion of the complexity of judging performance. The response to the complexity resides in (1) acknowledging that intercultural language learning takes us to the realm of students’ personal knowledge values and this requires sensitive handling (2) acknowledging that assessment in general is always a matter of interpretation – but intercultural language learning specifically and perforce requires a focus on interpretation of diverse meanings (3) this is an area that requires further research. In the meantime, we need to focus on documenting, discussing, analysing evidence, and what constitutes evidence — from a grounded perspective.
### Key Ideas

**Eliciting intercultural language learning and communication in short-term episodes and over time (cont’d)**

<table>
<thead>
<tr>
<th>Facilitator presentation: the assessment cycle 3a and 3b (cont’d)</th>
<th>PowerPoint slides 4.12 &amp; 4.13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interaction:</strong> small-group discussion</td>
<td></td>
</tr>
<tr>
<td>Based on our initial discussion and the presentation focused on elicitation, set out characteristics that you need to include in designing assessment procedures for intercultural language learning. Develop an outline of the kinds of procedures that you might use for assessing intercultural language learning in the context of a year-long program.</td>
<td></td>
</tr>
<tr>
<td><strong>Interaction:</strong> large-group discussion</td>
<td></td>
</tr>
<tr>
<td>Groups are asked to present their revised lists of characteristics and types of procedures.</td>
<td></td>
</tr>
<tr>
<td>Facilitator will need to draw together the discussion. The material derived from the discussion is best refined by the facilitator and fed back as a document to all participants as an outcome of the conference.</td>
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</tbody>
</table>

**Anticipated time:** 30 minutes
These questions raise important issues about judging performance. There are numerous challenges in judging performance within an intercultural orientation, largely because the field does not have a well-established frame of reference for judging in this area, in the way it does have for a skill such as second language writing. It is worth presenting these questions to signal the issue. Teachers are likely to frame the issue as the ‘problem of assessing values’ — which relates back to the construct. Fundamentally, however, in judging, further research is needed on establishing the frame of reference. For this reason, in framing any set of criteria, it will be important to leave space for emergent criteria, i.e. those that emerge as salient in a particular piece of student work.

This quotation opens the way for recognising the judgment process as always interpretive and subjective — a reminder to participants that assessment of intercultural language learning is best seen in current ‘alternative’ assessment approaches — and that ‘objectivity’ is not the only goal. This will be a complex area in relation to policies and procedures of Boards of Studies in particular. It is worth highlighting that subjectivity in no way undermines the need for teachers to be able to justify their judgments to students and colleagues.

The invitation here is to teachers to consider carefully the bases of their judgments, what they see as evidence, bearing in mind all the influences on student performance. Judgment is subjective but also accountable.
Module 4

Key Ideas
Judging performance in intercultural language learning and communication

<table>
<thead>
<tr>
<th>Interaction: small-group discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the assessment procedures provided and the accompanying criteria for judging performance. What are the strengths and limits of the procedures and the criteria? Annotate both, indicating the changes you would make.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction: large-group discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator invites comments.</td>
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</table>

<table>
<thead>
<tr>
<th>Facilitator presentation: the assessment cycle 4, 5a, 5b, 6</th>
</tr>
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<tbody>
<tr>
<td>Anticipated time: 30 minutes</td>
</tr>
</tbody>
</table>

Attachment 3: Sample criteria for judging performance included in Examples 2 and 4.
PowerPoint slides 4.14 to 4.17, Attachment 2: The assessment cycle
Validating

This is the quality assurance of the system of assessing as a whole – conceptualizing, eliciting, judging in relation to a particular purpose and use. Validity is an integrated evaluative judgment of the degree to which empirical evidence and the theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores and other modes of assessment (Messick, 1989).

The point to highlight here is that teachers need to be clear about the evidence they use to justify their judgments to themselves, their students, parents, and other colleagues. Fundamentally, the evidence needs to make sense to the students being assessed.

Given that assessing within an intercultural perspective is new, there are many challenges, and work on their own school-based investigations will contribute to developing our collective understanding in this important area.
Key Ideas

Validating approaches and inferences in assessing intercultural language learning and communication

Interaction: large-group discussion
Setting the scene – need for validation given the limits of research.
Need to (1) validate episodic as well as long-term intercultural language learning and communication (2) participate in dialogue with others (3) document consequences.

Facilitator presentation: The assessment cycle 7
Anticipated time: 30 minutes

Readings


Suggestions for classroom-based investigations

- Develop 2 to 3 assessment tasks that promote intercultural language learning with a view to capturing different facets of teaching through formal and informal processes. Design the tasks and provide a critical commentary. Ask the students to do the tasks and analyse their results. To what extent do the tasks assess intercultural language learning? Document in detail the issues that arise as you carry out this development work.
- Develop student portfolios with a view to gathering evidence of intercultural language learning. Ask students to complete the portfolios. To what extent do the portfolios evidence intercultural language learning? Document in detail the issues that arise as you carry out this development work.
- Assess students’ responses to a writing task from the perspective of gathering evidence of intercultural language learning. If possible ask a colleague or two to carry out the same assessment task and compare your findings. Document in detail the issues that arise as you carry out this development work.

(See Module 5, Attachment 3.)
Module 4

PowerPoint slides

4.1 Assessing intercultural language learning

Objectives
In this module you will:
• consider the changing context of assessment in education;
• re-consider how you understand/conceptualise intercultural language learning from the perspective of outcomes of learning;
• consider ways of eliciting intercultural language learning in short-term episodes and over time;
• consider how to judge student performance and validate assessments of intercultural language learning;
• begin the process of designing an assessment scheme for intercultural language learning.

Changing context of assessment in education
Assessment as a priority:
• for learning;
• for system improvement;
• for accountability.
Recent developments in Australia:
• implementation of the State-based frameworks;
• Schools Assistance Act and its implementation;
• Australian Certificate of Education — exploring a way forward — plans for an assessment institute;
• various State-based reviews, e.g. the SACE Review in South Australia.

Assessment and learning – 1
Purposes:
• assessment of learning;
• assessment for learning;
• assessment as learning
→ common theme: assessment ↔ learning
Assessment and learning – 2

Linking assessment to learning theory:
• A good theory can be immensely practical:
  - Learning theory provides coherence and big picture understandings, especially when we wish to change our practices.
• Contemporary learning theories (constructivism, cognitive theory and sociocultural theory) – share several core principles; most importantly two ideas:
  - That we construct knowledge;
  - That learning and development are culturally embedded, socially supported processes.

4.5
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Assessment and learning – 3

Four strategies that connect learning and assessment:
• eliciting prior knowledge
• providing effective feedback that moves the student forward
• teaching for transfer of knowledge
• teaching students how to self-assess

Creating a learning culture


4.6
____________________________________
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Summary of the shifting perspectives:
• Assessing facts ↔ Assessing activity/action
• Assessing a 'body of knowledge' ↔ Assessing the social, cultural construction of knowledge
• Assessment as individual and psychological ↔ Assessment as social and cultural
• Assessing decontextualized abstract rules and principles ↔ Assessing students' ways of making sense of the particular contexts, such that knowledge is recontextualized from the knower

4.7
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4.8
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The assessment cycle – 1

Conceptualising

• What is the purpose(s) of the assessment? What are the situations, contexts, decisions, and uses of the assessment information?

• What conceptualisation/model of language use/language learning/language development do we use for assessment (i.e. knowledge, ‘content’, skills, qualities action, interaction)? Are these assessed separately or in an integrated manner? What are the strengths and limitations of these models?

• How do we relate language learning and development and language using?

• How comprehensive is the conception of language used for the purposes of assessment? How does this affect the nature and scope of learning and its assessment?

The assessment cycle – 2a

In assessment terms:

1. What claims do we make about what learners know, can do/perform or have accomplished? In what terms are the claims made (nature, scope, level of complexity of learning)?

2. What evidence is used to support these claims?

Reflection: What assumptions and values are inherent in the conceptualisation of intercultural language learning?

The assessment cycle – 2b

Eliciting

• How do we best elicit evidence of what students know, can do, or have accomplished?

• What methods/combinations of methods/procedures do we use? What is the relationship among these methods/procedures (i.e. relative weighting)?

• How do we ensure coverage of the construct/domain?

• What is the impact of particular methods? How do we ensure that the methods do not introduce biases for particular students/groups of students, i.e. method effects?
Do the procedures reflect/promote/include:
- a 'sound' view of language learning and using?
- an 'appropriate' level of demand/complexity?
- the negotiation of meaning in interaction?
- the requirement to explain how students understand the interaction?
- development and progress?
- motivation to perform?
- clarity of the descriptions/communication of the procedure?
- suitable supporting input material?
- clarity of conditions under which the procedures will be undertaken?

Reflection: What assumptions and values are inherent in the assessment procedures for intercultural language learning?

Judging: the criteria and standards
- Are criteria for judging performance provided?
- Do they capture important qualities of performance?
- What is the relative contribution of each criterion?
- Is there undue emphasis on some criteria?
- Are descriptions of standards provided?
- How are the criteria and standards to be used?
- Who sets the criteria and standards?


