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Welcome to the final edition of the ILTLP project e update. While the project is in its final phase, the ILTLP continues to deliver professional learning through the project website. The self access modules provide participants with the opportunity to continue their engagement with the professional learning; the phase 3 examples enable all website users to view how some participants chose to conduct their classroom-based investigations and what they learnt from being involved in the project; and the executive summary provides an overall picture of the outcomes and achievements of the project.

Self Access Modules

In addition to the 5 modules published in the ILTLP resources for participants and presenters there are 3 modules designed for teachers to investigate at their own pace. Each module is self contained in that they do not require participants to access any resources outside of the module.

Each self access module is designed as an additional pathway for exploring intercultural language learning and teaching. Each one refers to and builds upon modules provided as part of Phase 3 of the project and assumes familiarity with the knowledge and skills gained through participation in the project. The self access module is not intended as a stand-alone professional learning programme. It is recommended that teachers work through the modules individually, relating them both to the materials explored in Phase 3 of the ILTLP project and to their work with students.

We invite participants to engage with these modules as a way of deepening their pedagogical understanding of intercultural language learning.

The three modules are as follows:

1. A critical literacy approach to intercultural language teaching and learning

This module introduces you to a Critical Literacy approach to working with language/text, demonstrating the relevance of this approach to the intercultural language teaching and learning project. The module has four components and moves from a conceptual introduction to practical demonstration and exploration and back once more to a reflective, theorised frame.

- *Introduction to Critical Literacy:* The first component introduces the theoretical frame and key concepts associated with a Critical Literacy approach, identifying language and communication as social and cultural practice and connecting with current pedagogical practices of multiliteracies, critical enquiry-based learning and education for intercultural competence.
- *Making the connection – Critical Literacy and the Intercultural Language Teaching and Learning in Practice (ILTLP) Project:* The second component of the module explores

how Critical Literacy strategies contribute to the achievement of ILTLP teaching and learning objectives. You will make connections between these approaches and intercultural language learning, drawing on the understandings you have been developing throughout this project in relation to the inter-connectedness of language and culture, of language and identity, and of texts, contexts, meanings and representations.

- *Critical discourse analysis and inter/intra-cultural learning:* The third component of the module introduces you to some strategies and tools for critical text analysis which help you to identify how language works to construct particular 'versions of the world' (meaning, representation, readings). Working with the concept of *discourse*, you will undertake a first exercise in *discourse analysis*: exploring texts as cultural constructions, which not only 'reflect' cultural meaning, but are also implicated in the 'making' of this meaning.
- *Languages, cultures, texts: the making of particular meanings:* The final synthesising component of the module moves from analysis of text in the shared medium of English to a practical exploration of how texts in different languages 'construct' culture and of how culture in turn shapes texts. You will work with texts of your own choice in the target language you teach, examples of ones that you use with your students or that you yourself 'consume' as target language texts. By conducting a simple but systematic critical discourse analysis you will identify how texts provide valuable 'language-culture' data. This practical experience will make it easier for you to make sense of the theoretical concepts discussed earlier in the Module. This will then provide a springboard for you to begin to think about ways of incorporating Critical Literacy strategies into your own program.

2. **Using Connective Technologies To Build And Sustain Intercultural Language Learning**

This module is aimed at teachers who are not familiar with the range of technologies available or ways to access and use them. It is introductory in scope. Teachers may feel comfortable with their knowledge and practice in this area and may wish to concentrate on the relationship between the use of information and communication technologies (ICTs) and intercultural language learning.

It is intended that this module can be undertaken a section at a time. Teachers may wish to spend more or less time on a section as you feel you need to, or as your interests and situation require.

Module Objectives

In this module you will

- Consider the purposes and particular dimensions of the interaction of an intercultural language learning programme and connective technologies
- Explore of the range of technologies that support intercultural language teaching and learning
- Evaluate particular examples of ICT enhanced Language programmes from an intercultural language learning perspective.

Purpose of this module

The purpose of this module is to encourage you (and your colleagues) to consider the implications of engaging ICTs in your Languages education programmes within the frameworks of the wider purposes of the ILTLP, i.e.:

- the consideration of the intercultural within the learning of Languages, and

- extended planning and programming for intercultural language learning.

