

## ILTLP CLASSROOM-BASED INVESTIGATION REPORT

TEACHER'S NAME	SCHOOL	LANGUAGE	YEAR LEVELS
Jill Rose	Pulteney Grammar School 190 South Tce Adelaide 5000, ph 8216 5544	Indonesian	Early Learning Centre to Year 6

### CONTEXT

Pulteney Grammar School is an independent Anglican school with students from ELC to Year 12. It is situated in the city centre and students come from across Adelaide and the hills. There are a small number of students who speak a second language and an occasional new arrival.

Students learn Indonesian from ELC to Year 6, Japanese and German in Year 7 and may continue on with either or both to Year 12.

The Indonesian program was introduced in the Junior School in 1997. The Junior School has grown significantly in that time. R – Year 6 students have 3 x 45 mins lessons per fortnight and ELC classes have one 45 min and one 20 min lesson per fortnight. There are currently 2 ELC, 3 Reception, 3 Year 1, 2 Year 2, 2 Year 3, 2 Year 4, 2 Year 5 and 3 Year 6 classes with a total of around 400 students.

Reception and Year 1 classes have a limit of 18 students and Year 2-6 classes a limit of 25 students.

### AREA OF INVESTIGATION

#### Active Construction

- Active construction involves learners using language purposefully in a range of tasks in which they discover and create meaning.
- We are socialised in our first language and culture by creating our own understanding of how people see and communicate about the physical and social world.
- To be intercultural, language learners have to be able to create meaning and understanding for themselves.

#### My questions:

**How can a topic be introduced to engage learners' interest and extend their thinking about language and culture?**

**How can my use of questioning facilitate intercultural learning?**

I focussed on the introduction of a new topic on Indonesian fruits, to lead on to activities based on 'The Very Hungry Caterpillar'. These lessons were with the 2 Year 3 and 2 Year 4 classes.

I wanted to focus on less teacher-directed lessons and to experiment with using questions to engage students' thoughts and encourage a more open discussion.

I wanted students to look at pictures and discuss what they noticed. The pictures related to Indonesian fruits and the buying and selling of fruit in markets.

The intercultural language and learning focus was on picking out the known and discussing the unknown. I hoped that they would gain an appreciation of the similarities and differences between fruits available and fruit buying/selling practices in Indonesia and Australia.

I planned possible questions to use to promote discussion, collected resources such as fruit posters with Indonesian labels, photos I had taken in Indonesia of fruit and stalls in the markets and roadside and posters, one of a fruit display and another of an open air market in Bali.

Normally I would devote less time to student discussion and want to include more Indonesian language. Taping the first lesson gave me the chance to reflect on teacher-student and student-student interaction.

## CLASSROOM PRACTICE

- Topic introduction was through student discussion centred on a picture of a fruit stall. Discussion was in English with minimal direction from teacher to encourage students to express what they saw and what they perceived through their observations. This introductory lesson included identifying unknown fruits from posters.
- Participation during the introductory lesson was high with almost everyone making comments either trying to name fruits or making a comment about where it might be, aspects different from fruit selling in Australia ie different fruits, how fruit was displayed, open air, no prices.
- My focus was on asking more open-ended questions to encourage student participation and deeper thinking.
- The next lesson involved tasting several of the fruits unknown to most students. Fruits tasted were fresh papaya, custard apple and starfruit, tinned jackfruit and rambutan and dried jackfruit and durian. Polite eating manners and Indonesian language was used to offer and accept food. They recorded in Indonesian whether they liked or didn't like the taste and drew the fruits tasted.
- Students were keen to taste the fruits and few opted out of tasting. The aim of this session was to give the students direct experience with Indonesian fruits and to give them a deeper understanding of the variety of fruits available in Australia and Indonesia.
- In the third lesson we looked at a picture of an open air market in Bali and discussion was around what was being sold, how it was being sold and identifying who was buying and who was selling, Comments were made about how the fruit was carried, how it was displayed, that it was mainly women, their clothing and the background scenery. The concept of bargaining compared with fixed prices was discussed.
- The main change to my approach to this topic was the time allowed for student discussion in English and the fact that I resisted 'telling' students answers to promote discussion. I tried to use questions to clarify their thoughts and encourage further discussion. I allowed students to 'get of the track' at times and used questions to refocus their thoughts.
- The second lesson involving tasting was aimed to give students the opportunity to see and touch whole fruits and to taste them. This was designed to personalise their experience with Indonesian fruits so that when they look at photos they will 'know' the fruits. It was also used as a language task with students recording whether they 'suka' or 'tidak suka' fruits.
- Students participated well in the discussion of the fruit photo. I was particularly pleased with the way some students, who would normally be reluctant to make comments, joined in. I think they liked the fact that there were no wrong answers and that everyone's opinion would be listened to.
- The fruit tasting was enjoyed and few students chose to not taste any. I think the fact they could choose whether they tasted, and could express their opinion about it freely was appreciated.