Judging: the process of interpreting
We are all social beings who construe the world according to our values and perceptions. Thus, our biographies are central to what we see and how we interpret it. Similarly in assessment, performance is not 'objective'; rather it is construed according to the perspectives and values of the assessor, whether the assessor is one who designs the assessment and its 'objective' marking scheme or the one who grades open-ended performances.

Reflection: What assumptions and values are inherent in the criteria for judging performance in intercultural language learning?
The assessment cycle – 6

Judging: the evidence

- Is the evidence sufficient? How is this determined?
- Is the judgment reliable/consistent?
- Is the judgment too analytic, i.e. is there a danger that with a focus on components of performance the richness of the whole performance is not captured?
- Is the judgment too holistic, i.e. is it too global/impressionistic with insufficient focus on evidence?
- How do students see the judgments? Do they see them as judgments about where/how much they have learned?
- How are scores/information aggregated?
- Is there a basis for generalisability?
- Is the judgment fair?
- What evidence do we have of fairness to all students?

Reflection: What assumptions and values are inherent in judging intercultural language learning?

The assessment cycle – 7

Validating

This is the quality assurance of the system of assessing as a whole – conceptualising, eliciting, judging in relation to a particular purpose and use. Validity is an integrated evaluative judgment of the degree to which empirical evidence and the theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores and other modes of assessment (Messick, 1989).

Some suggested references


Attachment 1: Outcomes of intercultural language learning and communication

Example 1

As a result of intercultural language learning, students:

- are able to acquire new knowledge of a language and culture and cultural practices and use this knowledge in communication and interaction;
- demonstrate willingness to engage with others in a relationship of equality, e.g. others’ experiences of daily life, the experiences of a range of social groups in society;
- demonstrate recognition (1) of diverse perspectives on and interpretations of familiar cultural practices and phenomena (2) that unfamiliar practices or phenomena are to be understood in the way another cultural group understands them, not by assimilating them into one’s own cultural referents;
- are able to question/evaluate/compare and contrast values and assumptions held by others;
- are able to analyse and reflect upon their own experience of engaging with diverse others;
- are able to communicate in a way that is appropriate for an outsider to a particular social and cultural group;
- know about historical and contemporary relationships between one’s own country and that of an interactant from another culture (events, diverse interpretations and memories, current affairs, etc.) and how one’s own country is viewed from the perspective of other countries;
- know about the conventions of communication and interaction in their own and the other target culture and the cause and processes of misunderstanding;
- know about the conventions of geographical space in one’s own country and other countries and how one’s own country is perceived by other countries;
- know about the processes and institutions of socialisation in one’s own country and the country of another interactant;
- know about social distinctions in one’s own country and the country of another interactant, e.g. social class, gender, profession, minority languages;
- know about institutions that impinge on daily life within one’s own and the interactant’s country;
- know about the processes of interaction in the interactant’s country;
- are able to interpret texts, actions, events from another culture, to explain them and relate them to one’s own culture, e.g. identify ethnocentric perspectives, areas of misunderstanding in interaction, mediate between conflicting interpretations;
- are able to develop an explanatory system that can be applied to other phenomena;
- are able to identify significant references within and across cultures and elicit their significance and connotation;
- are able to identify and interpret, evaluate and analyse explicit or implicit values in documents and events in one’s own and other cultures;
- are able to interact and mediate in intercultural exchanges, incorporating the repertoire of knowledge, skills, and attitudes.

(selected and adapted from Byram, 1997: 57–64)
Example 2

Through intercultural language learning, students develop an understanding of:

- the way language and culture shape reality and reality is shaped by language and culture;
- the way language and culture shape identity and identity is shaped by language and culture;
- the integral relationship of linguistic and cultural referents;
- the ongoing process of constructing one’s own understanding of an additional language and culture;
- the variability and diversity that characterise people’s daily reality within and across languages and cultures;
- ways of negotiating meaning across languages and cultures, recognising that there are multiple conceptual systems, perspectives, values, and beliefs, and being able to create one’s own intercultural space and identity;
- the power of language and culture in mediating human attitudes and values;
- own responsibility for contributing to successful communication across languages and cultures;
- learning as a process that involves a transformation of self and one’s framework of knowledge;
- learning as a process that involves reciprocal relationships, recognising mutual responsibilities, and seeing one’s own culture in a variable light;
- learning as a process that involves intercultural sensitivity.

(selected from Liddicoat, Papademetre, Scarino, & Kohler, 2003: 73)

References


Attachment 2: The assessment cycle

(Scarino, 2006)
All four examples represent teachers’ ways of beginning to include an intercultural orientation in their assessment schemes. This is how they write about assessment.

**Example 1** demonstrates the teacher’s way of focusing on formative assessment as appropriate to the individualised way she works with young learners in her Prep–Year 1 Japanese class.

**Example 2** demonstrates the teacher’s way of working to incorporate an intercultural language learning orientation within the requirements of the Board of Studies and her school at senior secondary level, as well as her students. Notice the tasks and the accompanying criteria. By signalling ‘evidence of learning’ and ‘feedback’, she signals the importance of these in her assessment scheme, as she seeks to find ways of concentrating on these important aspects. Notice also the way she is beginning to consider ways of elaborating outcomes to better incorporate intercultural language learning perspectives.

**Example 3** demonstrates the teacher’s way of meeting the requirements of her system, a very different system from that in Example 2. Notice how she signals a difference between ‘cumulative’ and ‘summative’ assessment.

**Example 4** includes a particular focus as criteria for judging performance. Notice the way the teacher articulates the complexities involved in judging performance and begins to think about the need to leave space for emergent criteria.
Attachment 3: Examples of assessment tasks/schemes

Example 1:  Jill — Prep–Year 1 Japanese

- **Title** – ‘We are one, but we are many’
- **Semester**-long program for Prep–Year 1 Japanese class that is also part of a Prep to Year 10 continuum of intercultural language learning.
- **Linguistic focus** – Students will be able to use well-rehearsed language in familiar situations. Students will also be able to recognise words written in Japanese kana – hiragana, katakana, kanji, roomaji.
- **Cultural focus** – Students will understand that Japanese words have a gender bias that reflects Japanese societal norms.
- **Intercultural focus** – Students will understand that they have membership of groups and that they move between groups and that there is variability within groups.
- **Connections students are to make** – Students will build an understanding of the concept of groups as it applies to them personally. It will become evident that they are part of groups based on gender as manifest in the Japanese language. Students will compare and reflect this by thinking about their own Australian language. Students will be starting to build a mental map of cultural subgroups to be enhanced with future learning.
- **Teaching/learning interactions** – Students will create new knowledge and understandings through social interaction. Talking through one’s thinking with others is central to building understanding and creating new knowledge. Student-to-student interaction is an effective way for students to test their ideas and to gain access to other ways of thinking. Student-to-teacher interactions range from using questioning to help students to take their learning further to supporting learners explore and understand new concepts and vocabulary.
- **Teaching/learning resources** – These tend to reflect the learning environment. Resources familiar to students at this age are the springboard for going beyond the world of their classroom. Images from popular culture are used as an entry point for building understanding.
- **Assessment scheme** – The formative assessment will consist of a range of indicators:
  - Evidence of understanding as demonstrated in student work book
  - Visual evidence as demonstrated by students placing themselves in various groups
  - Information provided by students in focused learning sessions.

The summative assessment is a scenario. The role-play provides students with an opportunity to demonstrate their understanding of the appropriate Japanese words to be used when introducing themselves and other people. By using the Japanese gender-based words, students will demonstrate an understanding of how groups are organised in Japanese culture and which groups they fit into within Australian and Japanese cultures.
### Example 1 (cont’d)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Demonstrates intercultural learning by:</th>
<th>Demonstrates linguistic proficiency by using the correct vocabulary for and recognition of:</th>
<th></th>
</tr>
</thead>
</table>
| Summative assessment for Prep–1 (but also formative assessment for when student is in Year 6.) | • The use of the appropriate gender-based word when introducing oneself. (Week 3, Tasks 5,7)  
• The use of the appropriate gender-based words when introducing others. (Week 4, Task 1)  
• Showing an understanding of the concept of ‘group’ in a variety of tasks. (Week 3, Tasks 1,2,3,4,5,6)  
• Showing an understanding of the various groups a student can belong to based on: Nationality (Week 1)  
School class (Week 3, Tasks 2,6)  
Name (Week 2)  
Gender (Week 2, Tasks 4,5,6,7,8,9)  
• Reflective piece of writing: What things have I learnt about groups?  
What things have I learnt about the language that Japanese people speak?  
What have I learnt about the way people in Japan write?  
What have I learnt about how we say and write things in Australia? (Week 10) | • Introducing self (Tasks 5,7)  
• Introducing others (Task 8)  
• Family titles (Weeks 2,8,9)  
• Kanji for male, female, child, boy, girl (Week 3, Tasks 4,6 + Week 6)  
• Name/s in katakana (Week 7)  
• Identifying the different Japanese kana – hiragana, katakana, kanji and roomaji (Weeks 1–10) |  |
|  | These language outcomes can be assessed within the Tasmanian LOTE Proficiency Outcomes. |  |  |

わたし、ぼくこちらは(name)さんです。  
こちらは(name)ちゃんです。  
こちらは(name)くんです。
Example 2: Melissa — Year 11–12 Indonesian

Assessment

The central purpose of assessment is to provide information on student achievement and progress and set directions for ongoing teaching and learning. Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment that enhances learning recognises that learners use their current understanding to discover, develop, and incorporate new knowledge, understanding, and skills. Assessment for learning helps identify if current understanding is a suitable basis for future learning. In assessing intercultural understanding, it will be important to consider alternative assessment strategies such as self-evaluation and learning logs. It will also be important to be aware of the subjective nature of assessing a student’s intercultural understanding.

