



Australian Government

**Quality Teacher
Programme**



Phase 1 teacher participant example

Chinese Years 3/4

Nhu Trinh

South Australia

RCLCE Research Centre
for
Languages
and
Cultures Education



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PHASE 1 ILTLP TEACHERS' PROGRAMMES

Attention! TEACHERS AT WORK!

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

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

What kinds of materials can you expect?

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

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

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

You will learn a great deal!

UNDERSTANDING THE LAYOUT

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

Teacher profile

In this section teacher participants in Phase 1 of the Intercultural Language Teaching and Learning in Practice project profile their socio-cultural and linguistic enculturation, consider how this shapes teaching and learning in their programmes and how they apply this in their interactions with students.

School context

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

Programme

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

Reflection

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

Assessing Intercultural Language Learning: a 12 week Chinese Years 4/5 programme

CONTEXT

A profile of the school community: teachers, administrators, parents

Profile of the school community

The school is an all girls' Catholic school, with over 1200 students from Reception to Year 12. The students are of predominately Western European background, with English as their first language. Over 70% of the community are Catholics. Most of the students are Australians or third generation Western Europeans. Students who are from a Western European background have exposure to another language through their grandparents; that is, they hear their grandparents speak Italian or Greek and can recognise a few words. The students, however, do not communicate in the language.

The school community is predominantly working middle class, as school fees range from \$6,000-10,000 per annum.

Parents play an active and significant role at the school, particularly in the Junior School. The Parents and Friends group raises significant money each year for various needs of the school. Parents have high expectations of their children but at the same time want their children to be 'happy' and to love and enjoy learning.

Teachers at the school are mostly Australians or second generation Western Europeans. Teachers who are of Western European background consider English as their first language and a Western European language as their second language. There is a mixture of experienced and beginning teachers at the school. Most teachers are females. In the Junior School (R-7) there are 2 male teachers out of approximately 35 staff. There are 5 maintenance staff –all males.

Context of the languages program of the school

In Junior Primary (R-2) students have 2 x 30min. lessons of Chinese per week.

From Year 3 - Year 5 they have 2 x 50min. lessons of Chinese per week.

In 2006, the school implemented a change in Year 6 and 7. That is, they have 2 x 50 min. lessons of Chinese for 12 weeks, Italian for 12 weeks and French for 12 weeks. Hence students learn 3 languages each year. The rationale for this change was that when students select a language in Year 8 they are making an informed choice as French and Italian are offered in the Senior School.

From Year 8 – Year 10 students have 5 x 50 min lessons a fortnight of French, Chinese or Italian. Languages are compulsory subjects up to Year 9. Most students drop language by Year 11 and 12.

In Year 8 less than a quarter of students select Chinese as a continuing language study. According to a survey conducted in 2004, students chose French or Italian because they wanted to know what it was like to study a European language. The changes in 2006 were in response to the survey.

In 1999 Chinese was introduced to the school from Reception to Year 8. Students in Year 8 were required to study all 3 languages (i.e 2 x 45min lessons per week). Students and parents complained that students were getting confused with the 3 languages and that the language programme needed to change. Hence in Year 8 students can nominate to study 1 or 2 languages. Most chose to study one.

In 2007 the school will be implementing the Middle Years Program (MYP) from the International Baccalaureate Organisation. This implantation will mean that languages will be compulsory up to Year 10. The practical implementation of MYP is yet to be determined. This change will only affect Years 6-10.

From Reception to Year 5, the South Australian Curriculum Standards and Accountability (SACSA) framework is implemented. Hence planning and assessment is based on SACSA. Assessment is outcomes based and students are assigned achievement levels based on SACSA's outcomes indicators.

From Reception to Year 7, language lessons provides classroom teachers non-contact time.

Class Context

I've selected Year 4/5 Gold as the class with which to implement my programme because this class is not faced with any changes in 2007. The students are also old enough to understand the expectation and culture of schooling. Hence I can focus more on teaching Chinese rather than on behaviour expectations at school.

There are 23 students in the class. There are 4 x Year 5 students and 19 x Year 4 students. The reason why this is a composite class is because there are not enough places for these Year 5s in 2006. There will be a place for them in Year 6 in 2007 as there are 3 x Year 6 classes and only 2 x Year 5 classes.

