



Australian Government

**Quality Teacher
Programme**



Discussion Paper 7

**‘Before’ and ‘after’: changes to programming arising
from a feedback process**

Anne-Marie Morgan

RCLCE Research Centre
for
Languages
and
Cultures Education



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Acknowledgment

This work was funded by the Australian Government Department of Education, Science and Training under the Australian Government Quality Teacher Programme (AGQTP).

Discussion Paper 7

'Before' and 'after': changes to programming arising from a feedback process

Anne-Marie Morgan

Introduction

Phase 1 of the Intercultural Language Teaching and Learning in Practice (ILTLP) project involved an intensive process of languages teachers developing long term programmes and units of work in dialogue with members of the project team. The 'feedback' process from team members to teachers involved in this phase is elaborated in Discussion Paper 3. Issues arising from that paper are given exemplification in a 'before' and 'after' example of programme development occurring in response to the feedback process in this paper.

Nhu Trinh's programme for her Year 4 Chinese class is shown in two stages of development. Changes to her programming, following feedback and dialogue with project team members and other South Australian languages teachers involved in the project, are reflected in the planning and modification of the unit of work Nhu developed (shown in full in both versions as Appendix 1).

'Before'

In the original plan, the left hand columns describe aims and objectives in terms of generic statements. Though these are important for accountability purposes and for orientation within a whole programme, they do not relate specifically to either the concepts being taught in the unit or the particular set of students for whom the unit is designed.

Aims Scope Key Ideas	<p>Communication:</p> <ul style="list-style-type: none">• Students engage in conversations, demonstrating appropriate ways of establishing and maintaining relationships, and interacting with others, in diverse cultural settings.• Students listen and respond to texts to interpret meaning and use the target language in new contexts. They collect and organise information, and share findings with others <p>Understanding Language:</p> <ul style="list-style-type: none">• Develop strategies to identify and recall the sound and meaning of characters within the context of pop music. Understand the sentence patterns of time-subject -verb - object <p>Understanding Culture:</p> <ul style="list-style-type: none">• Students demonstrate understanding of and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future.
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Topic Concept	Christmas and Chinese New Year are major celebrations in Australia and China, respectively. What are the reasons these festivals are celebrated and how are they celebrated? Available information presents limited aspects of a culture. There is diversity in understanding the meaning of Christmas and Chinese New Year.
Principles of Intercultural learning Essential Learnings	<p>Identity/ Active Construction : In deconstructing information texts on Christmas, students comprehend the limited cultural view in information texts of Chinese New Year and Christmas</p> <p>Thinking/ Reflection: Be attentive to the limited view and information from information texts and that there are different levels of cultural understanding.</p> <p>Communication/ Social Interaction: Students ask, talk and express opinions and feelings about Christmas and Chinese New Year</p> <p>Interdependence/ Making Connection: Students are aware of the diversity of information within the way Christmas is celebrated through intracultural deconstruction of Christmas. Through intracultural deconstruction, students can make an intercultural connection when constructing the meaning of Chinese New Year.</p> <p>Futures/ Responsibility: ??</p>
Learning Outcomes:	<p>Learning Outcomes:</p> <p>3.1 Identifies key ideas in sentences to collaborate in activities and share meaning with others <u>through responding appropriately to peers and teach(L)</u></p> <p>3.2 Builds relationships and presents information in social interactions. <u>Through expressing opinion and presenting information (S)</u></p> <p>3.4 Writes messages to others to convey key points of information. <u>Using characters and pinyin in presentation</u></p> <p>3.5 Reflects on how the language is used to communicate a message, and compares how meanings are expressed in different languages.(UL). <u>Through appropriate use of sentence constructions and questions.</u></p> <p>3.6 Identifies and compares how significant cultural practices are expressed across cultures. (UC). <u>Through questions posed</u></p>

‘After’

In the final plan, the initial left hand side of columns have been refigured to more specifically identify intended learning outcomes for this set of students. The ‘scope’ box has become ‘scope of learning’, considering ‘linguistic, cultural and intercultural learning focuses of the unit’, and identifies concept-based tasks.

