



**Australian Government**

**Quality Teacher  
Programme**



## **Phase 1 teacher participant example**

**Italian Years 10-11**

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**South Australia**

**RCLCE** Research Centre  
for  
Languages  
and  
Cultures Education



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The views expressed in the publication do not necessarily represent the views of the Australian Government Department of Education, Science and Training.

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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.

Teacher participants may refer to students' work but that work is not reproduced here.

Subject	Italian	Semester / Term	Semester 2, 2006
Year level	10 / 11	Teacher	Antonella Macchia Anita Zocchi
Coordinator	A. Macchia		

## SCHOOL CONTEXT

### DESCRIPTION OF THE CLASS

There are 51 students in these classes (23 girls and 5 boys in the Year 10 class and 17 girls and 6 boys in the Year 11 class). The cultural backgrounds of the students include Serbian, Greek, Cantonese, Sri-Lankan, Hungarian, Vietnamese, Bosnian, Latvian and Croatian. All students are continuing their study of Italian, after successfully completing Semester 1 study. We have taught all but two of the students in the past. We believe we can build on the relationships we have already established and extend each student individually. The students are generally motivated to do well and gain enjoyment from improving their skills in Italian.

There are seven Special Interest Language students in the Year 10 class, all of whom are studying 2 languages other than English in their school program.

In the Year 11 class, 10 students enrolled in the school under the Special Language program. All of these students have continued with Italian and four of them are studying two languages in their day program. The other languages the students study at school include French, German and Modern Greek. The cultural backgrounds students have stated they relate to and speak the language with either family members or friends include English and English speaking backgrounds, Serbian / Croatian, Romanian, German, Modern Greek, Russian, Khmer, Italian and Polish. Two students in the Year 11 class also study their home language after hours.

In the Year 10 class, in addition to several students who have a parent from a second or third generation Italian background, the other cultures represented include Australian, Chinese, Greek, Croatian, Hungarian, Sri Lankan and Serbian. 11 students entered the school through the Special language program, and are all studying two languages other than English in the school's program.

The unit of work the students will undertake is one that focuses on intercultural language learning. The overarching theme is "The Good, The Bad and The Ugly" with "What's your icon?" The aim of this unit is to develop student awareness of what an icon is, what a stereotype is, how they both shape and are shaped by our perceptions and preconceptions. One important aim was for students to be aware of stereotypes, how they can be positive or negative and how we use them to navigate our way through life's situations.

The development of intercultural perspectives will be integral to the study of the Italian language and culture, given that there are students of various backgrounds in the classes: Close attention will be paid to developing the English literacy levels of all students. The unit of work the students are to complete encourages the students to share information about their own cultural practices and experiences in learning other languages and in engaging with other cultures. In this way their self-worth is increased, their opinions are valued and the learning experiences of the other members of the class are enhanced. In developing

some global understandings, the students will be encouraged to break down stereotypes and understand some of the complexities of our ever-changing world.

ICT will be used throughout the unit of work as a vital part of the coursework by both the teachers and the students, with the culminating task for the students to be either the development of a PowerPoint presentation or a DVD.

One student follows an extensively modified programme monitored by the Learning Centre. All work is to be word processed and IT is used extensively to cater for his writing disability.

## **A PROFILE OF THE SCHOOL**

The school has a diverse staff in terms of age, cultural backgrounds skills and abilities.

The age profile of the staff spans from beginning teachers to those close to retirement, with a large number having over 10 years experience.

The cultural backgrounds of the staff include from the following:

English speaking

- Greek
- Italian
- Chinese
- Austria
- Malaysian
- Polish
- German
- South African
- Spanish
- Cypriot
- Sri Lankan
- Chilean
- Lithuania
- Latvian
- Macedonian
- Russian
- French
- Latin
- Latin American
- Ukrainian
- Belgium
- Tatar.

The Special Language Interest Program has enriched the cultural mix of the school. As a consequence, the school is very culturally diverse. This cultural diversity has been enhanced by the enrolment of significant numbers of students from various places in the world, some of whom are refugees and a number of whom are international students studying at the school. In total, over 60% of the student population identify with non-English speaking backgrounds.

The school also has quite an extensive International Student Program with approximately 80 students studying in various programs offered to students. International students enter the school through DECS International Education Services. International students are generally from mainland China, Hong Kong, Japan, Vietnam, Korea, Germany, Brazil, France and Italy.

Students with refugee status come from countries including Afghanistan, African, Bosnian, Cambodia, Chile, Iran, Poland, Serbia, Sri Lanka, Sudan and Vietnam.

Other students with non-English speaking backgrounds identify with cultures from the following countries: Afghanistan, Cyprus, Greece, Italy, Germany, Denmark, Philippines, Cambodia, South Africa, Vietnam, China, Serbia, Sri Lanka, Netherlands, Poland, Chile, Argentina, Lebanon, Korea, Croatia, Iraq, Malaysia, Spain, East Timor, Sudan, Portugal, France, Peru, India, Jordan, Belarus, Bosnia-Herzegovina, Bulgaria, Egypt, El Salvador, Eritrea, Hong Kong, Indonesia, Iran, Latvia, Liberia, Norway, Pakistan, Russian Federation, Slovakia, Solomon Islands, Thailand, Turkey, and the Ukraine.