## DATA OR INFORMATION GATHERED

- I recorded the introductory lesson and transcribed most of one Year 3 class's lesson and the questions I asked from the other Year 3 class.
- I looked at whether my questioning had followed my planned list of possible questions – which it hadn't. I found the discussion in each class had common elements but that we had headed off on tangents due to children's comments.
- I marked off on a class list each time a student made comment. In a Year 3 there were a couple of students who dominated discussion, whereas in other class there was a quite even spread.
- I found that some of the more in-depth comments were made by students I didn't expect it from: ie quiet students who only made one or two comments and students who would normally be difficult to engage in class.

## FINDINGS

- I found it hard to allow students a free rein to comment as I thought we wouldn't 'get as far' as if I had directed the questioning more. I feel under pressure to cover a lot of work.
- I found that the students were engaged and almost everyone had something to say.
- Conversation went all over the place as students often didn't follow on from another student's comment so there wasn't a clear progression compared with if I had directed it more.

- Some of the more vocal students were not the ones who would usually have a lot to say.
- Some students continued to focus on naming what was in the picture (face-value) while others made comments about the differences and surmised about where it might be (more in-depth).
- I realised that most students had little knowledge of tropical fruits and few had tasted papaya or starfruit let alone rambutan, custard apple or jackfruit even though these are available at various times in Adelaide supermarkets and/or the Central Market.
- I found that students were open to finding out more about fruits in Indonesia and keen to taste them. After tasting they were interested to know where they could buy them so that they could get them themselves.

### **INTERPRETING THE INFORMATION**

- I thought that the time taken for class discussion is justified by the engagement of the students and the sharing of their thoughts with each other. They showed a sustained interest in 'noticing' and there was a wider distribution of involvement than in a more teacher directed lesson.
- Their willingness to try 'unusual' fruits showed a willingness to engage in a different culture and acceptance of positive aspects of it.
- I intend to use 'noticing' skills more as a way of developing students' ability to understand more and create meaning from unfamiliar scenes ie pictures and videos.
- I expected students to enjoy fruit tasting.
- I did not expect reluctant students to be as engaged in 'noticing' and interpreting of the picture.
- I initially intended to begin this unit using 'The Very Hungry Caterpillar' story but had difficulty in approaching it in an 'intercultural' way. Starting with fruits has given students the opportunity to engage with the concept of Indonesian fruit growing and selling before applying that knowledge to making an Indonesian version of the story.
- Taping lessons was revealing as it clarified how I can facilitate students' thinking through developing my questioning skills.
- This investigation was valuable in that it helped me meld the theory of intercultural language learning with the practicality of how this translates in to classroom practice. I have found this quite difficult to come to grips with.
- My findings convinced me that intercultural language teaching and learning is a great way of engaging students. They don't feel threatened by what they don't know and can benefit from other students' ideas. I was particularly impressed with the enthusiasm of some students who are normally difficult to keep engaged.