There is one student with mild dyspraxia, 2 students with mild learning difficulties.

Students have been learning Chinese since Reception. There is another teacher of Chinese who teaches them from Reception to Year 2. I teach Years 3-7 Chinese. From Year 3, I take a functional approach to teaching Chinese and explain the grammar of Chinese and adopt an intercultural approach to communicating in Chinese.

Students are familiar with the basic construction of a clause:
Time- subject- verb -object or circumstance- participant- process- participant.

They are aware of the conjunctions: and, but, because. They are able to ask simple questions using: __ _____ __, what, why, ma

They're familiar with basic verbs: _____ etc. go, like, love, see, listen, eat, want, and buy.

They're aware that the circumstance determines the tense of these verbs as well as the _ after verbs.

While students require support to communicate, they are able to express what they are thinking and feeling with the support of vocabulary lists and the Great Wall grammar handout.

Context: Profiling the teacher

Name (in English): *Nhu Trinh*
Name _ _ _ _

My name/surname has a specific meaning in Chinese. It means 'rare jade' and in Vietnamese it means 'perfect to the way I want it'.

Place of birth: *26th September 1972 (year is correct but date is not due to conversion of lunar calendar- Dad didn't know how to convert our birthdays to the Gregorian calendar).*

Place(s) of upbringing: *Vietnam*

Place(s) of education:

Primary: *Sydney*

Secondary: *Sydney*

Tertiary: *UNSW, Flinders, UNISA*

Languages (or variations) I use for daily communication/interaction (listening & speaking):

Chinese, Vietnamese, Cantonese (Listening only- I can't reproduce the sound- too hard!!)

Languages (or variations) I use for daily communication/interaction (reading & writing):

English (very little of Mandarin compared to English)

Languages (or variations) I use for teaching:

Listening & Speaking: *English & Mandarin*

Reading & writing: *English and Mandarin*

Other Languages (or variations) I use in my study & research:

English & Mandarin

Other Languages (or variations) I have used in the past in my studies & research, or for communication/interaction (where & when):

English

My relationship to English: *From birth to the age of 10 Vietnamese was my first language, English second and Cantonese 3rd (I watched a lot of Hong Kong movies when I was young and had lots of friends from Hong Kong). Gradually English became my first language as I integrated more and more with my Australian surroundings and culture.*

My relationship to the language I teach: *Mandarin gradually became my second language as I studied Mandarin at Uni, went to China and made more friends from Mainland China. Vietnamese eventually became my 3rd language, as Mandarin became my 2nd language.*

My relationship to 'Australian' culture: *I do not belong to any monolithic cultures as such- neither does anyone. I'm a combination of the experiences I have had and all the cultures, communities that I belong to. However, as time progresses, I'm more enculturated with the Australian surroundings (e.g. food, accent, clothes etc)*

My relationship to additional languages: *I'd like to eventually learn how to read and write Vietnamese as I've only spoken Vietnamese to my family, friends and when I travel. I've*

never been educated in Vietnamese. I would like to speak more Chinese and Vietnamese to my children.

Tertiary subjects I have studied (place & institution):

UNSW- Sociology & Asian Studies

Tertiary subjects I am studying currently (place & institution):

Completed a Masters

Employment:

Present (area[s], subject[s] & where): *Primary Chinese*

Past (area[s] subject[s] & where): *Year 4, Maths, Chinese, Art, English*

Family status: *I am a mother, sister, auntie and niece.*

Statement describing the profile of yourself as teacher:

My teaching of Chinese is based on my past experience as a user of Chinese and Vietnamese languages. I communicate through speaking more than through reading and writing. I'm an oral person. Hence my programmes are focused more on speaking and listening than on reading and writing.

I believe that it is more important to speak a language than it is to write it. In a time of technological advancement and with the aid of writing tools it's a lot easier to be articulate at writing than it to communicate on face to face. You have to be aware of your body language, be careful of your pronunciation, the way you say certain things etc. There are more variable in speaking than it is in writing.