Students predominantly with English speaking backgrounds identify with cultures from Australia, England, New Zealand, Canada, Scotland, and the United Kingdom. The majority of the students in this category are from Australia.

Given the diversity of the entire school community (staff, students and parents) there is a range of religious backgrounds. These include Christian, Muslim, Buddhist, Jehovah Witness, agnostic and atheists.

The Greek Parents Association (GPA) has been a parent body of the school since 1984. It actively supports, celebrates and shares the Greek culture within the school community by:

- holding an annual dance
- providing morning tea for staff to celebrate Greek Independence Day
- raising funds to purchase traditional Greek musical instruments
- paying for tuition in these instruments for students
- purchasing equipment for use in the Languages faculty and other learning areas
- supporting the attendance of the school Language students at the Languages on Campus program
- purchasing sports uniforms
- paying for Greek dance tuition for students studying Modern Greek
- providing funds to support students in overseas exchange programs to Greece
- providing prizes for students in the senior years studying Modern Greek.

The Vietnamese Parents Association (VPA) has been a parent body in the school since 1992. This association supports the school by:

- providing Vietnamese Youth workers to mentor students of Vietnamese backgrounds
- provide lunches for staff
- work collaboratively with the school to support their students in achieving success.

### **Old Scholars Association**

The Old Scholars Association is a strong and vibrant entity linked to the school, proud of their affiliation with the school. It supports the school in a number of ways, including the:

- provision of an archivist who works in the school on a weekly basis
- provision of retired professionals who interview our students as part of their Work Education program
- provision of the Old Scholars Prize for a girl and a boy who have excelled in all facets of school life
- provision of lunch for senior students on their last day of school

- organisation of the Annual Old Scholars Dinner and Conversazione
- provision of one year's free membership to the Old Scholars Association for Year 12s.

The school community's socio-economic status is as diverse as its cultural mix. The school has 35% School Card holders (students whose families earn no more than between \$28,652 and \$32,552 depending on the number of children in the family) and families who live in a range of suburbs. The school community is made up of students from the western, northern and inner city suburbs with very few coming from the eastern part of the city. Some of the students are from inner southern suburbs.

## **CONTEXT OF THE LANGUAGES PROGRAM OF THE SCHOOL**

The Languages Learning Area at the school provides students with opportunities to learn one or more languages and cultures other than English. Many students at the school study at least two languages. Programs provide learning for background and non-background students and equip them with the skills, dispositions and intercultural understandings to be active citizens in a global and interconnected world.

### *Special Interest Language Program*

As the state's only Special Interest Language School, the school has a strong commitment to the teaching and learning of languages. Students may enter the school in Year 8 as Special Interest Language students through an agreed school / Department of Education and Children's Services (DECS) selection process.

The selection process involves all students:

- sitting for a series of language aptitude tests
- providing information from their primary school
- an interview at the school.

The first ranked 100 students participate in an interview with Languages staff at the school. From this process 60 students are offered enrolment. This is a competitive process. In 2006 a total of 214 students from across the state applied for entry into the Special Interest Language Program. The 60 Special Interest Language students commit themselves to the study of two languages until at least the end of Year 10 and one language in Year 11 (SACE Stage 1).

All other students enrolled in the school study one language until the end of Year 10, and all are offered the opportunity to study two languages if they wish. Small numbers of students enrol in other year levels if there are vacancies and if their previous high school could not accommodate their specific language choice(s). The school supports students who wish to study other Languages not offered in our curriculum. As a result there are over 60 students who study with the School of Languages (SOL) after hours. The school also supports International students to maintain the study of their first language (if it is not offered during our day program) by paying the fees for SOL for these students.

The Languages Learning Area supports the school's Vision Statement and Priorities by:

- explicitly teaching the connections between the culture of the target language and the learner's culture and, thus increasing intercultural understandings
- recognising that student learning is not linear, and responding to this by accelerating, enriching and extending students where appropriate and possible
- supporting the school's behaviour management code
- designing Assessment Plans and programs that reflect the diverse learning needs and interests of students in Languages classes
- providing a range of learning activities using methodologies to further develop students' speaking, reading, writing and listening skills in both the target language and in English
- modifying programs to cater for Negotiated Education Program students
- encouraging students to become independent learners
- encouraging students to host students from sister schools, nationally and internationally

- enriching classes by encouraging students from overseas to share their language(s) and culture(s)
- offering a wide range of co-curricular opportunities to enrich student learning
- ensuring classrooms are bright and welcoming environments where student work is valued and displayed

The seven languages offered at the school are:

- French
- German
- Italian
- Japanese
- Modern Greek
- Chinese
- Spanish

Latin is offered to International Students who need to maintain their Latin studies in Australia whilst taking part in short term Study Abroad Programs.

Students in the senior years may take one of the three Languages pathways offered by the school and determined by the Senior Secondary Assessment Board of South Australia (SSABSA). The pathways reflect a student's background, experience and proficiency in that particular language.

The three pathways offered each year are:

- background speakers
- continuers
- accelerated

Currently the Continuers pathway is offered in all languages in the curriculum. Background Speakers is offered in Chinese only and there were no Accelerated courses in 2006. All students entering the school are guaranteed to be able to study the language(s) of their choice from the list above from Year 8 to Year 12. Classes are offered at all year levels for all languages in the curriculum.