### **MATERIALS AND EXEMPLARS**

#### **Planned Sample Questions for Picture of Fruit**

- What do you notice in the picture?
- Where is it? Why do you think that?
- Who might shop here?
- What types of foods do you see?
- What fruits do you recognise?
- Why are the fruit displayed like this?
- Where might we see fruit displayed like this?
- Which fruits do you know the name of?
- Which fruits do you not know the name of?
- Which fruits do you know you like?
- Which would you like to try?
- Can we grow any of these in SA?
- Which fruits can we buy in SA? Where?
- How would we buy the fruit in the picture?
- How would we know the price to pay?
- Can we find the Indonesian names of the fruits in the picture using these posters?

### Picture of Fruit 3L

T: I'll speak about this in English. What we are going to do today is look at a picture and we are going to see what we **notice** in this picture. Now it's not very big. I made it bigger but it was a bit hard to see, you lost clarity so if you are a bit far away and you can see a space you can move in closer. What we are going to do is look at what we can see, what we **notice** about this picture. Hopefully we'll have lots of ideas, there's not a right and a wrong answer, it's what you see. Mia?

Student 1: That it's got fruit in it.

T: Ok. It's a picture with lots of fruit in it. What do you see Olivia?

Student 2 (Olivia): It's colourful.

T: It's colourful. Yeah. Angus?

Student 3 (Angus): It looks like, um, like a butcher's how they have the meat hanging down but it's fruit hanging down.

T: Ok. So like in a butcher's with meat but this time it's fruit. Yes there's lots of hanging fruit along the top.

Angus: Like in the market.

T: So you think it looks like a market stall?

Angus: Yes.

T: Theodore?

Student 4 (Theodore): It's maybe a fruit and veg shop.

T: You think it may be a fruit and veg shop? Can we see any vegetables there?

Theodore: No.

T: No, not in this picture but there could be just out of sight.

Student 5: Um, it is very colourful and not, you can't really see most of the fruit that we see ... we eat a lot but they ..

T: So there's some fruits and not some of the ones you might expect to see

Student 5: Yeah.

T: if you were buying fruit. That's an interesting comment.

Student 6: That there's like apples in that kind of in a pyramid type.

T: Yep. So which ones did you think were the apples?

Student 6: pointing

T: This one here.

Student 6: And the ones in the middle.

Student 7 (Apostolos): The big ones.

Several voices

T: Yeah. Saya setuju. Itu. Saya kira itu apel. Mungkin ini juga. People who are close can probably pick the individual fruits better. Apakah itu apel? Is that an apple? Juga?

Student 8: Yes.

T: It looks like there are two types of apples. Yeah? Apa yang lain?

Student 9: There's trays that hold the food.

T: Yes they are sitting in trays. See those sort of cardboard trays along the bottom here, sort of hold them, stop them getting damaged while they are being moved around. Um. Who hasn't had a turn? Samantha.

Student 10 (Samantha): Um, there's fruit we usually don't eat.

T: Ok What fruit?

Samatha: From different countries.

T: Ok. So what fruit can you see there that you don't usually eat or see? Can you point to one that you see as being different? This one at the top? Ok.

### **EVALUATION**

- It would have been better if I had started my investigation earlier to allow time to complete the unit. This would have given me a better perspective of the differences in my approach to this topic.
- The investigation has been valuable as it has challenged my thinking and has made me try different approaches.
- The mother of one student who has been very disengaged said 'How come suddenly .... loves Indonesian?' I think using this approach has given some students the chance to have their say and not feel that its too hard and that their contribution won't be valued.
- Students with an Asian background and students who have visited Indonesia or Malaysia, enjoyed sharing their knowledge of fruits, bargaining etc.
- I will review the unit when it is complete and look at ways of refining it to maximise the intercultural learning within it.
- I intend to use the 'noticing' approach regularly when watching videos and to interpret pictures. I feel more comfortable with this approach than being the 'Indonesian cultural guru' which I know I am not.
- I will use principles of intercultural language learning to guide my planning of new topics and methods in the future.

