



Australian Government

**Quality Teacher
Programme**



Phase 1 teacher participant example

Japanese Years 6/7

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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.

MODULE: 'AKEMASHITE OMEDETOU GOZAIMASU' (Happy New Year)

Term 4 2006

Japanese Year 6/7

CONTEXT

This unit has been designed for all Year 6/7 students studying Japanese through SIDE (School of Isolated and Distance Ed). I currently teach 6 groups (schools) of Year 6/7s, though this unit of work has been specifically designed for the students at ... PS, which is near Esperance (the most South-Eastern community in WA). The town has a population of approximately 70 and mainly serves a farming community made up of sheep, cattle and grain (wheat) farmers. Recently, salinity problems have led to the emergence of tree farming (blue gums) as an alternative farming industry.

The mainly temperate climate, high rainfall, as well as rugged and stunning coastline with its pristine, almost surreal beaches, also provide a key backdrop to a variety of developing tourism businesses and opportunities.

The township was established in 1963 and while it is very remote in terms of distance from Perth, it has the advantage of being close to the larger town of Esperance and a number of small townships (several of which we service at SIDE).

The community's racial mix is fast diversifying with the employment of rural workers from places including the Philippines.

This school was chosen as my target group for a number of reasons:

- 1) A solid relationship with the principal, teachers and students built over a period of six years and including four visits in this time
- 2) A visit has been planned for Term 4 for a day so the face-to-face contact will provide opportunities to teach, interact, communicate, assess and reflect on this unit of work (especially the indicative task) in contrast to the everyday teaching (using ICT)
- 3) The school has a history of welcoming Japanese interns into their school and presently has a Japanese assistant teacher one day a week. This teacher is doing a homestay with one of my Year 7 students. She is an invaluable part of lessons and will be able to add a greater level of authenticity to the intercultural aspects of the unit.

Target group

The group of students this unit is aimed at comprises seven Year 6 and four Year 7 students. The year 7 students are in their 5th year of study and most of the year 6 students are in their 4th, with one student in his 3rd and one having done 6 months. They are all native speakers of English. One student has a bilingual background of English and Tagalog.

The students study Japanese during 2 x 30 minute classes via CENTRA (broadband satellite), which involves the students sitting around three computers with a polycom speaker for verbal interaction with their teacher at SIDE. They are supervised by their Principal. The students are also required to watch a live, 30 minute interactive Japanese TV programme every second week. These programmes reflect and are intended to support various aspects of the unit of work being studied. Overall the students study Japanese for 75 min/ week (including the TV programme).

Many of these students are bright, lively and generally self-motivated, with perhaps two students being identified as having some extra learning needs. There is a positive attitude to studying

languages in the school as is evidenced by their history of homestay and Japanese intern programmes. The Languages area is well organized with plenty of support learning materials for students to see and access.

Teaching and Learning Style

Teaching and learning in the distance mode is influenced by a number of factors, such as

- whether you can see them or not
- the size of your group and the learning space they have
- the level and quality of supervision at the students' end
- the method of delivery e.g. CENTRA, Video Conferencing, Telematics

The students are learning through a software program called CENTRA which allows the teacher to be less teacher-directed and the lessons to be more text-rich and flexible. The CENTRA interface allows for large amount of texts e.g. PowerPoint presentations, to be viewed during lessons. Also URLs can be incorporated into lessons, instant web safaris (surfing the net) are possible, breakout rooms for individual work can be used, as well a variety of online games. All lessons are supported by a booklet developed and produced by the Japanese teaching team at SIDE. The live TV programme also supports the work done in lessons and always involves interaction through games, conversations and quizzes, to name a few of the strategies used.

