

## ILTLP CLASSROOM-BASED INVESTIGATION REPORT

TEACHER'S NAME	SCHOOL	LANGUAGE	YEAR LEVEL
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### CONTEXT

Windsor High School is located in the Hawkesbury region in the outer north west of Sydney. The school community consists of primarily Anglo-Saxon families, from a range of socio-economic backgrounds. There is a strong Aboriginal cohort within the school community, accounting for between five and ten percent of the school population. With approximately six hundred students, numbers have been decreasing steadily over the past few years, with students being drawn to new schools within the region. Since 2004 when I arrived at Windsor High School there has only been one language option, and in the majority students only undertake the mandatory study in year 7. I have only been teaching Indonesian since the beginning of 2007, with Japanese the selected language previously. The general feeling amongst both parents and students is of reluctance towards the learning of languages, and an inability to see their importance along with other mandatory subjects such as Mathematics, Science and History/Geography. In addition the relative isolation of the Hawkesbury and the somewhat insular nature of the community, leads me to believe that students whilst living in Australia and leading a so called 'typical' or 'average' lifestyle, are unsure who they really are and what it means to be part of the Australian community.

### AREA OF INVESTIGATION

My investigation's focus was to alter a unit of work for students in year seven to enable them to better understand who they are and who Indonesian people are. The unit comprised an excursion entitled 'Snapshot' which will convert from a cultural experience to one that explores the concept of identities, and enable students to develop further as meaning makers. The focus of my planning would be to create experiences and reflection opportunities to assist student's development as intercultural beings. In addition to intercultural outcomes I believe this experience will also allow further development of the Quality Teaching element of Significance, as I anticipate this experience will promote deep understanding and provide linkages and relevance to their own personal world.

Throughout the first few sessions of the Intercultural Language Teaching and Learning conference, the concept of 'meaning makers' raised in the course reading for module three and also the reference to the concept of students as 'intercultural beings' had the most impact upon me. I saw this as extremely important and indeed an area in which my current planning and programming had failed to capitalise. I will refer to these terms throughout and acknowledge that their creation is most certainly not my own.

These concepts allude to the fact that we as teachers often become wrapped up in content based outcomes, and fail to give interactions and consequent personal development due consideration. It also raises the concept of considering the students' individual state of being, asking teachers to consider helping students to grow in understanding more about who they are and their place in the world, and indeed the role and place of others.

I have included a small portion of my original and adjusted program in the appendices at the back of this report and I encourage a brief perusal prior to reading the report, to fully understand the direction and

intended outcomes of my investigation.

### CLASSROOM PRACTICE

In order to complete my investigation I needed to alter my existing excursion program and create a new experience. My existing program was rather basic; comprising a list of venues to visit that could expose students to elements of the Indonesian culture. Taking a step back I realised my existing program was more a cultural extravaganza, and failed to give students any time/allowance to reflect, analyse, compare and contrast the information and experiences. Why are we learning about Indonesian animals? What is the point of trying Indonesian food? Whilst I may have thought these to be implicit, I am now not sure as to whether in isolation they would actually be meaningful to students and assist in their growth as intercultural beings.

Realising the dynamics of my school community and the characteristics of the student body, the focus of my program changed from the so called 'cultural extravaganza' to a program that would develop student's understanding of themselves and who they are and at the same time beginning to appreciate difference with a focus on looking too at Indonesian people. Firstly I altered the itinerary for my excursion, maintaining essential visits to the Indonesian Embassy, an Indonesian Restaurant and a look at Indonesian animals at the Zoo, combined with visits to the National Museum, National Botanical Gardens and the National Gallery. The venues were chosen so as to provide as closely as possible a replication of experiences in both a typical Indonesian and Australian way. I believe this itinerary will ensure students are able to experience aspects of both their own culture as well as that of Indonesian speaking communities, that it will also allow cultural comparison and hopefully also provide necessary linkages with the students' current world to make the experience meaningful and significant.