Current breakdown of Languages classes:

<b>French</b>		<b>German</b>		<b>Japanese</b>		<b>Italian</b>	
Year 8	3 classes	Year 8	1 classes	Year 8	2 classes	Year 8	3 classes
Year 9	3 classes	Year 9	1 classes	Year 9	2 classes	Year 9	3 classes
Year 10	2 classes	Year 10	1 classes	Year 10	2 classes	Year 10	2 classes
Year 11	1 class	Year 11	2 classes	Year 11	1 class	Year 11	1 class
Year 12	1 class	Year 12	1 class	Year 12	1 class	Year 12	1 class

<b>Modern Greek</b>		<b>Chinese</b>		<b>Spanish</b>		<b>Latin</b>
Year 8	2 classes	Year 8	1 class	Year 8	2 classes	Not offered
Year 9	2 classes	Year 9	2 classes	Year 9	2 class	Not offered
Year 10	2 classes	Year 10	2 classes	Year 10	1class	Not offered
Year 11	1 class	Year 11	2 classes	Year 11	1 class (combined)	Not offered
Year 12	1 class	Year 12	2 classes	Year 12	1 class (combined)	Offered to ISPs

Each Language course is a full year, two-unit course. Lessons are 45 minutes in length, and each class has one single lesson and two doubles and per week, totalling 225 minutes.

## **Learning and assessment strategies**

### *Learning strategies*

There is a range of learning strategies used in Languages including:

- individual, pair and group work
- self directed learning
- extension, enrichment, acceleration
- ICT integration
- teacher directed learning
- constructivist methodologies
- Resource Based Learning
- teacher directed instruction
- excursions
- negotiation of texts, tasks, assessment criteria.

### *Assessment*

The Languages Learning Area works within the school's and SSABSA's Assessment Policy and Deadlines Policy. Students:

- experience a range of formative tasks to consolidate their learning.
- have between six and eight summative assessment tasks in any given semester..
- are provided with an Assessment Plan which explicitly states the assessment tasks for the semester / term.
- are assessed within the three strands of the SACSA Languages Framework.

Students are expected to gain a satisfactory result in their language(s) to continue beyond the years of compulsion.

All students in all year levels are provided with Assessment Plans pertaining to their work, which outline the summative assessment tasks and weightings for that term /semester. Parents sign Assessment Plans.

Students who are underperforming are identified by staff and parents are contacted either through the diary, telephone conversations or by proforma letters.

### *Middle Years*

Students in the Middle Years will have between six and eight summative assessment tasks in any given semester. These tasks are developed using the three strands as outlined in the SACSA Framework (Understanding Language, Understanding Culture and Communication) which encompass the four macro skills of reading, writing, speaking and listening. Staff use a school agreed format to detail information about the student cohort of each class, and to document their program with intended outcomes. An assessment plan is issued to students at the beginning of each term or semester detailing assessment tasks, weightings and due dates. Students also receive context sheets outlining assessment criteria for summative tasks.

### *Senior Years*

In the Senior School, assessment is based upon the Language Curriculum Statements from SSABSA. The SSABSA Languages Curriculum Statements are based on the same strands as the SACSA.

Assessment components in Year 11 (Stage 1) are:

- Assessment Component 1: Oral Task
- Assessment Component 2: Written Task
- Assessment Component 3: Text Analysis Task
- Assessment Component 4: Investigative Task.

The weightings of the four assessment components is not prescribed, to allow for flexibility of emphasis within the individual school program, however, each assessment component must be weighted between 10% and 50%.

Assessment components in Year 12 (Stage 2) are:

- Assessment Component 1: Course Work (35%) Assessment tasks include 5 summative tasks using the three task types: oral, written and text analysis.
- Assessment Component 2: In-Depth Study (15 %) An oral presentation in the language, a written response to the topic in the language and a written response of 600 words in English.
- Assessment Component 3: Oral Examination (15%)
- Assessment Component 4: Written Examination (35%)

### **Assessment strategies**

A range of assessment strategies are used

- composition of written tasks in a range of genre, including letters and emails, articles, advertisements, children's books, essays, and other types of creative writing
- reading and responding to a variety of aural, oral, and written texts
- oral presentations
- conversations
- role plays
- film studies
- cloze exercises
- emails
- multimedia presentations
- tests
- products (games, puzzles, posters)

### **Curriculum requirements**

The Languages courses taught in the Middle School reflect the SACSA Framework, the DECS mandated curriculum. The three strands in the SACSA Framework provide opportunities for Languages to explore intercultural and international perspectives with students. The strands are:

- Communication (Listening, Speaking, Reading, Writing)
- Understanding Language
- Understanding Culture

Students in the senior years follow the Curriculum Statements as mandated by SSABSA.

Languages staff are involved in curriculum review and development for their subjects on a regular basis. Teachers attend regular Learning Area meetings where they:

- Review student learning outcomes and results
- Plan for future courses and learning opportunities
- Share current and best practice
- Explore current educational issues and how they impact in the learning of languages.

Review also occurs where courses and student learning outcomes are discussed with individual teachers and the Coordinator or Deputy Principal.