### **REFLECTION**

- I am not yet comfortable with how to 'do intercultural'. I have found it difficult to work out appropriate activities that encourage intercultural learning and need to keep referring back to the theory to try to clarify my thoughts. I still can't explain clearly to another person, what intercultural teaching and language learning means.
- I have always felt that 'empathy' is the most important long lasting goal of my language program and the principles of intercultural language learning reinforce that.
- To quote from Module 2 Principles of intercultural language learning – Reflection: 'To be interculturally aware, we need to come to see ourselves from both within our own linguistic and cultural identity and also to have insight into how what we see as familiar can become strange when viewed from a different perspective and that both views have value.'
- I want my students to be able to step outside of the familiarity of their own culture, appreciate aspects of another culture and realise what seems strange is just unfamiliar and that our ways of doing things may be viewed strange by another culture. Exploring similarities and differences should lead to a better understanding of where they fit into the world.

Years 3 & 4	The Very Hungry Caterpillar	
<p>SACSA Outcomes to Standard 2</p> <p>2.1 Recognises meaning in phrases and sentences and responds in routine classroom activities and social exchanges</p> <p>2.2 Responds to interactions and experiments with language to make meaning with others.</p> <p>2.3 Identifies Key Ideas and anticipates meaning of new words and phrases in texts.</p> <p>2.4 Communicates by writing words and phrases to complete sentences or interactions using different formats.</p> <p>2.5 Identifies patterns in language and compares how meaning is conveyed across languages.</p> <p>2.6 Identifies how cultural values are expressed in language and demonstrates awareness of diversity in cultural practices and values.</p>	<p><b>Key Grammatical Points</b></p> <ul style="list-style-type: none"> <li>• Use of suka/tidak suka to express opinion</li> <li>• Number before object, number indicates plural so no doubling of word</li> <li>• <u>But</u> he was <u>still</u> hungry</li> <li>• Time words: On Sunday morning, On ..day, that night, the next day, after that, now, for more than two weeks, day, then</li> <li>• Nouns: light, moon, egg, leaf, sun, caterpillar, food, apple, pear etc</li> <li>• Adjectives: little, warm, hungry, nice, green, big, fat, beautiful,</li> <li>• Use of yang with adjective</li> <li>• Life cycle words: telur, ulat, kepompong, kupu-kupu</li> <li>• Colours: noun + colour</li> </ul>	<p><b>Skills</b></p> <p><b>Communication</b></p> <p><b>Listening:</b> Listens to story with repetitive structure and connects text with images.</p> <p><b>Speaking:</b> Describes a butterfly in Ind.</p> <p><b>Reading:</b> Predicts meaning of unfamiliar words using familiar words, patterns and pics</p> <p><b>Writing:</b> Sequences Ind words to make sentence and sequences Ind sentences ie life cycle, Kupu-kupu, V hungry Caterpillar stories</p> <p><b>Understanding language:</b> Reads and writes texts in Ind for different purposes ie labels, sentences. Understands that translations are not in same word order.</p> <p><b>Understanding culture:</b> Identifies cultural values and practices through stories</p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Recognise Indonesian fruits</li> <li>• Have an awareness of different buying/selling customs in Indonesia.</li> <li>• Use dictionary to find Ind word meanings</li> <li>• Pick out key words such as days, numbers, nouns, adjectives, verbs</li> <li>• Be able to mimic key phrases and word patterns ie tetapi dia masih lapar</li> <li>• Show understanding of life cycle of butterfly</li> <li>• Have an awareness of food used as Hindu offerings and picnic food in Ind</li> <li>• Understand Ind version of V H Caterpillar story.</li> <li>• Present the story to an audience.</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Discuss photo of fruit stall – naming fruits</li> <li>• Discuss market pic – buying/selling</li> <li>• Tasting of fruits and record like or not</li> <li>• Read V H Caterpillar - setting?</li> <li>• Read Indonesian story 'Kupu-kupu'</li> <li>• Draw life cycle of butterfly, Ind labels</li> <li>• Find time words, nouns, adjectives and verbs in V H Caterpillar.</li> <li>• Use dict to find word meanings in Ind.</li> <li>• Read story in Ind.</li> <li>• Find nouns, adj and verbs in Ind story</li> <li>• Match Ind pages of story to English.</li> <li>• Discuss offerings and picnics in Ind</li> <li>• Find appropriate foods for Ind version</li> <li>• Investigate butterfly varieties in Ind and Aust – similarities/differences</li> <li>• Make own book of story in Ind and share.</li> </ul>	<p><b>Assessment</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Sequence Ind sentences from story.</li> <li>• Describe an Ind butterfly using colour adj</li> <li>• Match caterpillar or butterfly to spoken description.</li> <li>• Write a description of egg, caterpillar and butterfly using approp. adjectives.</li> </ul> <p><b>Understanding language</b></p> <ul style="list-style-type: none"> <li>• Use of number and colour words with nouns in Eng and Ind – word order</li> </ul> <p><b>Understanding culture</b></p> <ul style="list-style-type: none"> <li>• Contributions to oral discussions.</li> <li>• Choosing approp foods for Ind story.</li> <li>• Written comments about differences in fruits available, buying and selling of fruits in Ind and Australia, picnics</li> </ul>