At key points, this information is also available for the teacher to use to form a judgment of the student’s performance against levels of achievement. This judgment will be used to inform parents, and especially the student, of the student’s progress. In a standards-referenced framework the process of assessment for learning can be extended into the assessment of learning. (Adapted from Board of Studies NSW Indonesian K–10 Syllabus, Advice on programming Stages 4–5, p. 11)

Board of Studies NSW components and weightings

Preliminary Course 120 hours

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightings</th>
</tr>
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<tbody>
<tr>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>30</td>
</tr>
<tr>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td>Writing in Indonesian</td>
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</tr>
<tr>
<td>Marks</td>
<td>100</td>
</tr>
</tbody>
</table>

HSC Course 120 hours

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightings</th>
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<tbody>
<tr>
<td>Speaking</td>
<td>20</td>
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<tr>
<td>Listening and responding</td>
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<td>Writing in Indonesian</td>
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<td>Marks</td>
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</table>

It should be noted that intercultural understanding is a key element of each of the above components. Culture is integrated into other language skills and is not a separate skill.
Example 2 (cont’d)

Stage 6 Scope and Sequence

<table>
<thead>
<tr>
<th>Theme/s</th>
<th>Stage 6 –Year 11</th>
<th>Stage 6 – Year 12 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes</td>
<td>The Individual</td>
<td>Indonesian Speaking Communities</td>
</tr>
<tr>
<td></td>
<td>Indonesian Speaking Communities</td>
<td>SPRING TERM</td>
</tr>
<tr>
<td></td>
<td>The Changing World</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td></td>
<td>SUMMER TERM</td>
<td>— Religion, celebrations &amp; festivities</td>
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<tr>
<td></td>
<td></td>
<td>— People and places</td>
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<tr>
<td></td>
<td></td>
<td>— customs and traditions</td>
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<tr>
<td>Topics</td>
<td>Personal Identity</td>
<td>Cultural Diversity</td>
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<td>People &amp; Places</td>
<td>— Religion, celebrations &amp; festivities</td>
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<td></td>
<td>— Entertainment</td>
<td>— People and places</td>
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<tr>
<td></td>
<td>The World of Work</td>
<td>— customs and traditions</td>
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<tr>
<td></td>
<td>— Jobs &amp; Careers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Search for work</td>
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<tr>
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<tr>
<td>Theme/s</td>
<td>The Individual</td>
<td>The Changing World</td>
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<td>AUTUMN TERM</td>
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<tr>
<td>Topics</td>
<td>Education &amp; Aspirations</td>
<td>Issues in Today’s World</td>
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<td>— Impact Tourism</td>
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<td>— Changing Face of Indonesia</td>
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<td>All topics from the theme</td>
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<td>Issues in Today’s World</td>
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<td>Cultural Diversity</td>
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<td>Topics</td>
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<td>Youth Issues</td>
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<tr>
<td></td>
<td>— Getting Around,</td>
<td>Drugs</td>
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<td></td>
<td>— Overcoming problems</td>
<td>Unemployment/the workplace</td>
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<td></td>
<td>Visiting Indonesia</td>
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<td>Urban and Rural Daily Life</td>
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**Stage 6 Scope and Sequence (cont’d)**

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Highlighted Board of Studies outcomes are assessed in activities (as assessment for learning) and assessment tasks (as assessment of learning) in each module.
## Preliminary Indonesian 2007 Assessment Grid

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<tr>
<th>INDONESIAN OUTCOMES</th>
<th>TASKS</th>
<th>Date</th>
<th>Speaking</th>
<th>Listening &amp; Responding</th>
<th>Reading &amp; Responding</th>
<th>Writing</th>
<th>Exam Type Tasks</th>
<th>Non Exam Type Tasks</th>
<th>Focus topic(s), Themes</th>
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<tbody>
<tr>
<td>(as published in the Board of Studies NSW Stage 6 Indonesian Continuers Syllabus)</td>
<td>Task 1: Email &amp; Interview</td>
<td>Summer</td>
<td>5 March (Hand-in)</td>
<td>14 March (Interview)</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>The individual: Future Plans</td>
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<td>Task 2: Half-yearly Begin 27 March</td>
<td>Summer</td>
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<td>The individual, Indonesian speaking communities, World Issues</td>
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<td>Task 4: Reading Folio</td>
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<td>15</td>
<td>The individual, Indonesian speaking communities, World Issues</td>
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<td>Outcomes: 3.1, 3.2</td>
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<tr>
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<td>Task 5: Yearly exam</td>
<td>Winter</td>
<td>10</td>
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<td>15</td>
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<td>The individual, Indonesian speaking communities, World Issues</td>
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# HSC Indonesian Continuers 2007 Assessment Grid

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<th>TASKS</th>
<th>Date</th>
<th>Speaking</th>
<th>Listening &amp; Responding</th>
<th>Reading &amp; Responding</th>
<th>Writing</th>
<th>Exam Type Tasks</th>
<th>Non Exam Type Tasks</th>
<th>Focus topic(s), Themes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Interview and reflective email</td>
<td>Spring 27 Nov</td>
<td>10</td>
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<td></td>
<td></td>
<td>Religion, Celebrations &amp; Festivals</td>
</tr>
<tr>
<td>Task 2: Listening</td>
<td>Summer</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Urbanisation, Environment, Impact of Tourism, Changing Face of Indonesia</td>
</tr>
<tr>
<td>Task 3: Half-Yearly Exam</td>
<td>Summer</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>Topics: Individual / Indonesian Speaking Communities Issues in Today’s World</td>
</tr>
<tr>
<td>Task 4: Learning Log</td>
<td>Autumn</td>
<td>20</td>
<td>5</td>
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<td></td>
<td></td>
<td></td>
<td>Topic: Youth Issues</td>
</tr>
<tr>
<td>Task 5: Trial HSC Exam</td>
<td>Winter</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
<td>Themes: The Individual, Indonesian-speaking Communities &amp; Changing World</td>
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</table>

<table>
<thead>
<tr>
<th>TOTALS</th>
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**ASSESSMENT TASKS**

**Year 11 Indonesian Assessment**

**MODULE 1 - Family and Friends/Leisure and Lifestyle**

**Task 1: Email and Interview 15%**

*Email (5 marks) due 5 March 2007*

*Interview (10 marks) due 14 March 2007*

Write a letter of at least 150 words to your Indonesian teacher about yourself, your family, and friends.

You should describe your personality, your strengths and weaknesses, and what things are important to you (consider what makes up your identity). Explain the relationship you have with your friends and your family members and the qualities you value about your friends and family.

Use the correct letter format and the appropriate language register for writing to your teacher.

The interview will include questions based on your letter. It will take about 5–7 minutes and will be recorded.