The Languages Coordinator and Deputy Principal oversee the creation, development and implementation of curriculum documentation. Teachers work with the Coordinator and Deputy Principal and within the site's Performance Management Policy to ensure that the curriculum they design and the programs developed meet school, SACSA and SSABSA guidelines, policies and practices.

### **International Education**

The school has recently undergone assessment for international status through the Council of International Schools (CIS). One of the most significant community endeavours undertaken by the school over the last three years has been the work towards international accreditation. International accreditation is an evolving process whereby the school enters a program and commits to ongoing improvement by reflecting on its practices, relationships and resources and by addressing a range of recommendations made by the Council of International Schools (CIS). CIS describes itself as *an independent, non-profit, membership organisation of approximately 500 international schools in approximately 110 countries throughout the world. It serves the interests of some 340,000 young people, a constituency which represents many nationalities with varied cultural, religious, and linguistic backgrounds. Accredited schools are subject to regular monitoring through routine progress reports and visits, and they must undergo a full re-evaluation every ten years. CIS accreditation is accepted throughout the world.*

In 2004 the school began an extensive review of the way it operates in seven key areas. The Self Study process is a long and thorough one, where all sectors of the school community analyses itself against the following areas: *Philosophy & Objectives, Curriculum, Governance & Management, Staff, Student Services, Resources and Student & Community Life.*

In 2005 the focused work of staff, students and parents saw 17 committees work collaboratively, collecting data and evidence of the school's achievements against a range of standards set by CIS. These committees, responded to set questions, detailed school achievements, and described our future plans. The result was a Self Study document of over 500 pages, described by the CIS Visiting Team as the most comprehensive they had encountered in the world.

The final accreditation of the school was determined by a visit of 15 educators from Australia and overseas, which took place in the first week of March 2006. The Visiting Team was in the school for a week, and during this time Team members visited classes, spoke with staff, students and parents and validated the school's Self Study.

As a result the school was subsequently awarded International Accreditation through CIS. Documentation from the Team Report describes the school as one of the best schools in the world they have ever accredited. This is testimony to the way the school operates and how it works honestly to support student-learning outcomes and has an international outlook in all aspects of its operations.

The school has a genuine commitment to review and quality assurance, and is now investigating the International Baccalaureate Diploma Program.

The Languages Learning Area has led the school through a process of developing interdisciplinary units of work with intercultural / international perspectives. Staff from the Languages Learning Area has lead professional development for other staff and have worked collaboratively to document, teach and review units of work. This work is ongoing. A number of languages staff members have undergone PD on the use of Smart Boards as an interactive tool and methodology for the delivery of languages programs. It is planned that many Languages classrooms in the Languages area will be installed with the ICT hardware and appropriate software to continue to implement this strategy.

As the Special Interest Language School of the state, the school has been working on plans to introduce immersion language programs in the middle years. Currently the school is working with DECS to introduce a Spanish immersion program. Plans are underway to implement this in 2008. The program will be partially funded by the Spanish government and students will undertake 7 hours per week instruction time in the Spanish language. The school intends to use the Spanish language lessons and the Arts and PHE to make up the 7 hours

As part of a city school's learning concept, the school is exploring ways in which it can link its programs with the city west campus of the University of South Australia.

## PROFILING THE TEACHER

**Name (in English):** Antonella Macchia

**Name (in the target language):** Antonella Macchia

**Name/surname** has (or has not) a specific meaning in: Italian

**Place of birth:** Adelaide, South Australia

**Place(s) of upbringing:** Adelaide, South Australia

**Place(s) of education:**

Primary: Adelaide (Seaton Park Primary School)

Secondary: Adelaide (Findon High school)

Tertiary: Adelaide (Adelaide CAE)

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

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

**Languages** (or variations) I use for teaching:

Italian

Listening & Speaking: Italian

Reading & writing: Italian

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

Travel: French

Study: High school: German

Study Tertiary: Spanish

**My relationship to English:** Mother tongue, first language

**My relationship to the language I teach:** cultural background, 1<sup>st</sup> culture

**My relationship to “Australian” culture:** 2<sup>nd</sup> culture

**Tertiary subjects I have studied (place & institution):**

Italian, English

Adelaide CAE

**Employment:**

Present: Languages Coordinator and teacher of Italian (Years 10 and 12)

Past: Italian Years 8-12  
Professional Learning Services: Italian  
ESL: Yrs 8-11  
Italian: Years 8-12  
English: Years 8-11  
SOSE: Year 9

**Family status:** I am a mother, wife, daughter, sister, sister in law, cousin and niece

## PROFILING THE TEACHER

**Name (in English):** Anita Zocchi

**Name (in the target language):** Anita Zocchi

**Name/surname** has (or has not) a specific meaning in: Italian

**Place of birth:** Adelaide, South Australia

**Place(s) of upbringing:** Adelaide, South Australia

**Place(s) of education:**

Primary: Adelaide (St Francis of Assisi and Lockleys Primary)

Secondary: Adelaide (Henley High school)

Tertiary: Adelaide (Adelaide University, UniSA)