The next stage of my investigation was the most critical and the most challenging, as I needed to develop these locations into experiences that would assist student's growth as meaning makers. At this point the name 'Snapshot' takes relevance as students would now be equipped with two tools; a camera and a journal. These tools would be used at each of the venues to enable students to record and reflect on their experiences. As students interacted with the culture at each of the venues they would be asked to photograph something of interest or significance to them to be used in later reflection. Whilst the journal and the distance between venues would then become essential, as students responded to key reflection questions after each experience. These questions were not merely surface questions but ones carefully selected to promote intercultural thought and interaction. The example below is the type and style of question that would be asked after an experience. The following would be posed after students would have consumed a meal of Indonesian food and on the previous night Australian food, and varies from the usual; What did you eat? Describe its taste?

- What was inside your lunch pack?
- What was it like?
- Would you prefer a meat pie? (Consumed the night before)
- Does the type of food we eat say something about who we are (form part of our identity)?
- What does the food you ate say about Indonesian people?

I believe this style and variety of questioning has a two fold effect. Firstly the personal nature of the questioning links straight back into a student's personal world, secondly, the latter questions go below the surface and force the students to think about who they are and what it means to be Australian, and then compare, contrast and make judgements about aspects of their culture and that of Indonesians. Hopefully students will see the alternative culture not as weird, but different yet meaningful, and grow further as intercultural beings as a result of this experience.

Throughout this year, I have seen the disadvantages of teaching aspects of culture in isolation. After conducting a large investigation into rice, the only response I got to 'what do Indonesians eat?' was 'nasi' or rice. To attempt to reduce the impacts of this I decided a wrap up was necessary back at school to tie the whole excursion experience together. The aim of this activity was to reaffirm the significance of their interactions, thoughts and reflections from this excursion. The students would be required to create a pair of posters entitled 'Snapshot of Indonesia' and 'Snapshot of Australia' and they would use the photos from their experience and entries in their reflection journals to assist them. The anticipated outcomes of

this conclusion are somewhat unknown and would depend highly on student's interactions throughout the experience as well as their development as meaning makers as part of the journey. Whilst this process would indeed be suitable as an assessment, in itself it forms an interactive growth experience, as students are once again challenged to think about who they are, what it means to be Australian and consider other people and their identities.

Indeed this process has been long, exciting and insightful for me. I have seen the need to alter a program to promote not only cultural knowledge but also personal growth as meaning makers for my students. The inclusion of additional venues laid the groundwork for an increased understanding of self. The use of effective intercultural questioning, allowed students to begin to question who they are as Australians and what it means to be an Australian. These questions also focused and intensified their interaction and reflection with the mediums promoting further individual growth and understanding. The incorporation of the Indonesian based venues, allowed students to compare, contrast and further understand their place in the world as well as that of Indonesians. The final at school component allows for a reflection on their experiences, and a small realisation of some aspects of what makes them and Indonesians who they are.

### **DATA OR INFORMATION GATHERED**

Throughout the development of this unit of work I have been careful to keep a log of my thoughts, obstacles and experiences. Unfortunately this investigation was also anticipated to have had results in the form of student experiences (Journals, photos and posters), however the inability to run the experience perhaps due to the dynamics of the cohort mentioned previously have resulted in a smaller pool of evidence. So with my journal full of thought processes and frustrations as revision upon revision was made to my excursion program I found I could summarise into three main reflective questions; Is this effective intercultural questioning and reflection?; What is the intercultural again?; How do I ensure these experiences are significant to students?

*Is this effective intercultural questioning and reflection?*

As I embarked upon this experience I believed all I would have to do would be to select the appropriate destinations and as a result everything else would fall into place. Unfortunately I was very much mistaken. Throughout the development of this program I continually had to take a step back and assess whether the desired learning and meaning making was occurring. At first it wasn't, I was faced again with a cultural extravaganza, admittedly it was not only Indonesian but also Australian culture, but it was not yet an intercultural experience.