AIMS

This unit of work is intended to:

- give the students an opportunity to reflect on their Japanese speaking skills gained over their 4- 5 years of study and to encourage them to demonstrate these speaking skills at an end-of-year assembly or concert
- encourage the students to discuss the type of activities they are going to be doing during the summer holidays and teach / review some of the Japanese necessary to say those things
- highlight the concept of universality to the students through exploration of global themes such as seasons, end of year celebrations and traditions, holiday activities and, in particular, through greeting cards
- teach the students how to write a 'nengajou' (Japanese New Year card) and give students opportunities to reflect on their understandings of these cards through their writing

OBJECTIVES (linked to WA Outcomes and Standards framework)

The student will be able to:

LRS Listening and Responding, and Speaking

- discuss things that they do on their summer holidays in simple formulaic sentences and / or words using the Japanese e.g. I am going to go to ~~ I want to do ~~
- use a simple construct of key questions in the Japanese e.g. why? what do I think? where? to discuss the implications of living in a different hemisphere / country regarding seasons,

weather, celebrations and the activities that a person their age may do e.g. summer vs winter activities in their community

- extend their speaking of simple, formulaic responses about what they do / want to do over the summer season by experimenting with a given Japanese vocab list and exemplars (in their booklet)

VVR Viewing, Reading and Responding

- identify the keywords of a text about 'nengajou' in English and then connect / match visual elements of these keywords to real texts of 'nengajou' in Japanese
- identify examples of English, hiragana, katakana and kanji on real exemplars of 'nengajou'
- read key 'question' words in the Japanese used in discussion
- read key phrases used when writing 'nengajou' e.g. *akemashite omedetou gozaimasu, inoshishi doshi*
- read simple, formulaic sentences that describe where you are going and what you may do on the summer holidays

Writing

- write some simple, formulaic sentences of where you are going, where you want to go and / or what you may do on the summer holidays
- write some simple traditional phrases that are required when writing a 'nengajou'
- write a simple date in Japanese using some kanji
- write a traditional personal message in Japanese using hiragana, katakana and / or kanji
- write your own personal message in a 'nengajou' using simple formulaic sentences
- write the words for 'to' and 'from' in hiragana
- write a short reflection in English on their understanding of 'nengajou'

Culture

- understand the nature and significance of 'nengajou' for Japanese people
- reflect on the use of the Chinese animal zodiac (*juunishi*) as an element of 'nengajou' e.g. 2007 *inoshishi doshi* 'Year of the Boar'
- learn about some of the traditions and rituals about 'Oshougatsu' (New Year) in Japan
- examine the concept / celebration of 'Christmas in Japan' e.g. what does it mean for the average person? what does it look like in cities?
- use the medium of 'shodou' (traditional calligraphy) to write a 'nengajou'

Interculturality

- make comparisons between Japanese 'nengajou' and Australian 'Christmas cards' and discuss the similarities and differences
- explore and share with their classmates about some of the traditions / customs / habits that they and / or their families have around Christmas time
- recognise that every person has a personal culture when it comes to celebrations like Christmas and New Year and that we should be aware of stereotyping
- make connections between the language used in greeting cards and the need to distinguish between written vs. spoken forms
- understand that certain language e.g. Happy New Year is used for specific occasions and times and is embedded in the cultural tradition
- realise that the nature of 'nengajou', while retaining its basic function, is a changing form that is reflected by its many users in its present culture, at that given time.

