

ILTLP CLASSROOM-BASED INVESTIGATION REPORT

TEACHER'S NAME	SCHOOL	LANGUAGE	YEAR LEVEL
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AREA OF INVESTIGATION

In the ILTLP project my area of investigation was long term planning. My guiding question was: how can I include more Intercultural language learning in my lessons? After the ILTLP conference I saw the importance in planning to make sure Intercultural language learning was happening throughout my lessons. I used planned questioning to deepen students intercultural awareness.

Interdependence was the aspect of intercultural language learning chosen and taught through the topic of Food. I In my planning I tried to use more realistic scenarios for plays and used every opportunity to make an intercultural connection.

I compared my past long term planning to the new long term planning with an intercultural focus. SACSA outcome 3.6/2.6 (Understanding culture) was appearing in every lesson compared to once or twice in my normal planning. See attachment 1. My long term plan was aimed at a group of Year 3/4s receiving 90 minutes of Japanese per week.

CLASSROOM PRACTICE

While I was planning my unit of work I was more aware in my lessons of opportunities to focus on Intercultural aspects of topic. Even though I was not teaching my unit of work I had lots of opportunities to engage students in intercultural language learning. During intercultural questioning students were engaged and interested. Most students were also comfortable to ask questions and express their opinion. Students were often surprised to find out their opinion was different from that of others in their class. During my planning I used many different books on questioning skills. This helped me to plan open ended questions that would deepen students' thinking.

Once I had planned my intercultural language learning unit I compared the unit to my previous unit plans.

DATA OR INFORMATION GATHERED

During the planning of my ILTLP unit I noticed that I often talked about intercultural aspects of Japanese but rarely focused on it. I noticed myself changing my current lessons to be more intercultural even though my Intercultural Unit had not been started yet.

I used more Japanese phrases with students where appropriate and students would often copy.

I now have questioning words in Japanese displayed on my board so that they can be used by students when we are having class discussions or when viewing photo's etc.

My planning still involved a lot of language use but also involved more context for students.

I have found that even the look of my planning changed significantly and highlighted the intercultural aspects of every lesson. In previous planning the Understanding Culture strand only appeared once a term. There was evidence in my new ILTLP plan of thoroughly covering SACSA's Understanding Culture strand.

After comparison of my ILTLP unit and normal teaching program I noticed that students would gain a deeper understanding of the language taught and would know when and where was appropriate for that language to be used.

I noticed lots of positive feedback from students when using questioning in my activities and found students comparisons and assumptions differed significantly. Students were often surprised at the fact that other students had different opinions and different lifestyles from their own.

FINDINGS

I believe that students will benefit from planned intercultural language questioning and will be able to apply this knowledge when using the target language.

The target language then becomes more useful because it is better understood and can be applied more appropriately.

Planning for the intercultural is important so that it is not missed or skimmed over and so that students get a chance to voice their opinion/perspectives and understand other peoples’.

Planning intercultural questions for students forces both the teacher and the student to look deeper into the language and topic and hopefully both come out with a more complete understanding.

Units of work with an intercultural focus provide more depth for students learning and help students to be more globally aware and sensitive.

The language learning in my unit did not suffer because of the inclusion of the intercultural and I believe students will have a better understanding of the context of the language because of their greater intercultural understanding.

INTERPRETING THE INFORMATION

I had expected that my new term plan would include more outcomes in the Understanding Culture Strand but did not expect such a big increase.

I did not think it would be so easy and beneficial to students to include more intercultural aspects.

I had expected that focusing on the intercultural language learning would decrease the amount of actual target language learning that could take place but I think it enhanced the language learning.

MATERIALS AND EXEMPLARS

Attached are the two unit plans that I compared. One plan was constructed using the ILTLP focus and the other was a previous term’s planning. It was interesting for me to compare these two plans and to see the obvious difference in layout as well as intercultural content. The ILTLP unit is much more thorough yet did not take a lot more time.

EVALUATION

I have found the ILTLP project to be very beneficial. It has changed my thinking and my practice and will now be a part of all my future planning.

Unfortunately time restriction made it too hard for me to plan and teach the unit of work.

My next step is to teach the unit of work.

I would also like to look at my year level plans to include the intercultural aspects in a more consistent way.

REFLECTION

Through the ILTLP I have discovered a missing element in my teaching that is necessary for target language **use**. What point in learning a language if students don’t know how and when to use it? I am looking forward to using ILTLP in my future planning.

Lesson	Activity with ILTLP Focus Interdependence	Language concept	Japanese Language	SACSA outcome	Resources needed
1	<p>Food in Japan— View and discuss pictures of Japanese food</p> <p>Why do you think Japanese food has changed over time? Has Australian food changed over time?</p>	<p>What is this?</p> <p>Tempura</p> <p>Sushi</p> <p>Sukiyaki</p> <p>Sashimi</p> <p>Yakisoba</p> <p>Yakitori</p> <p>Udon</p> <p>Ramen</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3.1 Identifies key ideas in texts to collaborate in activities and shares meaning with each other.</p> <p>3.6 Identifies and compares how significant cultural practices are expressed across cultures.</p>	<p>Photos of Japanese food_or PowerPoint</p>