**Outcomes assessed:** 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1

1.2 conveys information appropriate to context, purpose and audience
1.3 exchanges and justifies opinions and ideas on known topics
1.4 reflects on aspects of past, present and future experience
2.1 applies knowledge of language structures to create original text
2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future
2.3 structures and sequences ideas and information
4.1 recognises and employs language appropriate to different social contexts.
Email marking criteria
You will be assessed on the:
- relevance of the treatment of ideas, information or opinions;
- accuracy of vocabulary and sentence structures;
- variety of vocabulary and sentence structures;
- capacity to structure and sequence responses.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes descriptively with well-selected information relevant to the demands of the task</td>
<td></td>
</tr>
<tr>
<td>Demonstrates comprehensive knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax</td>
<td></td>
</tr>
<tr>
<td>Manipulates language authentically and creatively to describe and explain</td>
<td></td>
</tr>
<tr>
<td>Sequences and structures information coherently and effectively</td>
<td>4–5</td>
</tr>
<tr>
<td>Writes descriptively to meet the general requirements of the task</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a satisfactory knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax</td>
<td></td>
</tr>
<tr>
<td>Manipulates language to describe but may not explain</td>
<td></td>
</tr>
<tr>
<td>Sequences and structures information effectively</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates a limited understanding of the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an elementary knowledge and understanding of relevant vocabulary, affixation with evidence of the influence of English syntax and vocabulary</td>
<td></td>
</tr>
<tr>
<td>Demonstrates limited evidence of the ability to organise information</td>
<td>1–2</td>
</tr>
<tr>
<td>Comment</td>
<td></td>
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</tbody>
</table>
Interview marking criteria

You will be assessed on how well you demonstrate:

- the capacity to maintain a conversation (comprehension, communication strategies);
- relevance and depth of treatment of information opinions, comment;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates effectively with correct intonation and pronunciation</td>
<td>9–10</td>
</tr>
<tr>
<td>Responds with relevant information and a range of opinions and/or comment</td>
<td></td>
</tr>
<tr>
<td>Responds with a very good level of grammatical accuracy, variety of</td>
<td></td>
</tr>
<tr>
<td>vocabulary and sentence structure</td>
<td></td>
</tr>
<tr>
<td>Communicates well, with some degree of fluency and authenticity</td>
<td>7–8</td>
</tr>
<tr>
<td>Responds with relevant information and some opinions and/or comment</td>
<td></td>
</tr>
<tr>
<td>Responds with a range of vocabulary and structures, but with some minor</td>
<td></td>
</tr>
<tr>
<td>inaccuracies</td>
<td></td>
</tr>
<tr>
<td>Maintains satisfactory communication but with repetition and inaccuracies</td>
<td>5–6</td>
</tr>
<tr>
<td>in grammar and vocabulary</td>
<td></td>
</tr>
<tr>
<td>Responds with relevant information and opinions</td>
<td></td>
</tr>
<tr>
<td>Maintains a basic level of communication</td>
<td>3–4</td>
</tr>
<tr>
<td>Presents some relevant information and opinions</td>
<td></td>
</tr>
<tr>
<td>Responds with limited range of ideas and information relating to the</td>
<td>1–2</td>
</tr>
<tr>
<td>topic using single words and set formulae, and using anglicisms and English syntax</td>
<td></td>
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Notes

<table>
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<tr>
<th>Range of structures</th>
<th>Variety of vocabulary</th>
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Authenticity of conversation (correct register for conversation, original ideas, etc.) | Things to work on: |
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<tr>
<td>Comment</td>
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</table>
Assessment Task – Interview and Writing Task

- You will be required to interview an Indonesian about his/her religious beliefs and the special occasion(s) associated with his/her religion. You will need to use this information to write an email in Indonesian to a friend. (Carefully consider the questions that you ask as the information you gather will help you to write your email.)
- In your interview you may like to ask questions about place/time/frequency of worship, what the special occasions are and how they are celebrated, how they need to act as a Christian/Muslim, etc.
- You may also like to ask deeper questions to determine his/her feelings about religion and religious practice. Does his/her ethnicity or gender make a difference?
- Consider carefully the register of your language. Who are you interviewing?
- You will conduct the interview in groups of up to three. Each person in the group MUST write at least five questions for the interview. You should take turns in asking the questions. You must record your interview and submit the tape/CD as part of the task.
- Write down what you have learnt about the information presented in the interview in your Learning Log. (Remember to notice, compare and reflect on some of the similarities and differences of your religious practice and his/hers. Think about whether the information that you learnt confirmed any of your assumptions or not. Be careful not to generalise as the information you gather is from one person’s perspective.)
- After you have interviewed the Indonesian, you need to complete the following written task:

‘Imagine that you are on exchange in Indonesia. You are living with a Christian/Muslim family. Write an email of 200 words to a good friend in which you describe and reflect on living with this family. In your email make specific reference to the information you have learnt from your interview.’
Interview
You will be assessed on how well you demonstrate:

- the ability to recognise and employ language appropriate to the interviewee and social context;
- relevance and depth of questions;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures;
- the capacity to maintain a conversation (comprehension, communication strategies).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Uses appropriate language register for interviewee and social context</td>
<td>17–20</td>
</tr>
<tr>
<td>Selects questions with consideration of interviewee</td>
<td>Excellent intercultural understanding</td>
</tr>
<tr>
<td>Demonstrates depth of treatment of subject matter through questions asked</td>
<td></td>
</tr>
<tr>
<td>Interacts in Indonesian using accurate and varied language</td>
<td></td>
</tr>
<tr>
<td>Communicates effectively with correct intonation and pronunciation</td>
<td></td>
</tr>
</tbody>
</table>

| Uses appropriate language register for interviewee and social context    | 13–16                      |
| Selects questions with consideration of interviewee                      | Very good intercultural understanding |
| Demonstrates some depth of treatment of subject matter through questions asked |                          |
| Interacts in Indonesian using varied language but with some inaccuracies |                            |
| Communicates well but may have a few inaccuracies in intonation and pronunciation |                      |

| Uses appropriate language register for interviewee and social context    | 9–12                       |
| Selects questions with consideration of interviewee                      | Good intercultural understanding |
| Asks relevant questions but shows little depth in subject matter         |                            |
| Interacts in Indonesian but has inaccuracies in structure and vocabulary choice |                          |
| Maintains satisfactory communication with a few inaccuracies in intonation and pronunciation |                      |

| May not use appropriate language register for interviewee and social context | 4–8                         |
| Selects questions with some consideration of interviewee                  | Limited intercultural understanding |
| Asks relevant questions but shows no depth in subject matter              |                            |
| Interacts in Indonesian but has several inaccuracies in structure and vocabulary choice |                          |
| Maintains basic communication with a few inaccuracies in intonation and pronunciation |                      |

| Incorrect register                                                        | 1–4                        |
| Little consideration of interviewee in respect to questions asked          | Poor intercultural understanding |
| Some relevant questions asked                                             | May be offensive or incomprehensible |
| Interacts in Indonesian but has several inaccuracies in structure and vocabulary choice |                      |
| Maintains basic communication for part of the interview                  |                            |
Email
You will be assessed on how well you:

- summarise main points and provide detailed items of specific information from your interview;
- identify values, attitudes, and beliefs of cultural significance;
- interpret and evaluate information showing your intercultural learning;
- use appropriate register;
- demonstrate accuracy of sentence structures;
- demonstrate complexity of vocabulary;
- demonstrate the capacity to structure and sequence response.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
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</table>
| Summarises main points and provides detailed information describing special occasion  
Identifies values, attitudes, and beliefs of cultural significance  
Reflects on experience in a perceptive manner, interpreting and evaluating information from interview  
Writes using appropriate informal register  
Writes in a sequenced manner demonstrating accuracy of structures (uses OFC) and complexity of vocabulary | 17–20 Excellent intercultural understanding |
| Summarises main points and provides detailed information describing special occasion  
Identifies values, attitudes, and beliefs of cultural significance  
Reflects on experience, interpreting and evaluating information from interview  
Writes using appropriate informal register  
Writes in a sequenced manner with minor inaccuracies in structures  
Writes using a variety of vocabulary | 13–16 Very good intercultural understanding |
| Summarises main points and describes special occasion  
Identifies some values, attitudes, and beliefs of cultural significance  
Reflects on experience, interpreting and evaluating some information from interview  
Writes using appropriate informal register  
Writes in a sequenced manner with some inaccuracies in structures  
Writes using a variety of vocabulary | 9–12 Good intercultural understanding |
| Summarises main points and describes some aspects of special occasion, little to no reflection  
Identifies some values, attitudes, and beliefs of cultural significance  
May not write using appropriate informal register  
Writes with some inaccuracies in structures  
Writes using relevant vocabulary | 4–8 Limited intercultural understanding |
| Describes some aspects of special occasion  
May not write using appropriate informal register  
Writes with some inaccuracies in structures and vocabulary | 1–4 Poor intercultural understanding May be offensive or incomprehensible |
Year 12 Indonesian – Autumn Term Assessment Task

Date Due:
17 July 2007
ISSUED 26 October 2006

Language Modes:
Reading and Responding;
Writing
Weighting: 25%

Learning Log

- Over the next 9 months you will need to complete a Learning Log. In this log you will record your impressions of what you learn during Year 12, with a particular reference to your intercultural understanding. As you read, view, or listen to Indonesian texts, record what you notice about Indonesian culture. Pay particular attention to the way that language and culture are linked. Compare what you learn to Australia and reflect on your new knowledge and understandings and how this may shape your view of the world and your ever-developing socio-cultural and linguistic identity. Where possible, record your impressions in Indonesian.
- Consider aspects such as the intended audience of the text as well as its purpose and context.
- Identify and explain features of traditional and contemporary lifestyle. Evaluate what the text communicates about Indonesian culture, including representations of the culture.
- Identify generalisations about people and culture, e.g. question stereotypes.
- Analyse values, attitudes, and beliefs of cultural significance in the texts, e.g. celebrations and festivals such as Lebaran.
- In addition to your reflections throughout the year, you need to complete a range of reading and responding tasks.
Module 4

Marking Guidelines

Learning Log — Ongoing Work
In your Learning Log, you will be assessed on how well you:
- identify values, attitudes, and beliefs of cultural significance;
- reflect upon significant aspects of culture and language.