SCOPE / CONTENT

Intercultural Concepts	Language / Language function	Culture
<p>Explore the diversity of what people do over their holidays and the concept of factors such as climate / geography / personal culture / work as being instrumental in shaping activities people do</p>	<p>L2 Review / teach verb present / future tense e.g. <i>~~ o shimasu</i> , <i>~~ ni ikimasu</i> (this a 6/7 class with different levels of previous knowledge of this tense) Teach questions ‘Nani o shimasu ka’ ‘Doko ni ikimasuka’ and compare to previously learnt ‘Doko ni sundeimasu ka’</p> <p>L2 Teach / review ‘what you want to do <i>~~ ni ikitai</i> with question ‘Doko ni ikitai?’</p> <p>L2 Review / teach adjectives to express how they feel about the coming holidays and the activities they will do using this language pattern ‘tanoshisou tanoshii tanoshikatta’ (it looks like fun, it’s fun, it was fun)</p> <p>L2 Teach past tense as need arises <i>~~ o shimashita</i> <i>~~ ni ikimashita</i> with questions</p> <p>L2 Review vocab lists at the back of the booklet for places, weather, seasons, days of the week, months</p> <p>L2 Review the particles that have been learnt to this stage: <i>o ni ga wa de</i> and <i>ka</i> as question marker</p>	<p>Diversity within our community: Our climate / geography / work shapes the activities we do over our holidays – implications living in a country / remote / farming community – students live in town or on a farm what is there to do? What is your idea of a perfect holiday?</p> <p>Conceptualising differences and making connections about seasons / culture / holidays and what they mean for doing activities: What would a Japanese person your age be doing in Japan on Dec 25?</p> <p>Loan words for names of countries</p> <p>Use of aizuchi (feedback tokens) to give acknowledgement/ evaluation / emphasis e.g. <i>yo, ne, soo desu ka, soo desu ne</i></p>
<p>Examine the significance of special celebrations, the globalization of special celebrations in contrast to the personalizing of celebrations for many families, the need to be aware of stereotyping</p>	<p>L1 Discuss in English understandings of these celebrations as their present knowledge allows; make comparisons and explore similarities and differences between these celebrations; discuss diversity, individuality, stereotyping, personal relevance of celebrations and the rituals involved – tell personal stories</p> <p>L2 Introduce a simple framework to begin discussing the above using 4 basic questions; <i>nani</i> (what?) <i>doko</i> (where?) <i>nande</i> (why?) <i>Dou omoimasu ka</i> (what do you think?) p 4 use familiar Japanese e.g. <i>~~ ga suki</i> (like) <i>~~ ga sukijanai</i></p> <p>L2 Explore katakana forms of Christmas words that have become part of Japanese vocab e.g. <i>Merii kurisumasu, Santa Kurosu, purezento</i></p>	<p>Making comparisons about Kurisumasu (Christmas) and Oshougatsu (New Year) in Australia and Japan; National holidays e.g. Dec 23rd Emperor’s birthday Japan / Dec 25th Christmas Day / Oshougatsu Jan 1, 2, 3 ? How do we greet? What do we say? Examine kinesic features bowing, hugging for these occasions</p> <p>Conceptualising the globalization of Christmas: What does Christmas mean for you? What about for Japanese people? Do they have a national holiday? Is Christmas celebrated world wide? Why? How?</p> <p>Loan words from foreign languages (gairaigo – lit. foreign words)</p>

<p>Recognise that greeting cards used in special celebrations are symbolic as universal expressions of communication and interaction though they may contain cultural specific elements in their form</p>	<p>L1 & L2 Discuss key elements of nengajou by looking at realia p 7/ ppoint e.g greetings / date / year of the _____ / personal messages use ‘nani ga miemasu ka” (what do you notice / can you see) ~~ ga miemasu (I notice / I see ~~)</p> <p>L2 Learn how to say and write akemashite omedetou gozaimasu (Happy New Year) and inoshishi doshi (year of the boar)</p> <p>L2 Learn to write / say particles ‘e’ (to) ‘yori’ (from) compare with particle ‘ni’</p> <p>L1 & L2 Examine traditional Japanese phrases used in greeting cards and compare with traditional greetings used in Aust cards p 10</p>	<p>Cultural imagery / iconography in Nengajou: How important? Explore use of the juunishi (Japanese / Chinese zodiac based on 12 animals) and significance of Year of the Boar; relate to iconography in Christmas cards pp 25, 26, 28</p> <p>Focuses on cultural language greetings as a ‘pragmatic norm of interaction’ required for certain occasions e.g. akemashite omedetou gozaimasu for New Year, arigatou gozaimashita (thank you)</p> <p>Conceptualise formality and format of a writing a nengajou e.g. the traditional way of writing in Japanese (left to write; up and down); grammatical order of ‘to’ and ‘from’ coming after the name; using traditional shodou (calligraphy) tools fude (pen); key symbolic kanji</p>
<p>Take responsibility for their own learning</p>	<p>L2 Use an existing practised roleplay / self-introduction as the basis of an oral presentation that showcases your current speaking skills in Japanese: incorporate any new learnings from all previous concepts in this unit of work e.g. where I am going on holidays</p>	<p>Sayounara as greeting used only to out-group members and as a greeting of finality e.g graduation ceremonies</p> <p>Norms of interaction: importance of opening and closing for practicality / politeness in a self-intro e.g. hajimemashite (nice to meet you for the 1st time) and Douzo yoroshiku</p> <p>Kinesic features Use of aizuchi</p>