I don't know how to read and write in Vietnamese but I have access to a lot of Vietnamese cultures, community, friendships etc because I can communicate orally. I can't read newspaper and I don't have access to literary works because I can't read and write Vietnamese.

My Chinese is the same. I can speak more Chinese than read and write all those characters. In English my written and speaking skills are the same.

It's because I am articulate in speaking that I can engage meaningfully in any Vietnamese/ Chinese setting.

PLANNING

Rationale

Given the time frame to implement Option 1 (developing a unit of work and teaching it with a class) and that it had to be taught by November, I've decided to look at Christmas and Chinese New Year as the subject matter to explore intercultural concepts. I chose Christmas and Chinese New Year because we are approaching the end of the year and heading towards Chinese New Year in January. Hence, my decision was based on linking in with the cultural climate of the time.

I chose Christmas and then moving into Chinese New Year, because I wanted students to explore the variations in what Christmas means to them; and to realise that how they celebrate it can be diverse and personal. I thought that if they can recognise this within their own culture, then they can apply this view to Chinese culture. That is, by looking at their intracultural experience, they are able to view Chinese cultural matters through a process of reflecting on their own intracultural knowledge. I thought that if they could recognise that there is diversity within their own culture, that they would recognise that would certainly be diversity in Chinese cultures. I thought they would also recognise that culture can be personal as well as celebrated as a group. Byram (1997, p. 34) describes the intercultural experience as having

knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs and behaviours; relativising one's self.

He adds that:

linguistic competence plays a key role

This diversity of knowledges, skills and values is evident across and between language use (English and Chinese). This diversity occurs within individuals and in groups and there are connections and differences in all of this, making for very complex relationships.

In expressing how they feel and think about Christmas and Chinese New Year, students will be conscious of various ways in which to communicate and to express themselves. They will also be able to process different ways to communicate an idea or intention. How can they express something if there is not the equivalent word for it in English? How will they communicate intent with such limited vocabulary? They will do this by thinking about and selecting the best verbs to use so they can get their message across.

e.g. When students want to say: 'I want...' do they use _ (which means want or need) or _ which means think or want? This allows me to draw attention to the following language focus:

___ I think/feel

___ I think/want

___ I say.

Considering the way language-and-culture shapes reality and reality is shaped by language-and-culture

Resources: English information text on Christmas to enable students to see that information texts convey cultural richness and personal experience.

Chinese New Year song: Students appreciate the value music adds to festivity- the same way that carols add to Christmas.

Chinese New Year pictures and artefacts: to enable students to experience New Year beyond description and information texts.

Assessment

- students ask questions as indicators of the levels of understanding diversity in the way Chinese New Year is celebrated and viewed
- students translate each other's recount and opinions as part of recognising intracultural diversity within the class

Implementation

- implement the unit with a focus on developing pedagogies that foreground intercultural learning-and-use-of-language; gather data related to student learning; include examples of students' work
- audio/video recording (wherever possible)

See attached programme

Evaluation / revision

- fine-tune the description of the unit including analysing the audio/video recorded episodes

- annotate examples of student work :

After exploring and experiencing Chinese Karaoke and watching the DVD, students had a better understanding of the cultural meaning of sentences as well as the grammatical structures of Chinese sentences.

- document feedback from students on their experience of the unit/task:

From the DVDs students could better appreciate Chinese culture, so when it came to writing the characters on banners, students wanted to get the characters right as the banners were sentences that were meaningful for them.

One Child wrote, 'I loved the calligraphy and writing the characters. My favourite part of the lesson was how we got the banners and done it. It was so fun when we got it wrong so we had to do it again and again and again.'

- revise the unit based on feedback and the experience of classroom interaction
- I would implement and use more authentic materials and implement more activity-based learning. I realise how important games were to consolidate anything- from sentence structures to vocabulary reinforcement. Students enjoy communicating through games as a way to consolidate their learning. These games are almost a pre-requisite to constructing role-plays or writing any piece of work.

(Editorial note: See the Discussion Papers on the website for an insight into the feedback process, Nhu's experience of Phase 1 and her programming revision process)

TEACHER REFLECTION

What did I learn through participating in this project?

