



Australian Government

**Quality Teacher
Programme**



Phase 1 teacher participant example

German Year 7

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Victoria

RCLCE Research Centre
for
Languages
and
Cultures Education



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Attention! TEACHERS AT WORK!

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

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

What kinds of materials can you expect?

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

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

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

You will learn a great deal!

UNDERSTANDING THE LAYOUT

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

Teacher profile

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

School context

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

Programme

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

Reflection

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

School context

Physical and intellectual learning context

This high school in regional Victoria was established in 1909 as an agricultural high school, focusing in technical and agricultural needs and application at the beginning. Over this period of time great traditions have been established and the school has grown in reputation.

The original school building still exists and is currently used as an adult education centre. In 1958 the move was made to the present school which was completed in 1960 as the original school was no longer large enough to cater for the students who wanted to attend. With about 1100 students, today the school has become a regional learning centre for many little towns in the “Goulburn Valley” area.

At the moment, the school community is facing great challenges because of its merger with another local college. The future tasks are not only of a logistical nature but there are also social-cultural issues to face, trying to form and direct a new school community for students and teachers alike.

This high school is a coeducational school where language learning is regarded as a contribution to the general development of skills that are meaningful and necessary to a successful life beyond school life. As stated in its handbook, its priorities are, among others, “to ensure a teaching and learning program which is challenging and appropriate to the needs of all students”. As a consequence, learning/teaching is seen as an important tool to develop creativity, flexibility, intellectual rigour, critical thought and most importantly to gain a deeper understanding of one’s own first language and culture. Accordingly, the courses are oriented toward personal and/or relevant, i.e. meaningful, aspects of students’ lives.

However, due to the lack of intercultural experience, the general discourse of this country/rural community regard foreign languages as less important in comparison to other subjects, thus also impacting on the learning attitude of the students. It sustains a general disposition of indifference toward foreign language learning in the wider school community. Hence, one of the greatest challenges is to provide a meaningful and challenging class that exposes the students to initiate an intercultural engagement and train and encourages intercultural curiosity and thinking.

I am focusing on Pathway 2 students (i.e. beginning LOTE/German at High School). They are Year 7 students and no one comes from a non-English speaking background. Most students have learnt either Japanese or Italian. Two students have learnt German at primary level. Before a very “homogenous” background in a rural setting, most students are absolute beginners in German with various experiences and knowledge in LOTE-learning. The actual class comprises 26 Year 7 students: with 13 boys and 13 girls.

Programme and reflection

Rationale/Objectives:

- Instead of creating a “special” unit, i.e. out of the curriculum, this unit is based on the main textbook of the course – Katzensprung 1 / Chapter 5. Its aim is to develop and enable intercultural learning within the restrictions of the curriculum and learning contents, in order to present a unit that integrates intercultural learning, making it accessible, manageable and also practical within real conditions of learning/teaching.
- From this initial platform, intercultural learning must be seen as an essential ingredient of student learning in LOTE-classes but not the primary focus. Generated from my personal understanding of intercultural learning as primarily as an **intrapersonal cultural literacy**, the individual realisation of cultural representation in the L1 or L2 context (- see Critical Pedagogy), the following goals are being pursued:
 - open up (notice) and recognise differences/variability (compare)
 - reduce generalisations/essentialism
 - recognise, explore and express SELF/OTHER encounter through/within a.) second language; b.) first and first and/or second language contexts.
 - Reflect on changes in own engagement with self/other
- Intercultural approach means :
 - additional authentic resources
 - forms of intercultural interaction (Q-relating to self, relating self to other comparing access to other)
 - form of main tasks (emphasis on reflection)

- nature of assessment task + criteria

(for me it means a “rupture” in the aspect of normality, expectations, and function of SELF through or within the second language context)

UNIT FOR YEAR 7: SPARE TIME/HOBBIES/SPORTS

Resource: Text KATZENSPRUNG Vol.1

SEMESTER 2, Term 4, Chapter/TOPIC: SPARETIME

FOCI (linguistic, cultural, intercultural):

- vocabulary
- verb conjugation/pronouns
- hobbies/sports =culture depends on external conditions an internal dispositions
- understanding + expression of individual preferences (vs notions of generalisations of ‘we’, ‘Australians’, ‘Germans’...
- tackling authentic texts, here: statistics

Resources:

Rogan,P. Hoffman,F. Freeman, K. Muller, H. (2003) Katzensprung 1 Text and CD Pack. Australia. CIS Heinemann.

Rogan,P. Hoffman,F. Freeman, K. Muller, H. (2003) Katzensprung 1 Workbook. Australia. CIS Heinemann.