SEQUENCE of Learning

Week	Objectives	Text inputs	Interactions	Supporting / learning activities	Outcomes
1,2,3	<p>Introduction to theme: Going on summer holidays and doing various activities; seasonal activities in Aust and Japan Explore images of what people do over the seasons of Nov Dec Jan in Aust and Japan</p>	<p>Powerpoint comparing some typical Australian favourite activities contrasting with a Japanese school set in mountainous region PowerPoint of Ocean dome Miyazaki ken</p> <p>Website: Kids Web Japan (direct students to examples of schools and their activities)</p> <p>Booklet pp1, 3, 4, 5, 29, 40 (pictures and focus questions vocab 34-37)</p> <p>TV program:</p>	<p>Yasumi ni ~~ (In your hols) nani o shimasu ka (What will you do?) Doko ni ikimasu ka (Where will you go?) Diko ni ikitai desu ka (Where do you want to go?) Nani ga suki desu ka (what do you like?) Nani ga suki ja nai desu ka (What don't you like?) Yasumi wa~~ (The hols) Tanoshii desu ka (Is it fun?) Omoshiroi desu ka (Is it interesting?) Yasumi no (Hols of ~~) Tenki wa dou? (what's the weather like?)</p>	<p>Discussion of what you do on holidays (see p 1 for focus questions) (Think Pair Share)</p> <p>Template page 4 as strategy to brainstorm for ideas to key questions: yasumi ni nani o shimasu ka (What are you going to do on your holidays?) & Doko ni ikimasu ka (Where are you going?)</p> <p>Finding katakana countries p 40 with katakana chart ~~ ni ikitai</p> <p>Review kanji days of the week</p>	<p>8 square practice for 2 questions above – do one from a Japanese perspective? (8 square – divide a blank A4 page into 8 sections – ask yourself the key question, answer it orally then write a key word down then sign it- now ask 7 other students in your class)</p> <p>Journal writing p 19, 20 practise writing sentences that describe your activities and where you are/want to go (make sure you date it – share with peer and sensei)</p>