While I need to plan for student outcomes, I also need to allow room for students to have input in the program, as their association and connection of a concept is very different from mine. I can learn from how they connect to the concept and how they connect concept to concept. I was very surprised to see how much they appreciated the authentic texts. It seems that they wanted more of this style of learning and related to this approach more than class discussion of similarities and differences of Chinese and Australian cultures. When they were watching the karaoke DVD it seemed they connected to it immediately because the video showed girls their age doing Chinese New Year things. The music created an atmosphere of Chinese festivity.

What changes did the intercultural focus necessitate in my programme planning, teaching and assessment?

In this programme I used more authentic materials than I had previously, and I was more focused on authentic texts. As a result, the tasks were based on students' connections and interpretations of the authentic texts. Hence student outcomes developed into a skill that was more real and communicative.

What impact does the intercultural focus have on student learning?

Students felt more empowered with the Chinese language because they had direct access to music, the images, and the characters. They don't want my interpretation. They appreciated the opportunity for openness in interpretation, as they had input in it.

What recommendations would you make to others about implementing intercultural language learning?

I found it really difficult to access authentic materials that were appropriate for the students' language and developmental levels.

PROGRAMME

Learning tasks	<i>Intercultural Assessment</i>
<ul style="list-style-type: none"> ▪ In groups of 5 students look at books on Christmas. They have to use only information from the book to state what is Christmas, what they like about it and what they don't like about. (students will realise the information is boring and does not capture the Christmas they know and experience) ▪ Revise Circumstance-Participant- Process. ___(what)___(why)___(where)___(who). Introduce: __ (New Year) ▪ Use the vocab and structures above, students write a recount of what they did last Christmas including what presents they GOT. What are they doing this year, and what do they want for Christmas this year? Compare what they said to what the books on Christmas say. ▪ Using the above question structures, students ask questions about Chinese New Year. ▪ Introduce: ___ (Christmas)___(this year)___(last year)___(moon/ month)___(New Year)___(spring festival)___ happy, _(give)_(gift-verb)___claim it_- Chinese don't have the verb "got" ___(why) _Conjunctions: ___because___but___(and then)_ ▪ Students look at information on Chinese New Year (English book) and in groups of 4 and present to class their information using Circumstance-Participant- Process and conjunctions in their presentations ▪ Form rotating 4 groups students either ask questions that are not in the book or write down what they think is missing from the Chinese New Year information books. - How can they find out more in-depth or 'lived' information? How would a Chinese person find out more about Christmas? ▪ Introduce: ___feel___ (think) ___(know) _ (say) ___(most)___(very)___(not really)_Through work sheet and game (e.g. if you most like Christmas stand here, if you don't like Christmas stand in the corner etc) ▪ Students express their view, feelings about Chinese New Year, and pose further questions about Chinese New Year based on their experience of Christmas. 	<p>Students write using correct structures and appropriate verbs e.g. using _____ Mum gave me... Instead of I got....</p> <p>How detailed and/or general are the questions?</p> <p>English: In their reflection journal, answer the question: is there any evidence of the limited information on Christmas compared to their experience of Christmas? Did students talk about the 'got' and 'gave' language dichotomy in their journal?</p> <p>In their journal, are students aware of the limitations of the information? Did they connect their intracultural deconstruction when trying to construct an understanding of the Chinese experience of Chinese New Year?</p> <p>What aspect of Chinese New Year did they like or feel comfortable with and what aspect did they not like and from whose or what perspective?</p> <p>Compare the posed questions to the questions they asked at the beginning of the topic- have they changed?</p>