How was I to change this experience from the cultural to the intercultural? Through reading and reflection on the intercultural materials it became evident that structure and direction needed to be given by the teacher to allow intercultural growth to occur. Eventually I was able to see that it was questions that would force students to reflect on what they had been exposed to, and spark interaction, debate and a questioning of personal values, and convert this experience from a cultural extravaganza into an intercultural journey in which students would grow as intercultural beings and meaning makers.

*What is the intercultural again?*

Throughout this experience I have struggled to define the intercultural. Several times in my journal I have marked 'Is this Intercultural?' Through reflection and continued personal questioning I have begun to realise that it is difficult to define, and better understood as a practice or an approach to teaching, learning and particularly I believe, questioning. If students find experiences significant and develop them further as meaning makers, then I have successfully implemented the intercultural. If students are able to understand more about themselves, demonstrate tolerance and appreciation of aspects of other people and cultures, then the Intercultural has been achieved. Intercultural is the journey, a growth in meaning maker development is the destination.

*How do I ensure these experiences are significant to students?*

'Is this just an excursion for an excursion's sake?' 'Am I just trying to lure students to choose Indonesian?' 'How do I ensure students take something away, and how can I assess their development as intercultural learners?' Finally it was becoming evident that to reaffirm the learning and intercultural development of students through this experience I would need to incorporate some kind of post journey

culmination and assessment. The poster production (see above) gave me an avenue to assess student understanding and development throughout the experience, as well as assist students in realising the aim of the excursion was not merely cultural exposure more an understanding and appreciation of who they are and who Indonesians are. Whilst I was now satisfied the excursion provided an intercultural journey, my concerns were now focussing on how to assess its success and demonstrate to the students themselves the personal growth this experience has allowed. The poster production gives them the opportunity to take a step back and put all their experiences together and form a picture of how they see themselves and how they see Indonesian people. This area also caused further thought and dilemma, as I had to now decide whether to prescribe a format through examples and a scaffold or to give students limited direction to truly see the impact of the experience. I realised I was about to fall into the same trap I had at the beginning, and that to provide an avenue for maximum growth and development, some form of a scaffold even a limited one would ensure intercultural outcomes were maximised.

#### *Other thoughts...*

Whilst I was confident all students would enter this experience with personal experiences, views and opinions, I realised that to take full advantage of this opportunity students needed to have a grounding in some key terms and concepts that would form the basis out the experience. The concepts of 'Identity' and 'Stereotype' were words that cropped up in reflection questions and played a key role in the final product students were to produce. I realised that students would need to explore and develop at least a limited understanding of these key terms prior to embarking upon this experience, and I was finally able to realise how I could use the 2 hour bus ride to my advantage. Through definitions, brainstorming and discussion these concepts could be explored, to give students a foundation from which to build throughout the experience. The exploration and discussion of issues surrounding these terms is also what led me to realise the value of intercultural experiences in promoting tolerance, acceptance and celebration of people and their customs from all corners of the globe.

### **FINDINGS**

Overall this experience has allowed me to see the value of reflection, questioning and creating to education and cultural understanding. Whilst I once saw an excursion as a tool to reaffirm material discussed in the classroom, I now see its stand alone value. The questions teachers pose to students and the corresponding discussion and reflection is so important to the way in which the students' knowledge, tolerance and understanding grow. This can be applied to a wide range of situations and will most certainly influence my future practice and programming. I can summarise my findings into three key areas; questioning; moving from the cultural to intercultural and viewing students as continually evolving intercultural beings.