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

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

**Languages** (or variations) I use for teaching:

Italian

Listening & Speaking: Italian

Reading & writing: Italian

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

Travel: German

Study: High school and University degree

**My relationship to English :** Mother tongue, first language

**My relationship to the language I teach:** cultural background, 1<sup>st</sup> culture

**My relationship to “Australian” culture :** 2<sup>nd</sup> culture

**Tertiary subjects I have studied (place & institution):**

English, German, Classical Studies, Politics

Adelaide University

Italian

UniSA

**Employment:**

Present: Deputy Principal, Special Language Program/  
International Programs and teacher of Italian

**Past (area[s]m subject[s] & where**

English Years 10-12

EFL Rome, Italy (Liceo Scientifico Tullio Levi` Civita`)

all levels

German Years 8 -10

Women's Studies Year 11

I have conducted training sessions for students on anti harassment and leaderships for 20 years and have led these programs in the three high schools I have worked in. These programs are fundamental to my beliefs, as a secondary student I experienced a great deal of harassment at high school due to my cultural heritage. The school which I attended had only one other family of Italian background in its community.

**Family status:** I am a mother, wife, daughter, sister, sister in law, cousin and niece. I am married to an Australian-born man, whose family heritage is Scottish/Irish /Australian (5<sup>th</sup> generation). My husband has learnt Spanish and has an affinity with that language. I have two children, a boy and girl, who both are proud of their Italian and Scottish heritage in particular. They are both learning Italian in primary school and wish to also study Spanish at high school. I have two brothers and two sisters. My two sisters have tertiary qualifications in Italian.

## THE PROGRAMME

Mega-tema: Il bello, il brutto e il cattivo

Argomento: Qual è il tuo stereotipo?<sup>[1]</sup>

Da consegnare entro:  
la fine della I settimana del IV trimestre 2006

Classi coinvolte: anno 10 e anno 11

### *Possibili argomenti*

<b>Argomenti</b>	<b>Italia</b>	<b>Australia</b>
<b>Festività</b>	Natale	Christmas
	Pasqua	Easter
	Epifania/Befana	Melbourne Cup
	Carnevale	Shows
	Feste patronali	State celebrations
<b>Musica</b>	Opera	Contemporary
	Contemporanea	International
	Internazionale	Australian ballads
	Regionale	
<b>Film</b>	La Dolce Vita	Crocodile Dundee
	Pinocchio	Muriel's Wedding
	Cinema Paradiso	Rabbit Proof Fence
	La Vita e` Bella	Mad Max
	Bello onesto, emigrato Australia, sposerebbe compaesana illibata	Priscilla, Queen of the Desert
<b>Telefilm</b>	Commesse	Kath and Kim
	Il commissario Montalbano	The castle
<b>Arte/Monumenti</b>	Il Davide	Harbour Bridge
	Il Colosseo	Opera House
	Il Vaticano La Cappella Sistina	The Big Orange
	La Torre di Pisa	The Giant Lobster
	La Fontana di Trevi	The Big Pineapple
	Piazza San Marco	
<b>Località</b>	Venezia	Ayres Rock
	Roma	The Great Barrier Reef
	Firenze	The desert
		Sydney
<b>Sport</b>	Calcio	Football
	Ciclismo	Soccer
	Pallacanestro	Cricket
	Pallavolo	Tennis
	Sci	Rugby

		Netball
<b>Religioni</b>	Cattolica	Multi faith
	Musulmana	Agnostic
	Testimoni di Geova	
<b>Storia</b>	La storia di Roma	
	Prima dell'unificazione d'Italia	Captain Cook
	Dopo l' Unificazione d'Italia	The Invasion
	Le guerre mondiali	The Eureka Stockade
	Il dopoguerra	Dreamtime
	Gli anni di piombo Le brigate rosse	Migration
<b>Gente importante</b>	Monica Bellucci	Albert Namatjira
	Benigni	
	Benni	
	Bocelli	Steve Irwin
	Botticelli	Paul Hogan
	Fellini	Leyton Hewitt
	Ferrari	"The Shark"
	Leonardo da Vinci	Ned Kelly
	Michelangelo	Andy Thomas
	Pavarotti	Catherine Helen Spence
	Raffaello	Kylie Minogue
	Sofia Loren	Elle McPherson
	Verdi	Megan Gale
		Judith Wright
<b>Letteratura/Autori</b>	Calvino	Colin Thiele
	Camilleri	Tim Winton
	Collodi	Elizabeth Jolley
	Dante "La Divina Commedia"	Xavier Herbert
	Fallaci	Paul Jennings
	Maraini	A.D Hope
	Manzoni	Banjo Paterson
	Sciascia	Henry Lawson
<b>Cibo</b>	Pizza	Steak
	Pasta	Meat Pie
	Cappuccino	Pasty
	Espresso	BBQ
	Gelato	Vegemite
	Focaccia	Wine
	Vino	Beer

<b>Espressioni</b>	
Mamma mia	
Oddio / Madonna	Oh my God!
Ciao bella	
Ma dai..	c'mon
Ammazza!	Oh god!
Managgia la miseria!	Damn!
Che pizza!	How boring!
Magari...	If only...
Che schifo/schifoso	How disgusting!
Allora? / E beh?!	So, what?
Fare bella figura	To make a good impression
Fare brutta brutta	To make a bad impression
Fatti i fatti tuoi	Mind your own business
Facciamo le corna Tocca ferro	Touch wood
Compare	Mate/buddy
Paesano	Mate