Specific Texts
Comprehension:
In your answer you will be assessed on how well you demonstrate the capacity to:
- understand general and/or specific aspects of text, through, for example, summarising or evaluating;
- convey the information accurately and appropriately.

Reading Response:
In your answer you will be assessed on how well you demonstrate:
- the capacity to understand general and specific aspects of a text by identifying, analysing, and responding to information in Indonesian;
- relevance of ideas, information, or opinions in Indonesian;
- accuracy of vocabulary and sentence structures in Indonesian.
**Evidence of learning**

Evidence will be gathered by assessing students' ability to read and listen to texts by determining the gist, extracting key information, and summarising this as required.

The speaking activities will assess students’ ability to reproduce relevant information about themselves and demonstrate their intra-cultural learning. The writing activities will indicate students' ability to write descriptively and use learnt vocabulary and structures, particularly adjectives to describe personality and behaviour. Discussion about family life and friendship in Indonesia will indicate students' preconceptions and show their intercultural learning. The reflective diary entry will assess students’ intercultural understanding and this will be used to help students build on their knowledge and understanding for subsequent modules. The written email will assess students’ intra-cultural knowledge and understanding as students describe themselves and their friends/family and explain why certain qualities are important to them. Students will be expected to use a range of appropriate vocabulary and structures. The interview based on the content of the email will assess students’ understanding of the topic and their ability to communicate appropriately according to audience, purpose, and context. Students will be expected to be able to articulate and explain their personal qualities and activities and those of their friends and family. It is expected that students will use a range of sophisticated vocabulary and structures and be able to speak for 7 minutes.

**Feedback**

The teacher provides written feedback about students’ email and interview. Oral feedback will be provided about their understanding of spoken and written texts and their ability to speak in Indonesian during the pair work and whole-class activities. Ongoing feedback will be provided on their intercultural learning.

<table>
<thead>
<tr>
<th>Register</th>
<th>Year 11- Stage 6 Module 1</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task – Email and Interview</td>
<td>Brief notes to explain what constitutes a ‘good’ and an ‘excellent’ task.</td>
<td></td>
</tr>
<tr>
<td>Sample of good standard collected</td>
<td>Comment on intercultural learning:</td>
<td></td>
</tr>
<tr>
<td>Sample of excellent standard collected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments about assessment task (20%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Additions to unit | Deletions from unit |
Module 4

Example 3: Nicola — Primary Indonesian

Assessment
In the ACT, the Indonesian program is school based on a scope and sequence developed a number of years ago by ACT primary school Indonesian teachers. It also uses 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.

Like most schools, the grading system of A–E was used in first semester this year, and it was used to assess Indonesian. The explanations of what was required to achieve each grade were non-negotiable within the system and they were not appropriate for teaching and learning a language. If used as required, it would not have been possible to give any student an A, and very few would have achieved a B.

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 four 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.

(Cumulative Assessment)

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).

(Cumulative Assessment)

Use conjunctions to improve the complexity of the simple sentences created previously.

In same pairs as before, students join only the sentences that would benefit from such linking; making sure that meaning isn’t compromised.

(Cumulative Assessment)

Draw and write the text for as many as six of the steps in the rice process. Make up the family members and their names. Use all the term's worksheets and the vocabulary list for information and guidance.

Describe who is in each drawing and what they are doing, giving as much detail as possible, including their names, their relationship to others in the family, and the correct word for the type of rice. Use adjectives and conjunctions.

(Summative Assessment)
Example 3: Nicola — Primary Indonesian (cont'd)

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)

In pairs write and role-play a bargaining conversation.
The focus is on using salutations, exclamations, units of measurement, adjectives, price, yang, and group classifiers. Body language is important.
(Summative Assessment)

In small groups, design a warung or rumah makan menu.
Write the conversation that takes place when an order is placed.
Role-play this conversation.
This is for an Indonesian warung or rumah makan 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.
(Summative Assessment)
Example 4: Robert – Year 8 French

**Task 1**

Use visual stimulus (cartoons and video) of a few situations of people using ‘tu’ and ‘vous’ and invite students to point out differences in the situations and differences in the use of language in the ways the people address each other. (Noticing).

This task is not assessed. Do this in the first half of lesson 1. In the second half, the teacher presents and explains what students will need to do for Task 2, with examples.

Have a gap of at least 3 to 4 days between Task 1 and the presentation of Task 2 – a weekend would be good, or give time in class to write role-plays. Video this and all sessions.

**Task 2**

In pairs, students present two separate role-play situations (2–3 mins max. each), the dialogues for which they write themselves in French, relating to one of the topics or themes covered throughout the year – Unités 9-14 *Tapis Volant 1*.

In the first role-play, the students must use ‘tu’ several times in an appropriate situation and context. In the second role-play, the students must use ‘vous’ several times in an appropriate situation and context. Props are encouraged. Some may wish to use a narrator to set the scene at the start. (Engagement with content/Experimenting). Cumulative task.

**Task 3**

The students must write a ‘Cultural Reflection Paper’ in English where they outline why they used ‘tu’ and why they used ‘vous’ in the role-play situations – half page. They are also to comment on any different feelings generated through the use of ‘tu’ or ‘vous’. This is to happen after all role-plays are presented. (Reflection). Cumulative task.

**Task 4**

Then, they must consider the type of language they would have used in the same situation in Australia, i.e. use of formal versus informal language. This would take the form of a translation of the script of their role-plays.

I would leave it up to students to decide on what their version of the same situation in Australia is, i.e. students of different cultural backgrounds will inevitably come up with vastly different situations and different use of language. (Comparing). Cumulative task.

**Task 5**

Towards the end of the process, the students produce a ‘Cultural Comparison Paper’ (half page in English) where they consider why there are two different ways of saying the second person singular ‘you’ in French, and not in English. The aim of this is not to gain a precise answer to this question, but to have the students contemplate the differences in a deeper way. (Comparing). Summative task.

**Task 6 — Feedback Session**

A video recorded lesson where I invite discussion and feedback from the students about the process, how it made them feel, etc. This would be an opportunity for the students to present to the class (somewhat informally) what they wrote in their ‘Cultural Reflection Paper’ and their ‘Cultural Comparison Paper’ and any other thoughts on the process as a whole. (Reflecting/Sharing). Not assessed.
**Example 4: Robert – Year 8 French (cont'd)**

**Assessment**

**Task 1:** Will not be assessed.

**Task 2: Role-plays.** A mark out of 20 following the grid below for each role-play:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates confidently and fluently with correct intonation and</td>
<td></td>
</tr>
<tr>
<td>pronunciation. Demonstrates in the role-play a sophisticated understanding of the use of ‘tu’ or ‘vous’ in French. Demonstrates through the role-play a sophisticated knowledge of the appropriate vocabulary and sentence structures required in this situation.</td>
<td>17–20</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates confidently and fluently during most of the role-play, with only slight mistakes with intonation and pronunciation. Demonstrates in the role-play a good understanding of the use of ‘tu’ or ‘vous’ in French. Demonstrates through the role-play good knowledge of the appropriate vocabulary and sentence structures required in this situation, with a few negligible mistakes.</td>
<td>13–16</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains satisfactory levels of communication, with some recurring mistakes with intonation and pronunciation. Demonstrates through the role-play some understanding of the use of ‘tu’ or ‘vous’ in French. Demonstrates through the role-play a satisfactory knowledge of the appropriate vocabulary and sentence structures required in this situation, with some important and recurring mistakes.</td>
<td>9–12</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains basic levels of communication, with many recurring mistakes with intonation and pronunciation. Demonstrates through the role-play limited understanding of the use of ‘tu’ or ‘vous’ in French. Demonstrates through the role-play a limited knowledge of the appropriate vocabulary and sentence structures required in this situation, with many important and recurring mistakes.</td>
<td>0–8</td>
</tr>
</tbody>
</table>

* I realise that some of these criteria may seem a little too general, but I am confident that it is workable when given the chance to compare the work of a class of about twenty-five students, and assuming that the top students would fit into the top bracket and spread them downwards accordingly. I agree that there is some reliance on what I term ‘impression marking’. The bottom students don’t necessarily have to fit into the bottom bracket. I expect the criteria to become clearer once I have samples of work to compare. This relates directly to a conundrum faced by foreign language teachers, whereby it is almost impossible to specifically itemise all marking, but as experienced professionals, we are able to contextualise, compare, and sense in order to assess students.
**Example 4: Robert – Year 8 French (cont'd)**