The most significant finding to come from my investigation was the discovery of the importance of questioning and reflection to the learning experience. Without the ability to contextualise the learning experience, without the ability to assess, question and grow a student's intercultural state, why even bother questioning. Indeed it is sometimes necessary to test the students' factual recollection, but more importantly how can questions assist their growth as people, as intercultural beings? I have also discovered that there is no formula to asking these questions, it becomes extremely dependent on a student's stage of development and the material being discussed, but it is all about going below the surface. How do students currently feel? What do they already know and understand? How can I as an educator challenge this understanding or take it to a new level? In essence how can I assist students' growth as meaning makers? The majority of my students are aware that rice is a staple and meaningful food of Indonesia, but what they don't think about is the idea of a pie being a food symbolic of Australia and also the significance that food poses to the lives and culture of a country and the possible way food can influence the identity of a person of that country. Questioning, discussion and brainstorming can assist in allowing students to explore, think and grow. I therefore believe that at the crux of intercultural teaching and learning is effective questioning, and it is with practice, implementation and analysis that effective intercultural questioning can be developed. I regret the inability to complete this process within this forum, but most certainly will complete further personal trials in the future. (See *Indonesian Lunch Pack* section of program in Appendix B for further details)

Whilst I could see elements of the intercultural in my current teaching practice, I also saw a bias towards cultural learning as it allowed for much less discussion and a more hands on approach. Whilst prior to

this experience I would have just visited the embassy and asked surface questions on how students enjoyed the experience and learning the traditional martial art or 'silat.' This journey has allowed me to stand back and realise that without making each experience significant to students and allowing a comparison with their own time and world, another culture may be seen as just strange and foreign and promote further division. However, a realisation of the importance of 'silat' to Indonesians and a comparison with a similar activity in their own or another culture will assist them in appreciating difference and promote tolerance and understanding. Whilst the intercultural does at times require further planning and critical thinking and reflection by students (they won't like it) it will most certainly increase the significance of all experiences and promote the acquirement of deep knowledge and understanding, and importantly assist their growth as meaning makers. I will no longer take the easy option, I can now see the benefits of the intercultural on a student's depth of knowledge and significance of experience and armed with this the intercultural rather than the cultural becomes the only option. (See *Indonesian Embassy Visit* section of the program in Appendix B for further details)

I think the most significant discovery I made was the one which altered my perception of a student's role in the classroom. I think I could be forgiven for thinking of students as like a sponge soaking up all the information they are given, this process has enabled me to see that they are more like a soft stone and as educators we are like waves pounding them with information and questions, yet it is up to them what they make of all this information. As such I have realised that as changing beings or really 'intercultural beings' or 'meaning makers' it is my role not to provide a prognosis or a finished state but tools (questions) to enable students to process and develop their own thoughts and understandings through experience, interaction and reflection. As I have become fully aware, they do not remember how to respond to 'Apa kabar?' (How are you?) after three terms, but they do remember the idea of stereotype and could recall their interpretation of an Australian stereotype and more than likely an Indonesian stereotype as it links with their world and their thoughts. Most significantly this experience increases intercultural interactions and affects how students think of themselves and others and this does not fade but rather strengthens with time. (See *National Museum of Australia* section of the program in Appendix B for further details)

### **INTERPRETING THE INFORMATION**

To be honest I did not expect the results of my investigation to come back just about always to one resounding point, that of the importance of effective questioning in promoting the intercultural and growth as meaning makers. I first thought it would have been exposure to new, interesting and different concepts, like a litany of different and unusual culturally based stops on my excursion. Of course the latter is necessary for effective discussion, but without questioning, interaction and reflection it is just a cultural experience, not one that challenges students to consider who they are and their place in the world, which is I believe the essence of the intercultural and meaning making.

This investigation will have a great impact on my future practice, and is indeed already influencing my current practice as I incorporate the intercultural particularly through questioning and reflection. I can see a need to explicitly place questions, stimulus and other intercultural experiences within my programs and assessment, for one it will increase the significance of learning experiences and secondly it will assist students grow as people as intercultural beings. I realise the importance of learning a second language and the skills it gives students, and this experience and my findings have seriously made me question whether language learning or intercultural/meaning maker development is of more importance. Although syllabus outcomes have no problem with this query, my school community and that of many others may benefit from increased importance placed on the intercultural, even in perhaps a cross-curricular perspective.