<b>Espressioni Italo/Australiane</b>		
Il conto	Lo billo	The bill
Il negozio	Lo scioppo	The shop
La macchina	Il carro	The cvar
Il ragazzo (fidanzato)	Lo boifrienda	The boyfriend
La ragazza (fidanzata)	La ghellalfrienda	The girlfriend
Il giardino sul retro	La bachiarda	The backyard
Il lavoro	La giobba	The job
La fattoria	La farma	The farm
Il capo	U boss	The boss
Le vacanze	I olidais	The holidays
I regali	I presenti	The presents
La patente	La licenza	The drivers license
Taci	Scihiarapa	Shut up
La ragazza	La ghella	The girl
La cancellata	La fensa	The fence

## PRE-QUESTIONARIO

1. Che cosa ti viene in mente quando pensi all'Italia?
2. Che cosa ti viene in mente quando pensi all'Australia?
3. Perché i turisti sono attratti dall'Italia?
4. Perché i turisti sono attratti dall'Australia?
5. Che cosa rappresenta un'icona?
6. Che cosa rappresenta uno stereotipo?
7. Spiega cosa significa per te il termine 'cultura'.
8. In quale lingua e cultura ti identifichi di più? Spiega il perché.

**RIFLESSIONI:** Il bello, il brutto e il cattivo

**Nomina la tua icona:**

***Completa individualmente***

1. Evidenzia il processo usato nella produzione del tuo PowerPoint or DVD.
2. Quali sono le nozioni principali imparate in questo processo?
3. Che cosa hai imparato dell'Italia, della lingua e della cultura italiana?
4. Che cosa hai imparato dell'Australia, della lingua e della cultura Australiana?
5. Che cosa hai imparato a proposito della tua lingua e cultura?
6. Che cosa intendi ora per **icona** e **stereotipo**? A quale scopo si utilizzano?
7. Che modifiche vorresti fare alla tua presentazione e perché?

### ***Completa a coppie***

--

1. Elenca le parole o espressioni italiane imparate attraverso questa unita di lavoro.
2. Elenca tutte le espressioni e parole che pensi facciano parte della tua cultura giovanile. Spiega perché pensi che esprimano il legame tra lingua e cultura, come si influenzino a vicenda e come la cultura cambi la lingua e il suo significato.

Text –type: una descrizione

### Caratteristiche generali della lingua

- Il presente
- Il futuro
- Il passato prossimo
- Il condizionale
- La forma passiva
- Il linguaggio formale

### Caratteristiche specifiche della lingua

- Frasi relative
- Espressioni creative
- Espressioni idiomatiche
- Sostantivi- nomi propri/comuni
- Stili e opinioni
- Linguaggi specifici (il turismo)
- Rilevanza della lingua e della cultura

### Vocabolario suggerito/ Frasi:

L'icona/ Le icone	Icons / iconic
Lo stereotipo italiano	The stereotypes of Italy
L'immagine stereotipa di .....	The stereotypical image of .....
Una gamma di immagini	A range of images
Monumentale/Colossale	Monumental
Idea sbagliata	Misconceptions
Al turista piacerebbe The tourist will like / enjoy	
Il turista dovrebbe visitare/ viaggiare The tourist should visit / travel to	
L'offerta/ il pacchetto/ il viaggio include Included with the package / itinerary / tour	
Località di rilevanza/importanza storica Places of historical significance	
Località di valore storico	Places of historical value
Località da non perdere	Sights not to be missed

Un ristorante/ una gita da non perdere  
A restaurant /trip not to be missed

Da vedere "A must see"

Da fare "A must do"

Un viaggio gratificante A rewarding journey

Una vista spettacolare A spectacular sight

Una vista/foto mozzafiato A breathtaking view / photo

Il visitatore rimarrà stupito da The visitor will marvel at

Un paesaggio notevole A remarkable landmark

Una zona protetta A protected environment

Bellezza naturale Natural beauty

Fatto a mano Man made

Affascinante Fascinating

Incluso nel patrimonio culturale World Heritage listed

Le 7 Meraviglie del mondo 7 Wonders of the World

Bassa / Media / Alta / Altissima stagione  
Low / Shoulder /High /Peak season

Premio Premium

Affari Bargain / Buona valutazione great value / è un furto rip off

A caccia di affari Bargain hunting

Spaccio aziendale outlet stores / roba di marca designer labels

Commerciale/ autentico/ genuino/ sfizio  
Commercial/ authentic /genuine / quirky

## Resources

ICT facilities

Rooms 50 and 51

Calendars

Pictures, postcards and posters

CD's (Italian and English)

DVD's

Qantas Advertisement

*Hotelplan: Viaggi Inconfondibili* (tourist brochure from Italy November 2005 – March 2005 edition)

*Naar WorldWide Tours –viaggi Australia website:*

<http://conteaviaggi.com/destination>

*Teaching Languages in the Primary School:* Examples from current practice:

Curriculum Corporation

*The Travel Book :A Journey Through Every Country In The World* Global Publisher,

Lonely Planet Guide

Australian tourism advertisement

*Australian Icon Towns:* <http://www.australianicons.com.au>

Dictionaries

Vocabulary / grammar support materials

Italian slang dictionary

Dinkum dictionary

SACSA Framework and outcomes

SACE Italian Curriculum Statement and outcomes

## Elementi della verifica

### Pre-verifica

Completamento del questionario

#### **Verifica**

A coppie, immagina di aver ricevuto l'incarico di sviluppare un Power-Point o un DVD che evidenzii icone caratteristiche dell'Italia, dell'Australia o di una nazione in cui ti identifichi.