**Task 3: Cultural reflection paper**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates through the paper a sophisticated and detailed understanding of why they used ‘tu’ and ‘vous’ in the role-play situations.</td>
<td>17–20</td>
</tr>
<tr>
<td>Demonstrates through the paper a good understanding of why they used ‘tu’ and ‘vous’ in the role-play situations, with a good level of detail.</td>
<td>13–16</td>
</tr>
<tr>
<td>Demonstrates through the paper a satisfactory understanding of why they used ‘tu’ and ‘vous’ in the role-play situations, with some detail.</td>
<td>9–12</td>
</tr>
<tr>
<td>Demonstrates through the paper a limited understanding of why they used ‘tu’ and ‘vous’ in the role-play situations, with a lack of detail.</td>
<td>0–8</td>
</tr>
</tbody>
</table>

**Task 4: Translation of the scripts of the role-plays into English**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produces sophisticated and highly accurate translations, with comparable use in English of formal versus informal language to the use of ‘tu’ and ‘vous’ in French. Very few mistranslations of the vocabulary and structures required for the role-play situation.</td>
<td>17–20</td>
</tr>
<tr>
<td>Produces very good translations, with comparable use in English of formal versus informal language to the use of ‘tu’ and ‘vous’ in French. Few mistranslations of the vocabulary and structures required for the role-play situation.</td>
<td>13–16</td>
</tr>
<tr>
<td>Produces satisfactory translations, with some comparable use in English of formal versus informal language to the use of ‘tu’ and ‘vous’ in French. Some mistranslations of the vocabulary and structures required for the role-play situation.</td>
<td>9–12</td>
</tr>
<tr>
<td>Produces a limited translation, without much comparable use in English of formal versus informal language to the use of ‘tu’ and ‘vous’ in French. Frequent mistranslations of the vocabulary and structures required for the role-play situation.</td>
<td>0–8</td>
</tr>
</tbody>
</table>
Module 4

**Example 4: Robert – Year 8 French (cont'd)**

**Task 5: Cultural comparison paper**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates through the paper a sophisticated and detailed consideration of why there are two different ways of saying the second person singular ‘you’ in French, and not in English. Many accurate examples given.</td>
<td>17–20</td>
</tr>
<tr>
<td>Demonstrates through the paper a careful and reasonably detailed consideration of why there are two different ways of saying the second person singular ‘you’ in French, and not in English. Some accurate examples given.</td>
<td>13–16</td>
</tr>
<tr>
<td>Demonstrates through the paper a satisfactory consideration of why there are two different ways of saying the second person singular ‘you’ in French, and not in English. Some examples given, but not all accurate.</td>
<td>9–12</td>
</tr>
<tr>
<td>Demonstrates through the paper a limited consideration of why there are two different ways of saying the second person singular ‘you’ in French, and not in English. Limited or no examples given.</td>
<td>0–8</td>
</tr>
</tbody>
</table>

**Task 6 – Not to be assessed.**
Classroom-based investigations of intercultural language learning
Module 5: Classroom-based investigations of intercultural language learning

Overview

The session aims to enable participants to facilitate intercultural teaching and learning, long-term planning, and assessment by investigating what happens in their own classrooms.

The previous four sessions have explored intercultural language teaching and learning in relation to pedagogy, long-term planning, and assessment. This session focuses on classroom-based investigations as a way of facilitating intercultural language teaching and learning. Classroom-based investigations are initiated and carried out by teachers in their classrooms and schools. They can facilitate programme development and evaluation because changing your teaching and learning practice requires an understanding of what you currently do, and in order to teach, plan, and assess, you need to understand students’ own perceptions of interactions with language(s) and culture(s).

It may be natural to think of classroom investigation as something that can only happen ‘in addition’ to teaching and learning, something that can only be done after the needs of students have been met. Understood in this way, classroom investigations are intrusions on teaching and learning in an already crowded curriculum. This module promotes a different view. It seeks to develop the idea that classroom investigation can be an ongoing ‘stance’ that enables us to gather valuable information about teaching and learning practice that may otherwise go unnoticed. This information can in turn inform how we understand and develop intercultural language teaching and learning for our students.

The session introduces participants to key considerations in planning and carrying out classroom-based investigations and provides them with opportunities to develop their skills in designing investigations to support their teaching and learning practices. The session is organised around a sequence of questions that 1) exemplify the process of investigation and 2) provide participants with connections to their own experience. This learning is supported and extended by a sequence of tasks in which participants plan an investigation as a way of implementing intercultural language learning in their own professional practice.

Objectives

In this session you will learn:

- how classroom-based investigations can facilitate intercultural language teaching and learning, long-term planning, and assessment;
- to identify key considerations in planning and implementing investigations;
- to plan an investigation to support your own teaching and learning practice.
**PRESENTER’S NOTES**

**Key Ideas/Learning**

**Introduction and context setting**

The aim here is to provide participants with an understanding of the session focus, structure, and objectives.

The facilitator introduces the session overview and objectives.

---

**Session objectives**

In this session you will learn:

- how classroom-based investigations can facilitate intercultural language teaching and learning, long-term planning, and assessment;
- to identify key considerations in planning and implementing investigations;
- to plan an investigation to support your own teaching and learning practice.

---

Welcome participants.

Explain that questions are appropriate at any point in the session.

Draw participants’ attention to the PowerPoint slides used in the session and spaces for notes.

Introduce session overview and objectives.

Invite and respond to any questions.

Ask participants to form into groups of 4 to 5 in preparation for subsequent interactions/tasks.
Module 5

Key Ideas/Learning

Introduction and context setting

<table>
<thead>
<tr>
<th>Interaction/task/questions</th>
<th>Supporting Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants form groups of 4 to 5 in preparation for subsequent interactions/tasks</td>
<td>PowerPoint slides</td>
</tr>
<tr>
<td></td>
<td>5.1 &amp; 5.2</td>
</tr>
<tr>
<td></td>
<td>Anticipated time: 10 minutes</td>
</tr>
</tbody>
</table>
Key Ideas/Learning

An investigative stance facilitates program development and evaluation in the context of intercultural teaching and learning

The aim here is to explain what an investigative stance is and how it can support intercultural language teaching and learning.

The facilitator presentation is followed by group discussion and whole-group feedback.

What is an investigative stance?

An investigative stance is not an ‘add on’ to language teaching and learning. It is:

- an orientation to noticing, documenting, and making sense of the actions of teachers and learners.
- an ongoing interest in using information about the classroom to develop language teaching and learning practice.

Explain that an investigative stance is valuable in intercultural teaching and learning for the reasons given on the slide.

Investigation in teaching

Effective teaching is informed by personal knowledge, trial and error, reflection on practice, and conversations with colleagues. To be a teacher means to observe students and study classroom interactions, to explore a variety of effective ways of teaching, and to build conceptual frameworks that can guide one’s work.

(Fischer, 2001: 29)

Emphasise that it is not an addition to teaching but involves systematically making sense of what is going on in classrooms with a view to developing classroom practice.

Pose the focus question and explain the task.

Suggest a time of 10 minutes with 5 minutes’ feedback.

After the groups have discussed the question, invite the groups to feed back their ideas.

Summarise how the participants see the value of an investigative stance.
**Module 5**

**Key Ideas/Learning**
An investigative stance facilitates program development and evaluation in the context of intercultural teaching and learning because:

- changing your teaching and learning practice requires an understanding of what you currently do; and
- in order to teach, plan, and assess, you need to understand students' own perceptions of and interactions with language(s) and culture(s).

<table>
<thead>
<tr>
<th>Focus question</th>
<th>Why investigate your classroom practice?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>In small groups reflect on the focus question. In addressing this question you might consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• how you understand the value of investigations for teaching and learning;</td>
</tr>
<tr>
<td></td>
<td>• how investigations could support classroom practice, long-term planning, and assessment;</td>
</tr>
<tr>
<td></td>
<td>• what it might mean to you to develop an 'investigative stance' to teaching and learning;</td>
</tr>
<tr>
<td></td>
<td>• what assumptions you make about how your students understand and interact with their own and other languages and cultures;</td>
</tr>
<tr>
<td></td>
<td>• how investigations might support planning and assessment;</td>
</tr>
<tr>
<td></td>
<td>• how your students might benefit from/engage in investigations.</td>
</tr>
</tbody>
</table>

Be prepared to share your ideas with the other groups.

Anticipated time: 20 minutes

PowerPoint slides
5.3 to 5.5
Key Ideas/Learning

The investigation potentially involves every aspect of teaching and learning

The aim here is to develop participants’ awareness of the scope of an investigation that focuses on intercultural language teaching and learning practice.

The facilitator presentation is followed by group discussion, whole-group feedback, and then an explanation of Attachment 1.

Participants make draft notes on Attachment 1 as a preliminary to planning their own investigation.

What is the potential scope of your investigation?

The investigation potentially involves every aspect of teaching and learning because:

- Intercultural language teaching draws on every aspect of teaching and learning in a new way in relation to language(s), culture(s), the interpersonal, and the personal.

Explain that the scope of an investigation could include any aspect of teaching and learning for the reasons given on the slide.

Pose the focus question and explain the task.

Suggest a time of 20 minutes with 10 minutes’ feedback, followed by 10 minutes for participants to reflect on their own investigations using Attachment 1.

After the groups have discussed the question, invite the groups to feed back their ideas.