What about the use of the target language within intercultural discussions? Although I did not broach this a great deal in my investigation, in reality students would have limited usage of a small number of new and learnt key terms as well as culturally specific terms. I believe in the context of a beginner year seven class target language usage for in depth intercultural interactions is a concept for the future, however controversial. This viewpoint is perhaps reaffirmed by the importance my investigation found, of questioning, reflection and discussion, and I am hopeful students will have the primary English language skills to effectively convey their opinions, and believe target language usage could stunt the intercultural growth of the students.

## MATERIALS AND EXEMPLARS

The materials I have chosen to include reflect the changes that this approach has allowed me to make. Initially, in appendix A, is my original excursion program which is rather basic and lacking in intercultural significance.

Appendix B is evidence of the evolution with two select components of my adjusted program, which demonstrates the use of questions and clearly increases the intercultural significance and deep knowledge conveyed by the experience. I believe it is also reflective of the new concept of students as intercultural beings and not merely cultural sponges. Although it may seem rather basic in its structure and the expectations and questioning placed on students limited, I believe it is a huge step forward. In creating any program you need to consider your student audience, and the most grand and academically creative ideas may not succeed. I believe this program is a compromise that combines a degree of conservatism with an intercultural stance and a high degree of expectation.

I have chosen to include this particular section of the program for several reasons. To begin please don't think by any means that it is all revolutionary, the area to focus on is that headed '*Journal reflection questions and camera usage*' in each section as it is the source of the intercultural. Firstly, you can see a direct comparison with Indonesian and Australian experiences through the Museum and Art Gallery tour. Secondly the level of questioning for this section pushes the boundaries and really forces students to think in great depth about who they are and who Indonesian people are. Please also note the possibilities for intercultural assessment throughout and as a culmination. I believe from these samples the importance and value of questioning can be fully demonstrated.

## EVALUATION

Whilst I believe my investigation was successful and has greatly improved my current and future teaching practice, I believe there was far more scope that I failed to explore. The major limitation of my investigation was the inability to incorporate or collect data from other sources, particularly students. Whilst I can predict the success of my program and see the benefits over existing measures, I am still unaware of its benefit and how students will interact with the material.

The next step in my personal intercultural language teaching and learning investigation will involve putting this program or at least a component of it into practice in the near future. I am really interested to see how students interact with the material and to see if they grow as intercultural beings and meaning makers through the experience. I am confident that this experience will be extremely valuable for my students, and will keep you posted as to the results.

Most significantly this experience has altered the way I conceptualise the teaching of languages and the outcomes of language teaching. Whilst I believe the knowledge and use of the target language is extremely important, this process has also made me consider my role in helping students to grow as meaning makers and intercultural beings. In doing so, especially in the context of my school community, I see my role as one of creating respect, tolerance and appreciation of other cultures and also an appreciation and understanding of a student's own culture and its significance.

Indeed this experience will and already has influenced my future practice, I have already begun to incorporate the intercultural approach to my everyday teaching practice and when reviewing and updating programs, I will ensure I include key references to intercultural experiences and questioning. When completing an end of term fun food day, I introduced the idea of stereotypes and forced students to question their labelling of all Indonesians as 'rice eaters', with the labelling of all Australians as 'pie eaters'. By the time the lesson had concluded students were responding to questions with increased tolerance and understanding, realising the food we consume is not so different, and more importantly, they demonstrated an understanding of stereotypes and treaded carefully when choosing to make generalisations, if indeed making generalisations at all.

Whilst at times I have had difficulty understanding the concept of the 'Intercultural' I believe the focus on personal growth as meaning makers and intercultural beings is important and essential in the world in which we live, and also should increase the importance and significance of language teaching across Australia.