As you work through this module, you will extend your knowledge and skills in the use of ICTs in Languages education programmes, including current practices and examples from *The Le@rning Federation* and elsewhere. You will learn how to include a range of ICTs and connective technology approaches in your programming.

You will gain knowledge and skills in incorporating the intercultural into such work and learn how to evaluate the purposes and intentions of digital materials from an intercultural perspective.

3. Performance in intercultural languages teaching and learning

'Performance' interactions offer exciting participation and analysis possibilities for students in intercultural language learning programmes. A range of learning modes can be embraced, and a wide variety of linguistic forms can be encountered, modelled, analysed, experienced and 'lived' through the inclusion of performance elements considering a range of intercultural concepts. Performance can provide 'ways in' to another language and culture that extend students' understandings of visual and written materials, through active involvement and 'embodiment' of the target language and culture, where, crucially, 'observation' of cultures and languages can become 'participation' in the 'doing' of cultures and languages. In this way, students understand themselves as not only participants in but also observers of the language learning process. As a resource for languages teachers, performance offers potential for a level of engagement for students where language learning skills are actualised, where 'rote' learning is replaced by meaningful repetition with a clear and identifiable purpose, and where 'experiencing the other', in a cultural sense, is made easier through the requirement of active participation and reflection about oneself that engagement with performance necessitates.

This module explores how 'performance' can be understood in a number of useful ways for intercultural language teaching and learning. These perspectives include:

- performance as intrinsic to communication
- performance as intrinsic to *learning* to communicate
- performance as locating identity
- performance as intrinsic to a culture
- performance as a resource for use in intercultural language learning

These five perspectives identify the crucial role that 'performance' has in the process of language acquisition and use and demonstrate the inextricable link between language and culture that is at the heart of an intercultural language teaching and learning orientation to languages teaching and learning.

As you work through the module, you will explore ways of using performance in languages and cultures teaching and learning, looking at examples from current practice and considering a number of conceptions of performance. You are invited to consider ways of incorporating or extending uses of performance into your own intercultural language teaching and learning environment and to identify, analyse and reflect on the value of doing so. Learning interactions are provided to support the understanding of the concepts and to provide opportunities for you to experience and to analyse these five conceptions. Suggestions for useful ways to incorporate performance in intercultural languages teaching and learning are also provided, together with a range of examples from current practice and from materials developed by teachers in Phase 1 of the ILTLP project, that you may choose to use with your students, or use as a guide to developing processes and interactions for your classroom practice. A range of views on the potential benefits and possible 'pitfalls' of including performance in languages classrooms is also included, along with multiple references to readings and source material that may be useful.

Module Objectives

In this module you will

- consider a number of conceptions of 'performance'
- participate in interactions that explore your own conceptions of performance
- investigate ways to use performance in intercultural language teaching and learning
- consider examples of performance used in language teaching and learning

Phase 3 Examples

Each teacher who participated in the professional learning programme in phase 3 of the project conducted a classroom-based investigation. The project team has collected these and uploaded a selection of examples for the website, more will be added soon. You can view these by language or year level. While they are not included to show 'best practice', they are intended to show what a selection of teachers from all states and territories made of the professional learning programme in their particular context and situation. Each one represents a personal learning journey and as such should be viewed as this.

Executive summary

The executive summary will be uploaded to the project website in the coming weeks. It will show the key outcomes and achievements of the project. Evaluative responses are overwhelmingly positive and teachers involved in the project have reported a greater depth of understanding of themselves as languages teachers, their students as intercultural learners and of pedagogy in general through involvement in the ILTLP.

Thank you

The project team wishes to thank all who have contributed to the success of the ILTLP project, including Judy Gordon and Thomas Natera from the former Department of Education Science and Training now the Department of Education, Employment and Workplace Relations, the Project Advisory Group, state/territory Key Contacts, Implementation Teams and facilitators as well as teachers who participated in Phases 1 and 3. We invite participants to continue the discussion across the network.

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