Summarise how the participants see the value of an investigative stance.

Explain that the headings on Attachment 1 reflect the stages of an investigation, that these are the focus of the rest of the session, and that participants now have 10 minutes to note any ideas for their own investigations on Attachment 1, based on the discussions they have completed.
Module 5

Key Ideas/Learning

The investigation potentially involves every aspect of teaching and learning because:

- intercultural language teaching draws on every aspect of teaching and learning in new ways in relation to language(s), culture(s), the interpersonal, and the personal.

<table>
<thead>
<tr>
<th>Focus question</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the potential scope of your investigation?</td>
<td>In your group, reflect on the context of the investigation, i.e. the ways in which intercultural language teaching might change your teaching and learning practice, planning, and assessment.</td>
</tr>
<tr>
<td></td>
<td>In particular, you might consider:</td>
</tr>
<tr>
<td></td>
<td>• students’ perceptions of language(s), culture(s), how they interact, how they understand themselves;</td>
</tr>
<tr>
<td></td>
<td>• what you do in the classroom;</td>
</tr>
<tr>
<td></td>
<td>• who/what else might be affected;</td>
</tr>
<tr>
<td></td>
<td>• how an investigative stance helps you to make/manage these changes.</td>
</tr>
</tbody>
</table>

Be prepared to provide feedback to the other groups.
At the end of the task you will have 10 minutes in which to reflect on/plan the scope of your own investigation using the attachment provided.

Anticipated time: 45 minutes

PowerPoint slide 5.6 and Attachment 1
PRESENTERS NOTES

Key Ideas/Learning
The focus of your investigation depends on the need it addresses

The focus of your investigation depends on the need it addresses. In other words, it depends on:
- where you see the potential for intercultural language teaching and learning in your classroom;
- what information about yourself and your students you need in order to develop intercultural teaching and learning in your classroom.

Explain that the focus of the investigation participants choose to do will depend on how they themselves understand and prioritise intercultural language teaching and learning in their classrooms.

Pose the focus question and explain the task.
Explain that Attachment 2 provides a sample investigation and that Attachment 3 provides possible focus areas that they might refer to during the task.
Suggest a time of 15 minutes for the task, 10 minutes to feed back their ideas, followed by 10 minutes for participants to continue to plan their own investigations using Attachment 1.
<table>
<thead>
<tr>
<th>Focus question</th>
<th>Task</th>
<th>Anticipated time: 40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might be the focus for your investigation?</td>
<td>In your group reflect on your discussion in the previous task. Consider:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• in which areas an investigation would most help you in teaching, planning, or assessment;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the example investigation on Attachment 2;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the suggested focus areas included on Attachment 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a list of areas that you consider to be most important or relevant to you. Make notes in the space provided on Attachment 2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be prepared to share your ideas with the other groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At the end of the task you will have 15 minutes in which to reflect on/plan the focus of your own investigation on the attachment.</td>
<td></td>
</tr>
</tbody>
</table>

**Key Ideas/Learning**

*The focus of your investigation depends on the need it addresses*
Key Ideas/Learning

The approach to the investigation depends on its purpose, how you will conduct the investigation, and whose investigation it is

The aim here is to support participants in deciding on how they will approach their investigations, and in doing so to highlight key considerations that will affect their planning.

This includes a facilitator presentation followed by group discussion, whole-group feedback, and individual planning using Attachments 1, 2, and 3.

The facilitator explains that participants are to use Attachment 4 to record their investigations.

How might you approach your investigation?

Your approach depends on why you are conducting the investigation (its purpose), in particular who you are seeking to benefit, e.g. learners, teachers, administrators, materials developers.

These considerations determine how you conduct the investigation, i.e. how you understand the investigator and participant roles, broadly speaking.

Investigator as participant and participants as investigators

To understand

Investigator and particular roles

To whom are you accountable?

This is an ethical question. The answer depends on:

- the investigator and participant roles;
- who is affected by your investigation;
- the users of your investigation;
- who you share your investigation with.

Examples include: yourself, students, parents, colleagues, school and professional communities, other agencies, e.g. curriculum or funding bodies.

Explain that a key consideration in planning the investigation is who is to benefit. This will no doubt include students, but it could include other groups depending on the need the investigation addresses.

The approach to the investigation will also depend on how it will benefit these groups, and how they are to be involved in the investigation.

Explain that a further consideration is the ethical responsibility of the investigator. This arises because any investigation represents and affects people in ways that could be unethical.

It is the responsibility of the investigator to ensure that the investigation is conducted ethically, and to reflect carefully on how he/she is ethically accountable and to whom.

Pose the focus question and explain the task.

Explain that participants can continue to refer to Attachments 2 and 3.

Suggest a time of 20 minutes for the task, 10 minutes to feed back their ideas, followed by 20 minutes for participants to continue to plan their own investigations using Attachment 1.
Module 5

Key Ideas/Learning

The approach to the investigation depends on its purpose, how you will conduct the investigation, and whose investigation it is, i.e. how you understand the investigator and participant roles

<table>
<thead>
<tr>
<th>Purpose of investigation</th>
<th>Investigator and participant roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand</td>
<td>Investigator as observer and participants as observed</td>
</tr>
<tr>
<td>To change</td>
<td>Investigator as participant and participants as investigators</td>
</tr>
</tbody>
</table>

Focus question

How might you approach your investigation?

Task

Reflect on your long-term planning, what you want students to take away, and how you are going to assess that.

Based on these reflections, consider:

- why you will conduct your investigation (its purpose);
- whose investigation it is, i.e. how you understand the investigator and participant roles;
- what steps you will take in the investigation;
- when/how often you will gather information;
- how you will gather and make sense of the information;
- how you will document what you have done;
- who you will share the information with;
- how you will use the information to inform your practice.

Be prepared to share your ideas with the other groups.

At the end of the task you will have 40 minutes in which to reflect on/plan your own investigation using the attachment.

Anticipated time: 60 minutes

PowerPoint slides 5.8 & 5.9
PRESENTER’S NOTES

Key Ideas/Learning

Wrap up and closure

The aim here is to summarise the main points of the session and to foreshadow the investigation that participants will themselves conduct, based on their planning during this session.

The facilitator summarises the key points and brings the session to a close.

Summary

- taking an investigative stance in teaching;
- investigating the actions of teachers and students to promote intercultural language teaching;
- the potential scope of the investigation;
- the focus of your investigation;
- your approach to your investigation;
- your accountability.

Summarise the key areas covered during the session, referring in each case to examples drawn from participants themselves.

Explain that Attachment 4 is provided to enable participants to record the investigation they have planned using Attachment 1.

Ask them to bring their completed Attachment 4 to the next session to share with other participants.

Further reading/references


Remind participants of the readings provided and that the further readings will provide more information on areas covered in the session.
Module 5

Key Ideas/Learning
Wrap up and closure

<table>
<thead>
<tr>
<th>Anticipated time: 5 minutes</th>
<th>PowerPoint slides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.10 &amp; 5.11</td>
</tr>
</tbody>
</table>

Readings


References/Further readings


Module 5

PowerPoint slides

Session objectives

In this session you will learn:
• how classroom-based investigations can facilitate intercultural language teaching and learning, long-term planning, and assessment;
• to identify key considerations in planning and implementing investigations;
• to plan an investigation to support your own teaching and learning practice.

What is an investigative stance?

An investigative stance is not an ‘add on’ to language teaching and learning. It is:
• an orientation to noticing, documenting, and making sense of the actions of teachers and learners;
• an ongoing interest in using information about the classroom to develop language teaching and learning practice.

Investigation in teaching

Effective teaching is informed by personal knowledge, trial and error, reflection on practice, and conversations with colleagues. To be a teacher means to observe students and study classroom interactions, to explore a variety of effective ways of teaching, and to build conceptual frameworks that can guide one’s work.

(Fischer, 2001: 29)
Why investigate your classroom practice?

An investigative stance facilitates curriculum development and evaluation in the context of intercultural teaching and learning because:

- changing your teaching and learning practice requires an understanding of what you currently do; and
- in order to teach, plan, and assess, you need to understand students’ own perceptions of and interactions with language(s) and culture(s).

What is the potential scope of your investigation?

The investigation potentially involves every aspect of teaching and learning because:

- intercultural language teaching draws on every aspect of teaching and learning in a new way in relation to language(s), culture(s), the interpersonal, and the personal.

What might be the focus of your investigation?

The focus of your investigation depends on the need it addresses. In other words, it depends on:

- where you see the potential for intercultural language teaching and learning in your classroom;
- what information about yourself and your students you need in order to develop intercultural teaching and learning in your classroom.

How might you approach your investigation?

Your approach depends on why you are conducting the investigation (its purpose), in particular who you are seeking to benefit, e.g. learners, teachers, administrators, materials developers.

These considerations determine how you conduct the investigation, i.e. how you understand the investigator and participant roles, broadly speaking.
To whom are you accountable?