SCOPE OF LEARNING <i>linguistic, cultural and intercultural learning focuses of the unit</i>
<ul style="list-style-type: none"> ▪ Representations of Christmas ▪ What is Christmas – how do texts represent Christmas? Does it represent your lived experience?
<ul style="list-style-type: none"> ▪ My Christmas experience ▪ ___Christmas___ ▪ Verbs-_____ etc ▪ Nouns- ___ ___ etc.
<ul style="list-style-type: none"> ▪ Revise Circumstance-Participant- Process. ▪ Review question words - __ (Q particle)___ (what)_ ___ (why)_ ___ (where)___ (who). ▪ Reinforce vocab : ___ (Christmas)___ (this year)___ (last year)_
<ul style="list-style-type: none"> ▪ Comparing the text and the lived experience
<ul style="list-style-type: none"> ▪ Students ask questions about Chinese New Year.
<ul style="list-style-type: none"> • Students learn the words and meaning of a Chinese song through Karaoke DVD
<ul style="list-style-type: none"> • Students learn Chinese phrases: _____
<ul style="list-style-type: none"> • Make a Chinese banner • Learning objects
<ul style="list-style-type: none"> • Construct role-play using phrases, verbs using a karaoke Chinese New Year song of their choice

The 'outcomes' column now addresses specific outcomes rather than generic curriculum document points.

<u>outcome</u> Assessment plan for the unit that addresses 'intercultural' language learning
Students notice the information in texts does not capture the Christmas they know and experience
Students write a personal account of Christmas past and future, including activities, participants, locations and presents received. In their reflection journal, students answer the question: is there any evidence of the limited information on Christmas compared to their experience of Christmas?
Students compare , notice and reflect on the particular features of each language and how languages don't translate directly
Students notice, compare & reflect on what they said in relation to what the books on Christmas said.

Students write the questions on Chinese New Year. What levels of language were used? How cultural in-depth are those questions?
Students capture the “spirit” of Chinese New Year through <ul style="list-style-type: none"> • lyrics eg. “ _____ ”(on every person’s lips is gongxi gong xi) • dancing • singing to the lyrics and song
Students are very familiar with the phrases through the song, especially the lyrics: _____ _____
Students can sing the chorus to most New Year songs because of the repetition of the repeated phrases.
Students write characters and do Chinese calligraphy with their phrases, paying attention to character structure and character formation on their banner and character practice exercise
Students demonstrate their understanding and appreciation of Chinese New Year through <ul style="list-style-type: none"> • Use of verbs and conjunctions in their role play • Singing of a Chinese New Year song of their choice • Cultural content of their role-play- giving red envelopes, hanging up banners, asking: are they incorporated in the role play?

Two new columns have been added by Nhu, covering the aspects of thinking and interaction with reference to input, presentations, questioning, probing, drawing connections, and required scaffolding; and ‘Student and/or teacher response after implementation’.

<u>Teaching/learning interactions</u> (input, presentations, questioning, probing, drawing connections, scaffolding, etc.)
In groups students look at books on Christmas. Using only information from the book , students state what Christmas is, what they like about it and what they don’t like about it (how is Christmas represented?) .
Students write a recount in Chinese of their Christmas experience including: what they did last Christmas what presents they received, what they are doing this year, and what they want for Christmas this year
How do we express experiences in the past – in English? How are these ideas expressed in Chinese? What do we need to remember when trying to express our ideas in English – in Chinese – how do the languages differ in creating the same meanings?
What were the key features of Christmas you identified? How does this compare to the text version? What are the key differences? Why?