## REFLECTION

Before completing this investigation I felt as though I was a little lost in my role as a language teacher, continually facing the battle of 'Why are we learning Indonesian and about Indonesians?' This process has given me renewed determination to ensure students not only gain further linguistic skills, but also gain essential intercultural growth. The changing face of Australia, makes this process essential especially in a school such as mine, steeped in Anglo-Australian culture, and somewhat unwilling to accept or merely tolerate change and difference.

Unfortunately I do feel somewhat false in making all the comments and statements that I have, with only limited proof and experience. I deeply regret missed opportunities to have had more meaningful data and as a result more concrete conclusions. This has however given me the inspiration and drive to pursue the intercultural further, being able to see the results of my hard work in action and doing justice to all the research and knowledge passed on to me as part of this program. If this experience were just about personal growth and a change in practice then it has succeeded, and I am now a walking, talking advocate of the intercultural who will endeavour to spread the message amongst my peers of the benefits of this approach.

By far the most meaningful personal outcome from this investigation has been the understanding of the importance of questioning in the teaching process. Questions have the ability to alter what a student takes away from an experience and allow and indeed can promote personal growth. Questions whilst an effective tool for assessment of learning, can be used to much greater effect in pursuing interaction, debate and critical thinking in a classroom environment, promoting growth of person not merely growth of knowledge. Whilst there are still the hurdles of behaviour management that are not aided by asking students to do that horrible thing called 'thinking for themselves', the final outcomes this process can achieve makes pursuing this style of questioning and lesson structure of utmost importance and most certainly at the forefront of my mind.

I anticipate the personal growth and development of students and the tolerance and strengthening of identity they will receive as a result of the intercultural approach to be invaluable and provides teachers with an avenue to the ultimate and that is providing students with an ability to grow, blossom and find strength within themselves.

## Appendix A

### Indonesian Excursion

2007

#### Itinerary

1. Coach Travel  
Windsor >> Canberra
2. National Zoo and Aquarium Visit  
Complete Indonesian animal tour and associated activity sheets supplied by the Zoo
3. Indonesian Lunch Pack  
Students receive an Indonesian Lunch pack, full of traditional Indonesian food from a local Indonesian Restaurant
4. Indonesian Embassy Visit  
Students visit the Indonesian Embassy in Canberra and participate in a gallery tour and participate in an active session of Indonesian SILAT or Martial Arts
5. Coach Travel  
Canberra >> Windsor

Appendix B

This is an excerpt from the program, containing only the major sections of teaching, learning and assessment activities and evidence of learning and for a limited number of the total venues

Integrated teaching, learning and assessment activities	Evidence of learning
<p><b>Indonesian Embassy:</b></p> <p>Here students will participate in two distinct activities. Firstly they will explore the Indonesian museum at the embassy identifying features of traditional and modern Indonesian culture. Secondly they will participate in an interactive experience learning a traditional dance or 'silat' (Martial art.)</p> <p><i>Journal reflection questions and camera usage:</i></p> <ul style="list-style-type: none"> <li>- Photograph key aspects of traditional and modern Indonesian culture</li> <li>- Photograph themselves completing part of the cultural experience</li> <li>- Post visit:               <ul style="list-style-type: none"> <li>o Describe the cultural experience you had, does this activity form part of an Indonesian's identity?</li> <li>o From the museum tour, what are two new things you learnt about Indonesian people? Does this change the way you think about Indonesia and its people?</li> <li>o If Indonesian people visited the Australian Embassy what type of things would they do and what types of exhibits would they see? Draw a plan in your journal</li> </ul> </li> </ul> <p><i>Language and Grammar focus:</i></p> <ul style="list-style-type: none"> <li>- Students will be instructed and need to observe culturally acceptable practices and body language within the embassy</li> <li>- Greetings and goodbyes and other language usage will be encouraged</li> <li>- Students will be encouraged to use Indonesian structures where possible in their journal (Naik, ke, suka etc..)</li> </ul> <p><b>National Museum of Australia</b></p> <p>This visit is designed to ask students to question and explore what makes up their Australian Identity. Students will participate in the 'Race Around' program which requires students to collect digital images around a central theme 'Australian Identity' and develop a poster that can be returned to school</p> <p><i>Journal reflection questions and camera usage:</i></p> <ul style="list-style-type: none"> <li>- Students will be required to take approximately four photos during their visit, similar to those taken with their digital device</li> <li>- Post visit:               <ul style="list-style-type: none"> <li>o What things are distinctly/typically Australian?</li> <li>o What makes up an Australian's identity?</li> <li>o Are you a typical Australian?</li> <li>o Do you think all Indonesians are typical Indonesians?</li> <li>o What is a stereotype? What is an example of both an Indonesians and Australian stereotype?</li> <li>o Think of some other stereotypes. Are they a true reflection of the group you are stereotyping?</li> </ul> </li> </ul> <p><i>Language and Grammar focus:</i></p> <ul style="list-style-type: none"> <li>- Journal and verbal discussion in Indonesian encouraged surrounding this event, including the learning and experiencing of new vocab</li> <li>- Vocab: Camera, Many of the words from the gallery may not have an Indonesian specific translation</li> </ul>	<p>Student reflection journals, to be completed throughout the excursion.</p> <p>'Snapshot' posters to be completed when students return to school. This will involve creating two posters; one entitled 'Snapshot of Indonesia' one entitled 'Snapshot of Australia.' Students will use their reflection journals as well as the photos taken with their disposable cameras to assist.</p> <p>Observation and conversations with students to determine progress in intercultural learning as well as an assessment of their improvement in Indonesian / target language skills</p>