Nella tua presentazione dovrai includere:

- Musica che rifletta il significato e le immagini che presenti
- Una selezione di almeno cinque degli argomenti presenti nella lista
- Conosciute e appropriate espressioni in italiano. Ogni aspetto della descrizione del tuo Power-Point o DVD dovrà essere in italiano.
- Grafiche o foto come elemento di supporto
- La bibliografia, inclusi i siti web, testi e musica usate

### Post-verifica

Riflessioni

#### **Criteri di valutazione**

Gli studenti saranno valutati in base ai seguenti criteri:

- La capacità di comunicare e dare informazioni in maniera accurate e appropriata
- La varietà e proprietà di linguaggio incluso la struttura della frase
- La chiarezza delle espressioni, pronuncia, intonazione, accenti
- La precisione della sintassi
- La capacità di capire aspetti generali e specifici della lingua e della cultura identificando, analizzando e rispondendo alle informazioni.
- La rilevanza e l'approfondimento delle idee, informazioni, opinioni e commenti

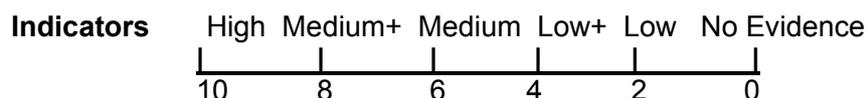
## PROGRAM OUTLINE: Weeks 1-4 of Term 4, 2006

WEEKS	LEARNING TASKS
<b>WEEK 1</b>	<p><b>Lessons 1 &amp; 2:</b> Issue questionnaire. Complete in pairs (Year 10s to pair up with Year 11s) Discuss responses. View video images/parts of well known Italo/Australian films and discuss. View Qantas commercial followed by other electronic pictures from Anita and Antonella. Discuss interpretation and examine cultural understanding.</p> <p><b>Lessons 3 &amp; 4:</b> Discussion of icone e stereotipe con la classe ed in gruppi. <b>Cosa potrebbe essere un'icona australiana oppure cosa potrebbe essere un'icona italiana?</b></p> <p>Research icons: Australian/Italian/other culture in Resource Centre. List and note key features. Extract images, collate resources. Group discussion and sharing of ideas.</p> <p><b>Lesson 5</b> In pairs, plan unit of work and PowerPoint or other mode of delivery (DVD). List required vocabulary. Consider resources required and format/presentation style. Continue research and begin drafting process.</p>
<b>WEEK 2</b>	<p><b>Lessons 6 &amp; 7:</b> Present an outline of plan and format. Select resources. Work in pairs in computer suite to develop images and script.</p> <p><b>Lessons 8 &amp; 9:</b> Continue drafting and editing script. Reference resources and compile bibliography.</p> <p><b>Lesson 10:</b> Continue with task and process. Draft should be completed.</p>
<b>WEEK 3</b>	<p><b>Monday: Student Free Day</b></p> <p><b>Lessons 11 &amp; 12:</b> PowerPoint or DVD should be fully scripted and submitted for editing. Drafts returned with feedback and suggestions. Finalize and fine tune images. Print draft and submit for Assessment and feedback.</p> <p><b>Lesson 13:</b> Present to one other pair for student feedback.</p>
<b>WEEK 4</b>	<p><b>Lessons 14 &amp; 15:</b> Presentations followed by student evaluation. Student reflections to be completed for homework. (Written reflection in English and tick box evaluation proforma in Italian)</p> <p><b>Lessons 16 &amp; 17:</b> Continue with presentations and student evaluation.</p> <p><b>Lesson 18:</b> Student feedback and evaluation of programme for future planning.</p>

# ASSESSMENT PROFORMA

## ORAL PRESENTATION

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### LANGUAGE

#### Clarity of expression

(pronunciation, intonation, stress)

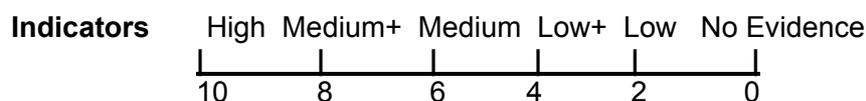
#### Accuracy and appropriateness of expression

(vocabulary, sentence structures, grammar)

#### Range of language

(tense, mood, connective structures, grammar)

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## CONTENT

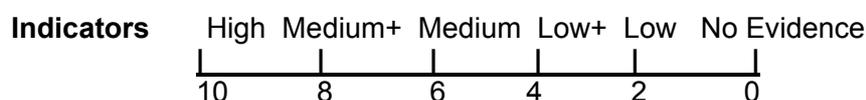
#### Relevance of treatment

(information, opinions, comment)