## **Ulat yang sangat lapar oleh Eric Carle: translated by Jill Rose**

Di bawah sinar bulan ada satu telur kecil di atas daun.

Pada Hari Minggu pagi hangatnya matahari terbit dan ke luar dari telur satu ulat yang kecil dan sangat lapar.

Dia mulai mencari makanan.

Pada Hari Senin dia makan dan melubangi satu buah apel, tetapi dia masih lapar.

Pada Hari Selasa dia makan dan melubangi dua buah per, tetapi dia masih lapar.

Pada Hari Rabu dia makan dan melubangi tiga buah plum, tetapi dia masih lapar.

Pada Hari Kamis dia makan dan melubangi empat buah strowberi, tetapi dia masih lapar.

Pada Hari Jumat dia makan dan melubangi lima buah jeruk, tetapi dia masih lapar.

Pada Hari Sabtu dia makan dan melubangi satu potong kue coklat, satu eskrim, satu asinan, satu potong keju, satu potong salami, satu gula-gula, satu potong pai ceri, satu sosis, satu kue mangkok, dan satu potong semangka. Malam itu dia sakit perut!

Hari berikutnya Hari Minggu lagi. Ulat itu makan dan melubangi satu lembar daun hijau yang enak dan sesudah itu dia merasa lebih baik.

Sekarang dia tidak lapar lagi - dan dia bukan ulat kecil lagi. Dia ulat yang besar dan gemuk.

Dia membangun rumah kecil, yang bernama kepompong, sekeliling badannya. Dia tinggal di dalam kepompong itu selama lebih dari dua minggu. Kemudian dia menggigit lubang di dalam kepompong itu dan mendorong keluar dan ... dia menjadi kupu-kupu yang indah!

## **Resources for Unit based on 'The Very Hungry Caterpillar' by Eric Carle**

- Fruit stall photo from Indo-ink Foods photo set.
- 2 Fruits (Buah-buahan) posters from Nusantara Indonesian Bookshop
- 'Market at Ubud, Bali, Indonesia' poster from LOTE Teaching Aids
- Own photos of market stalls, fruits. Markets
- Plastic tropical fruits
- Tropical fruit – fresh, dried, tinned for tasting - from Central Market
- 'The Very Hungry Caterpillar' by Eric Carle, Puffin books
- 'Kupu-Kupu' by Pamela Nash published in Indonesian by PT Djambatan, in English by MacMillan
- Translation of 'The Very Hungry Caterpillar' by J Rose, edited by Ellie Merrett

- Own photos of Hindu fruit offerings at temple
- Own photos of New Year's day picnic in Maluku January 1995
- Own work sheets: Butterfly life cycle, story sequencing, dictionary use (time words, nouns, adjectives, verbs)
- Butterfly life cycle pics – Enchanted Learning.com has good pics
- 'Buah' colouring books published by Mandira
- 'Tropical Fruits' by Wendy Hutton published by Periplus Editions
- 'Buah-buahan' book in Twinkle Star Readers Seri 1 Level A
- Pictures of common SA butterflies from SA Butterflies website
- Laminated cards of Indonesian butterflies - Agusyanto Hasan's and Donna Spinks'web sites



Year 3 students tasting tropical fruit.