## National Gallery of Australia

During their visit to the national gallery students will be exposed to various artworks from both Indonesian and Australian sources. This will involve exploring the 'Indian and Southeast Asian Art' exhibition as well as art which is typically Australian (e.g. Gallery 6 level 2)

### *Journal reflection questions and camera usage:*

- Students are not permitted to use cameras within the gallery and will therefore need to draw a simplistic version of one Australian and one Indonesian piece of art (If allowed) and answer the following questions;
  - o Describe the artwork
  - o What is it made from?
  - o When was it made?
  - o Who produced it?
  - o Where was it produced?
  - o Significance of the artwork (What was the artist's purpose or reason for completing the piece?)
  - o What does this piece of Artwork say about Indonesian/Australian culture or identities?
- Post visit:
  - o Does artwork reflect a culture?
  - o Does art form a reflection of an artist's identity?
  - o Use a page in your reflection journal to complete an artwork that reflects who you are

### *Language and Grammar focus:*

- Students will gain a knowledge of the Indonesian specific names for certain art styles and features of artworks that do not have an English translation
- Students will be encouraged to use this new vocab along with known phrases in verbal as well as journal conversations

## Indonesian Lunch Pack:

After the National gallery visit students will have their lunch in the grounds of the gallery, however this will be no ordinary lunch. Students will receive a lunch pack from a local Indonesian restaurant with typical Indonesian food within.

### *Journal reflection questions and camera usage:*

- What did/are you have/having for lunch? What was it like? Would you prefer that or a meat pie?
- Post visit:
  - o Does the type of food we eat say something about who we are (form part of our identity)?
  - o What does the food you ate say about Indonesian people?
  - o Design a menu to serve at your 13<sup>th</sup> birthday that is a reflection of who you are

### *Language and Grammar focus:*

- Students will gain knowledge of the Indonesian names for the foods they have eaten
- Students will be encouraged to engage in target language conversations to describe their like/dislike of the food they ate

Students will be encouraged to use Indonesian when reflecting in their journals (even if not in complete sentences)

Student reflection journals, to be completed throughout the excursion.

'Snapshot' posters to be completed when students return to school. This will involve creating two posters; one entitled 'Snapshot of Indonesia' one entitled 'Snapshot of Australia.' Students will use their reflection journals as well as the photos taken with their disposable cameras to assist.

Observation and conversations with students to determine progress in intercultural learning as well as an assessment of their improvement in Indonesian / target language skills.