<p>2</p>	<p>Eating a Meal in Japan 1</p> <p>seeing patterns in names of three meals and recognition of hidden meaning. Explain why you think that the word rice is in each of the meal words?</p> <p>Understand the meaning of itadakimasu and gochisosamad eshita and why they are used. Do students have something that is said before or after meals in their homes_</p> <p>If you were in a Japanese home stay eating a meal what would you do if you heard your host family saying these words before and after a meal?</p>	<p>Breakfast _____</p> <p>Lunch _____</p> <p>Dinner _____</p> <p>itadakimasu _____</p> <p>gochisosamade shita _____</p> <p>Chopsticks _____</p> <p>Can I have this please? _____</p> <p>Can I have _____please? _____</p> <p>I like _____ _____</p> <p>Tempura _____</p> <p>Sushi _____</p> <p>Sukiyaki _____</p> <p>Sashimi _____</p> <p>Yakisoba _____</p> <p>Yakitori _____</p>		<p>3.6</p> <p>Identifies and compares how significant cultural practices are expressed across cultures.</p>	
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<p>3</p>	<p>Eating a Meal in Japan 2</p> <p>Etiquette for sitting and using chopsticks. Do you think it is alright for foreigners to go to Japan knowing these traditions and not use them?</p> <p>Does your opinion change if the foreigner does not know the rules?</p>			<p>3.6</p> <p>Identifies and compares how significant cultural practices are expressed across cultures.</p>	<p>Chopsticks</p> <p>Booklets on Japanese etiquette at meals.</p>
<p>4</p>	<p>Eating a meal in Japan 3</p> <p>- showing different types of Japanese dishes. Manners in restaurants and how to order food.</p> <p>Show video clip of big bird in Japan - ordering at a restaurant . What is the communication problem between big bird and the Japanese person?</p> <p>Plastic food models—Do you think Australia restaurants would benefit from having models of food? Why?</p>			<p>3.6</p> <p>Identifies and compares how significant cultural practices are expressed across cultures.</p>	<p>Photos of plastic food models_Or actual model—show clip of <u>big bird in Japan</u></p> <p>- ordering at a restaurant.</p>

<p>5</p>	<p>Lets eat 1 Put together a role play that shows a restaurant scene include the etiquette you have learned as well as new vocab and sentences.</p>	<p>Greetings</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Do you have ___?</p> <p>_____</p> <p>May I have___?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____please.</p> <p>This please.</p> <p>What is this?</p> <p>Do you have Japanese cuisine?</p> <p>Do you have western cuisine?</p>	<p>_____</p>	<p>3.1 Identifies key ideas in texts to collaborate in activities and shares meaning with each other.</p> <p>3.2 Builds relationships and presents information in social interactions</p> <p>3.3 Searches for information to collaborate and share meaning with others</p> <p>3.6 Identifies and compares how significant cultural practices are expressed across cultures.</p>	
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6	<p>Let's eat 2</p> <p>Practice of role play</p>			<p>3.1 Identifies key ideas in texts to collaborate in activities and shares meaning with each other.</p> <p>3.2 Builds relationships and presents information in social interactions</p> <p>3.3 Searches for information to collaborate and share meaning with others</p>	Video Camera
7	<p>Let's eats 3</p> <p>Watch and record Role plays</p> <p>Students watching need to identify the cultural aspects of the play and what they show the audience.</p>			<p>3.1 Identifies key ideas in texts to collaborate in activities and shares meaning with each other.</p> <p>3.2 Builds relationships and presents information in social interactions</p> <p>3.6 Identifies and compares how significant cultural practices are expressed across cultures.</p>	

<p>8</p>	<p>Let's eat 4</p> <p>Watch and record role plays</p> <p>Students watching need to identify the cultural aspects of the play and what they show the audience.</p>			<p>3.1 Identifies key ideas in texts to collaborate in activities and shares meaning with each other.</p> <p>3.2 Builds relationships and presents information in social interactions</p> <p>3.6 Identifies and compares how significant cultural practices are expressed across cultures.</p>	
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Japanese 2007 Term 2

R - 2

Week 1

Transport book 1. Students discuss and compare Transport in Japan and Transport in Australia
1.6

Week 2

Introduce Transport names 1.1. Students copy words into their books in the shape of the transport item.

Week 3

Transport book 2 1.1 1.2 1.5 . Word match sheet 1.4 1.3. Two stroke intro.

Week 4

Two stroke hiragana. Tracing sheet. Game fishing. 1.5

Week 5

Fly swat game for transport items 1.2. Transport sheet. Matching cards.

Week 6

Transport song 1.1 1.2. Transport board games 1.3. Hiragana fishing.

Week 7

Introduce places. Places match. Transport and Places fly swat.

Week 8

Transport and place sentence gap exercise 1.3 1.4 1.5. Hiragana.

Week 9

Hiragana and transport quiz.

Week 10

SACSA Outcomes -

Listening - 1.1 Makes connections between words and phrases and their meanings in spoken texts.

Speaking - 1.2 Uses words and phrases in social interaction and action related talk and to identify or name objects.

Reading - 1.3 Makes connections between words and phrases and their sound and meaning in written texts.

Writing - 1.4 Shares meaning by selecting words and phrases to create a text.

Understanding Language - 1.5 Recognises key features of the systems of speech and writing.

Understanding Culture - 1.6 Identifies specific cultural practices in communities, and recognises patterns of behaviour across culture.