			<p>Do you like holidays? What kinds of things do you do over your summer holidays? in the area you live in? What's the weather like? What would it be like to be in Japan at the same time? Would they have the same holidays? What do you think you would / like to do?</p> <p>Reflective / discussing language Nan desu ka? Nani? (What is it?) ___ desu.(It is___) Doko? (Where?) Nande? (Why?) ___ desu kara (because) Dou omoimasu ka (What do you think?) ___ to omoimasu.(I think that ___) Nani ga miemasu ka (What do you see?) ___ ga miemasu (I can see / notice ___)</p>		
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2,3,4	<p>Examine the traditions of Christmas and New Year in Australia and Japan; compare and contrast, recognise some of the symbols and rituals of Oshougatsu</p>	<p>Pictures of Christmas and Oshougatsu on PowerPoint (related to pp 16, 17, 21</p> <p>TV program: Oshougatsu, making a kadomatsu (New Year tree), key activities in a Japanese New year shown through video inserts, powerpoints of oshougatsu, Christmas in Japan</p> <p>Website: Kids Web Japan</p> <p>Booklet pp16, 17, 18, 21, 24</p>	<p>Nihon no Ohougatsu / kuirumasu, dou omoimasuka Is kurumasu / oshougatsu celebrated in Nihon? Do you and your family celebrate kurumasu / oshougatsu? How do you do it? Do you think Japanese celebrate kurumasu / oshougatsu? Does everyone celebrate these special occasions?</p> <p>Continue reflective / discussing language from previous sequence</p>	<p>Discussion using template p 4 for p 16 / 17 How do you celebrate Christmas? Does everyone do it the same way? What do you think is happening on 21?</p> <p>Katakana words for Christmas in Japan p 18: read article and translate kurumasu words</p>	<p>P 23 Finding Key elements of Oshougatsu by scanning (reading) an article on a URL about Japanese New year and matching the key ritual with its hiragana beginning sound (write answers on CENTRA Whiteboard key words in hiragana / kanji)</p> <p>Continue journal writing p. 19, 20 practise writing sentences that describe your activities and where you are/want to go (make sure you date it – share with peer and sensei)</p>
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<p>3,4,5</p>	<p>Learn how to recognise key elements of a nengajou (New Year card) and then practise writing them with a view to completing one for the key indicative task</p>	<p>PowerPoint of nengajou (related to p 7)</p> <p>Booklet pp 6,7,9, 25, 26, 28</p> <p>TV program: Make an inoshishi origami</p> <p>Website: Kids Web Japan (nengajou section under calendar for December)</p>	<p>What do you notice? What similarities / differences are there between a nengajou and a Christmas card? Why do we write nengajou / Christmas cards? Does everyone send them? When are they sent?</p> <p>Continue reflective / discussing language from previous sequence</p>	<p>P 6 Identify the keywords of a text about 'nengajou' in English, then connect / match visual elements of these keywords to real texts of 'nengajou' p 7</p> <p>P 7 Identify examples of English, hiragana, katakana and kanji on real exemplars of 'nengajou', highlight, discuss</p> <p>P 9 Learn key elements of a 'nengajou' and discuss the significance of juunishi / Year of the Boar</p> <p>Kanji for inoshishi / seasons</p>	<p>Nengajou writing practice pp 8, 11 – 13 also make shoudou (calligraphy) nengajou during school visit</p> <p>KEY INDICATIVE TASK: Make a personal nengajou writing as much as you can without support.</p> <p>Write a reflection in English on your understandings of 'nengajou'</p>
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1 - 7	<p>Use Japanese speaking skills as evidence that you can speak the target language and as a celebration / achievement</p>	<p>All previous booklets, role-plays done throughout the year, notes also p 2 current booklet (self- intro)</p>	<p>Onamae wa? (What's your name?) Nan sai desu ka (How old are you?) Doko ni sundeimasu ka (Where do you live?) Shumi wan nan desu ka (what's your hobby?) Supootsu wan nani o shimasu ka (What sport do you do?) Nani ga suki desu ka (What do you like?) Nani ga suki janai desu ka (what don't you like?) Petto o katteimasu ka (Do you have a pet?) Kuni wa doko ni ikitai desu ka (What country would you like to go to?)</p> <p>How will you choose your speaking task to highlight your achievement in Japanese? What form will you present it in?</p>	<p>TASK: Use an existing practised role-play / self-introduction as the basis of an oral presentation that showcases your current speaking skills in Japanese: incorporate any new learnings from all previous concepts in this unit of work e.g. where I am going on holidays P2 self-intro practice also pair practice as an interview one person asking questions in Japanese</p>	<p>Listen to students and give feedback on role-plays, self-intro</p>
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Assessment / Reflection:

- journal writing – write simple sentences to indicate understandings of present/ future tense/ want to do/anything else? Read to peers / senseis (teachers) – date work pp. 19, 20
- completion of four nengajou which will be sent to subjects written to (including) one nengajou completed in shodou (calligraphy) style with inoshishi drawing (boar) – sensei to monitor during school visit
- 8 square language practice task practising ‘doko ni ikimasu ka’ with 7 answers from 7 peers with their signatures to evidence the question being asked and answered (1 answer answered by self) – each student to asks sensei 1 question
- completion of 1 nengajou under ‘test’ conditions with self- reflection form to indicate how much support was needed – sensei to provide feedback through assessment rubric
- reflection (in English) on your understandings of ‘nengajou’? p 43 – indication of intercultural competence (make connections, understand the universality of greeting cards)
- speaking task – listen to each student individually / pairs / groups and offer support – no formal assessment as such but sensei will anecdote level of participation and motivation