#### Depth of treatment

(information, opinions, comment)

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## STRUCTURE AND SEQUENCE

#### Effective use of communication strategies

(comprehension, skills in maintaining a conversation and discussion, responding to cue, relating to interlocutor)

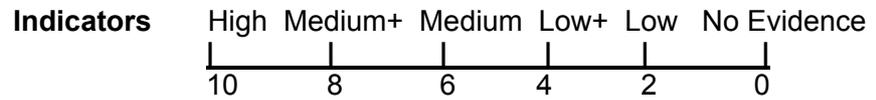
#### Use of language conventions

(polite form of address, register, tone and form)

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## INTERCULTURAL UNDERSTANDINGS

Relevance of icons to chosen topic  
Depth of treatment of information relating to icons  
Understanding of stereotypes



### Checklist

Research	<input type="checkbox"/>	Drafting/editing	<input type="checkbox"/>
Images selected	<input type="checkbox"/>	Music	<input type="checkbox"/>
		Definitions	
		Icons	<input type="checkbox"/>
		Stereotype	<input type="checkbox"/>
Own icon	<input type="checkbox"/>	Bibliography	<input type="checkbox"/>

Teacher comment

## TEACHERS' REFLECTIONS

*How do we connect our intra-cultural knowledge to our intercultural teaching and learning?*

Intra-cultural knowledge and one's awareness of it is something which evolves over time, is dynamic and constantly redefined and deepened by:

- family influences and culture
- interactions with others in a range of places and situations
- family influences and culture personal experiences.

We believe that for intercultural teaching and learning to occur one needs to have awareness and understanding of one's own intra-culturality and to be able to make connections. The teacher needs to develop the ability to probe students' beliefs and conceptions and assist in their development of self and identity and in their ability to make connections with others, hence using the intra to develop intercultural understandings.

As two teachers of Italian from significantly different parts of Italy we have brought different perspectives to our work place. The impact of our upbringing in families of Italo-Australian background, our school experiences here in Australia and Italy, our travel experiences and our personal life experiences (significant relationships, marriage and children) have shaped our intra-culturality. Our enculturation is a product of our socio cultural/linguistic upbringing and our educational and professional experiences. The process of enculturation has developed over time, shaping our perspectives.

Our base culture and languages are founded in Italian; however our educational experiences are dominated by the South Australian education system of the 60s and 70s. We are both products of the state system, however one of us had access to Italian at school, the other not. In order to maintain linguistic and cultural heritage, one of us attended Saturday morning school run by the Dante Alighieri Society. We both undertook Italian at Year 12 level and then continued at tertiary level. We have also undertaken study and professional development in Italy at various times during our career. Apart from studying Italian we have both studied another language, namely German. Our travels to other countries have also enriched our intercultural understandings and assisted us in developing connections with our students and other people we come in contact with. We believe that these travel experiences bring a myriad of perspectives which have assisted us in developing a more profound sense of our own identities.

We both consider ourselves to have had a traditional Italian upbringing. More specifically aspects of our culture considered of value and importance (language, food, religion, customs, family etc) were constantly reinforced and as a result are deeply embedded in our belief systems.

Our professional pathways are similar. We both completed tertiary degrees and have taught in secondary schools since exiting university. Our school experiences have been in locations which are culturally diverse, and have been in country, state and Catholics settings with school populations of varying socio-economic and socio linguistic/cultural backgrounds. These schools we have worked in had and have significantly large and supportive language faculties where a number of languages are taught from Years 8 to 12. Our teaching experiences have been broad, covering the teaching of Italian, English, ESL and German.

Additional affiliations, which have contributed to the development of our identities, include associations with professional organisations such as the Italian Teachers Association (SAATI), the Modern Language Teachers Association (MLTSA) and Principals Association

(SASPA). Our current school location has empowered us as languages teachers, not only due to the special language focus and the school's overall vision, which promotes the learning of languages and intercultural understandings but also due to the school's participation in the international accreditation process through the Council of International Schools. The school's involvement in this process has placed the Language teachers in a pivotal position in the school. They have become leaders of change, working in an interdisciplinary manner with teachers in other areas to develop, teach and review units of work which have interdisciplinary links and which incorporate intercultural and international perspectives.

Our lifestyle preferences also have shaped our identities. We both have interests in the arts, music and fashion. The overarching Italian concept of 'fare bella figura' impacts on the manner in which we approach and deal with issues at work and people and situations out of our work environment. Whilst there are other aspects of our intra-culturality which are dynamic and evolving over time and are shaped by our experiences, the essence of 'fare la bella figura' remains unchanging.

Our topic with the students was developed from the mega concept "The Good The Bad and The Ugly". For us this topic is central as we believe we are able to navigate our way through various interactions and are able to move in and out of our over-arching cultural beliefs, accepting the good, recognising the bad and the ugly, understanding from where they originate and alter or reject them if appropriate

Self reflection is a significant aspect of the way in which we operate. It is through the process of self-reflection that we are able to explicitly consider and develop our intercultural perspectives, and through this consideration we change and modify our teaching and learning programs. Our self reflection is based on a number of factors. It is through our interactions with others and when we reflect on issues at hand and as they arise in our classes that we refine our teaching and adjust our tasks to our desired learning outcomes.