This is an ethical question. The answer depends on:

- the investigator and participant roles;
- who is affected by your investigation;
- the users of your investigation;
- who you share your investigation with.

Examples include: yourself, students, parents, colleagues, school and professional communities, other agencies, e.g. curriculum or funding bodies.

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Summary

- taking an investigative stance in teaching;
- investigating the actions of teachers and students to promote intercultural language teaching;
- the potential scope of the investigation;
- the focus of your investigation;
- your approach to your investigation;
- your accountability.

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Further reading/references

### Attachment 1: Planning your investigation

Use the table below to plan your investigation during the session.

<table>
<thead>
<tr>
<th>Scope/focus/purpose (What need are you addressing? What do you want to achieve?)</th>
<th>Steps (What will you do?)</th>
<th>Documentation (How will you record your evidence?)</th>
<th>Drawing conclusions (How will you interpret/use what you find?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment 2: Planning your investigation (an example)

Consider the following example in planning your own investigation during the session.

<table>
<thead>
<tr>
<th>Scope/focus/purpose (What need are you addressing? What do you want to achieve?)</th>
<th>Steps (What will you do?)</th>
<th>Documentation (How will you record your evidence?)</th>
<th>Drawing conclusions (How will you interpret/use what you find?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to develop intercultural language teaching and learning I need to understand how my students experience language(s) and culture(s). To address this need I will investigate how my students interact in language(s) and culture(s) inside and outside the classroom. I will use this information to develop students' opportunities for intercultural language learning.</td>
<td>Design a task that asks students to record their interactions with language(s) and culture(s) over three days. Ask students to do the task. Read and discuss the students’ responses, looking for examples/patterns of interaction with language(s) and culture(s). Record my findings. Reflect on the extent to which my findings evidence intercultural interaction and their implications for intercultural language learning.</td>
<td>Record any issues that arise in developing the task. Gather and collate students’ responses to the task. Highlight and record the types and patterns of interaction I notice. Document my reflections on what these findings mean for intercultural teaching and learning in my classroom.</td>
<td>Based on the findings I will develop a task for students that promotes their intercultural learning. Document any issues that arise in designing and running the task. Evaluate the effectiveness of the task in promoting intercultural interaction. Consider the implications of the findings for assessment and long-term planning.</td>
</tr>
</tbody>
</table>
**Attachment 3: Possible focus for investigation**

The following are suggested focus areas for investigations to promote intercultural language teaching and learning. Consider these in relation to your own context and needs. What focus would address your needs?

**The intercultural in language teaching and learning**

- How is the intercultural understood in your school?
- How is the intercultural understood in your classroom?
- How are language and culture represented in your teaching materials?
- How well do you know how your students experience language(s) and culture(s)? Inside the classroom? Outside the classroom?

**Focus for your investigation?**

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**Exploring intercultural language teaching and learning**

- How do you ask your students to notice language(s) and culture(s)?
- Design a task for your students that develops intercultural interaction. Observe how you set it up and how students engage with it. What do you notice?
- Audio or video record a lesson in which you focus on developing intercultural interaction. Select and transcribe segments and comment on how you and your students interact. What evidence do you see of intercultural interaction?
- Audio or video record 3 to 4 consecutive lessons in which you focus on intercultural language learning. Document the questions/explanations you use to promote students’ thinking/understanding. What do you notice?

**Focus for your investigation?**

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Module 5

Attachment 3 (cont'd)

Developing long-term programmes for intercultural language teaching and learning

- Critically evaluate your current program on the basis of the extent to which it promotes intercultural language learning and prepare a set of recommendations for change.
- Develop a unit of work or a long-term programme. Explain how it promotes intercultural interaction and observe how you teach it and how the students actually interact.
- Develop a programme for intercultural language learning with colleagues in your school and document the interactions throughout the development process.
- Reflect on your experience of long-term planning. What can and cannot be included in a long-term plan to promote intercultural language learning?

Focus for your investigation?

Assessing intercultural language learning

- Develop 2 to 3 assessment tasks that promote intercultural language learning with a view to capturing different facets of teaching through formal and informal processes. Design the tasks and provide a critical commentary. Ask the students to do the tasks and analyse their results. To what extent do the tasks assess intercultural language learning? Document in detail the issues that arise as you carry out this development work.
- Develop student portfolios with a view to gathering evidence of intercultural language learning. Ask students to complete the portfolios. To what extent do the portfolios evidence intercultural language learning? Document in detail the issues that arise as you carry out this development work.
- Assess students’ responses to a writing task from the perspective of gathering evidence of intercultural language learning. If possible, ask a colleague or two to carry out the same assessment task and compare the findings. Document in detail the issues that arise as you carry out this development work.

Focus for your investigation?
### Attachment 4: Recording your investigation

Use the table below to summarise what you did in your investigation.

Bring the completed table to the next meeting.

<table>
<thead>
<tr>
<th>Scope/focus/purpose (What need did you address? What did you want to achieve?)</th>
<th>Steps (What did you do?)</th>
<th>Documentation (How did you record your evidence?)</th>
<th>Drawing conclusions (How did you interpret/use what you found?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Readings

Copies of the readings will be distributed to participants during the conference.
Readings

Module 1: The intercultural in language teaching and learning

Reading


Further reading

Module 2: Exploring intercultural language teaching and learning

Reading


Further reading


Module 3: Developing long-term programmes for intercultural language teaching and learning

Reading

Further reading


Module 4: Assessing intercultural language learning

Reading


Module 5: Classroom-based investigations of intercultural language learning

Reading


Further reading


Glossary

The glossary will be distributed to participants during the conference.
Reflection/Notes
PRESENTER’S NOTES
— Formative reflection

Draw participants’ attention to the following reflection/notes/question pages. Additional copies of these pages should also be available, if required.

The first sheet (A) provides a journal-style format for recording notes, responses, and forward thinking in relation to the programme’s activities. Its use is optional, as is the use of the half-sized sheets (B), which provide an alternative way for participants to communicate with the team presenters.
Formative reflection

A. Double-entry journal

1. Jot down quotes or words or ideas that are important or interesting.
2. In the other column, reflect on each entry. What does this make you think about? What questions does this raise? Why is this important?

<table>
<thead>
<tr>
<th>Quotes and notes</th>
<th>Questions and reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ILTLP Professional Learning Programme
### B. Formative reflection and questions

**Reflections**

<table>
<thead>
<tr>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> __________________</td>
</tr>
<tr>
<td>Please tell us about any new learning you have experienced or new questions that you have.</td>
</tr>
</tbody>
</table>

**Reflections**

<table>
<thead>
<tr>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> __________________</td>
</tr>
<tr>
<td>Please tell us about any new learning you have experienced or new questions that you have.</td>
</tr>
</tbody>
</table>
Conference Evaluation
Participants should be given a copy of the Conference Evaluation form.

Emphasise the importance of the reflective time at the end of the programme and provide the opportunity for participants to complete the evaluation form.

Explain that participants’ feedback will be used to assist in the development of future national professional learning opportunities, and will also contribute to the overall evaluation of the Australian Government Quality Teacher Programme, under which the ILTLP project is funded.
1. **The content of the ILTLP Conference**  
<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>
   • created enthusiasm for intercultural language learning | 5 4 3 2 1 |
   • increased my understanding of intercultural language learning | 5 4 3 2 1 |
   • increased my knowledge and understanding of intercultural language pedagogies, including assessment | 5 4 3 2 1 |
   • extended my capabilities to programme for intercultural language learning | 5 4 3 2 1 |

2. **The processes used**  
<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>
   • were varied | 5 4 3 2 1 |
   • provided opportunities for individual reflection | 5 4 3 2 1 |
   • provided opportunities to discuss and share | 5 4 3 2 1 |
   • extended my thinking about intercultural language learning | 5 4 3 2 1 |

3. **The resources, PowerPoint presentation (if used) were:**  
<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>
   • well presented | 5 4 3 2 1 |
   • easy to understand | 5 4 3 2 1 |

In answering the following questions, you may wish to give examples of the impact of the programme on your knowledge, professional thinking, and future programming or classroom practice.

4. **To what extent has participating in this professional learning activity strengthened the currency and depth of your pedagogical knowledge?**  
<table>
<thead>
<tr>
<th>A great extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

Comment: ____________________________
______________________________
______________________________
ILTLP Professional Learning Programme
5. To what extent has participating in this activity strengthened the currency and depth of your knowledge and understandings of intercultural language teaching and learning?

<table>
<thead>
<tr>
<th>A great extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

Comment: ______________________________________


6. To what extent has participating in this professional learning programme increased your capacity to engage with students in critical thinking and creative problem-solving?

<table>
<thead>
<tr>
<th>A great extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

Comment: ______________________________________


Highlights of the ILTLP Conference:

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

Other comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________


Thank you for your participation and completing this evaluation process.

Your feedback will be used to inform the development of future professional development activities and the overall evaluation of the Australian Government Quality Teacher Programme, under which the ILTLP project is funded.