SCOPE OF LEARNING <i>linguistic, cultural and intercultural</i> learning focuses of the unit	<u>Teaching/ learning interactions</u> (input, presentations, questioning, probing, drawing connections, scaffolding, etc.)	<u>outcome</u> assessment plan for the unit that addresses ‘intercultural’ language learning	Student and/or teacher response after implementation
<ul style="list-style-type: none"> ▪ Representations of Christmas ▪ What is Christmas – how do texts represent Christmas? Does it represent your lived experience? 	In groups students look at books on Christmas. Using only information from the book students state what Christmas is... and what they like about it and what they don't like about (how is Christmas represented?)	students notice the information in texts does not capture the Christmas they know and experience	In the student Journal, students stated that they realise that the information was boring and that it was a stereotypical view and that everyone's experience is different.
<ul style="list-style-type: none"> ▪ My Christmas experience ▪ ____ Christmas ____ – ▪ Verbs- _____ _etc ▪ Nouns- ____ ____ etc. 	Students write a recount in Chinese of their Christmas experience including what they did last Christmas what presents they received, what they are doing this year, and what they want for Christmas this year	students write a personal account of Christmas past and future, including activities, participants, locations and presents received. In their reflection journal: is there any evidence of the limited information on Christmas compared to their experience of Christmas?	Students were able to write what was important to them at Christmas time. Most students wrote the presents they got and where they went and what they ate at Christmas. Very different from the information in the books.
<ul style="list-style-type: none"> ▪ Revise Circumstance- Participant- Process. ▪ Review question words - __ (Q particle) ____ (what) _ ____ (why) _ ____ (where) ____ (who). ▪ reinforce vocab : ____ (Christmas) ____ (this year) ____ (last year) _ 	How do we express experiences in the past – in English? How are these ideas expressed in Chinese? What do we need to remember when trying to express our ideas in English – in Chinese – how do the languages differ in creating the same meanings?	students compare , notice and reflect on the particular features of each language and how languages don't translate directly	Students were able to translate accurately and with correct English grammar the meaning of each other's recount. They found writing in correct grammatical English hard as they felt they were adding to someone's recount when the word or character was not there.

			That the translation was not 100% accurate for it to make sense in English.
<ul style="list-style-type: none"> Comparing the text and the lived experience 	<p>What were the key features of Christmas you identified? How does this compare to the text version? What are the key differences? Why? What is it about your account that is more interesting? How does your account compare to your classmates? Why is there this diversity?</p>	Students notice, compare & reflect on what they said in relation to what the books on Christmas said.	
<ul style="list-style-type: none"> Students ask questions about Chinese New Year. 	class discussion about Chinese New Year – asking questions in Chinese or English if necessary	Students write the questions on Chinese New Year. What levels of language were used? How culturally in-depth are those questions?	Students used simple sentence structures. Some used more complex ones. Most asked basic cultural question like what Chinese people eat for New Year. What they wear etc.
<ul style="list-style-type: none"> Students learn the words and meaning of a Chinese song through Karaoke DVD 	In groups of 3 students sing and dance to a Chinese New Year song: _____	Students capture the “spirit” of Chinese New Year through the <ul style="list-style-type: none"> lyrics eg. “_____”(on very persons lips is gongxi gong xi) dancing singing to the lyrics and song 	Students enjoyed the experience
<ul style="list-style-type: none"> Students learn Chinese phrases: _____ _____ _____ 	Students watch other Chinese karaoke DVD to appreciate the experience of Chinese New	Students are very familiar with the phrases through the song, especially the lyrics: _____ _____ _____	Students enjoyed the experience

	Year e.g. Children receiving hongbao, cleaning the house, new clothes etc.	Students can sing the chorus to most New Year songs because of the repetition of the repeated phrases.	
<ul style="list-style-type: none"> • Make a Chinese banner • Learning objects 	<p>Students learn about the structure of characters through stamp kite learning objects games</p> <p>Students write down phrases they like</p>	Students write characters and do Chinese calligraphy with their phrases paying attention to character structure and character formation on their banner and character practice exercise	Some students wrote phrase such as _____ - _____ - give me red packet, realising that it's cheeky- but they like the phrase.
<ul style="list-style-type: none"> • Construct role-play using phrases, verbs using a karaoke Chinese new song of their choice 	Using banners, red envelopes (hongbao), and a choice of Chinese New Year songs and props students construct a role-play, incorporating the above stimulus	<p>Students demonstrate their understanding and appreciation of Chinese New Year through</p> <ul style="list-style-type: none"> • Use of verbs and conjunctions in their role play • Singing of a Chinese New Year song of their choice • Cultural content of their role-play- giving red envelopes, hanging up banners. • Are they incorporated in the role play? 	