<p>What is it about your account that is more interesting? How does your account compare to your classmates? Why is there this diversity?</p>
<p>Class discussion about Chinese New Year – asking questions in Chinese, or English if necessary</p>
<p>In groups of 3 students, sing and dance to a Chinese New Year song: _____</p>
<p>Students watch other Chinese karaoke DVD to appreciate the experience of Chinese New Year e.g. Children receiving hongbao, cleaning the house, new clothes etc.</p>
<p>Students learn about the structure of characters through stamp kite learning objects games</p>
<p>Students write down phrases they like</p>
<p>Using banners, red envelopes (hongbao), and a choice of Chinese New Year songs and props students construct a role-play, incorporating the above stimulus</p>

<p>Student and/or teacher response after implementation</p>
<p>In the student journal, students stated that they realise that the information was boring and that it was a stereotypical view and that everyone's experience is different.</p>
<p>Students were able to write what was important to them at Christmas time. Most students wrote the presents they got and where they went and what they ate on Christmas. Very different to the information in the books.</p>
<p>Students were able to translate accurately and with correct English grammar the meaning of each other's recount. They found writing in correct grammatical English hard as they felt they were adding to someone's recount when the word or character was not there. They realised that the translations were not 100% accurate for it to make sense in English.</p>
<p>Students used simple sentence structures. Some used more complex ones. Most asked basic cultural questions like what Chinese people eat for New Year; what they wear etc.</p>
<p>Students enjoyed the experience</p>
<p>Students enjoyed the experience</p>
<p>Some student wrote phrase such as ____ - ____ - give me red packet; realising that it's cheeky- but they like the phrase.</p>

In these columns, more of the thinking and 'lived experience' of the unit is evident, providing useful insights and pointers about the value of the unit, the role of the teacher and the responses of both teacher and students. It has become a more useful plan for recording the process of teaching with evidence of learning and feedback, and is more accessible to others wishing to take up the concepts taught in this unit to adapt for their own teaching.

Concluding remarks

The feedback process is an important element of intercultural language learning, for teachers and students of languages and for those involved in the process of investigation and exploration of this important languages learning orientation. Through investigation of the feedback process in the ILTLP project, demonstrated here in the process of programme adaptation, a number of themes have become evident in terms of areas to address in planning and programming for teaching intercultural languages units and long term programmes. Exemplification of aspects of the process of the ILTLP project should assist participants, academics and other teachers exploring intercultural languages learning, building and sharing the knowledge and experience gained through close analysis of a small part of the process.

Sincere thanks to Nhu Trinh for graciously allowing her planning to be included in this paper.

Appendix 1: First and final drafts of unit plan

First draft of plan

Year level: Primary Years -4 Celebrations- Christmas and lunar New Year		Learning tasks:	<u>Intercultural Assessment</u>
<p>Aims</p> <p>Scope</p> <p>Key</p> <p>Ideas</p>	<p>communication:</p> <ul style="list-style-type: none"> ▪ Students engage in conversations, demonstrating appropriate ways of establishing and maintaining relationships, and interacting with others, in diverse cultural settings. ▪ Students listen and respond to texts to interpret meaning and use the target language in new contexts. They collect and organise information, and share findings with others <p>Understanding</p> <p>Language:</p> <ul style="list-style-type: none"> ▪ Develop strategies to identify and recall the sound and meaning of characters within the context of pop music. Understand the sentence patterns of Time-subject -verb - object <p>Understanding Culture: Students demonstrate understanding of and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future.</p>	<ul style="list-style-type: none"> ▪ In groups of 5 students look at books on Christmas. They have to use only information from the book to state what is Christmas, what they like about it and what they don't like about. (students will realise the information is boring and does not capture the Christmas they know and experience) ▪ Revise Circumstance- Participant- Process. ___(what?)_ ___(why?)___ ___(where?)___(who?). Introduce: __ (New Year) ▪ Using the vocab and structures above, students write a recount of what they did last Christmas including what presents they GOT, what are they doing this year, and what they want for Christmas this year? Compare what they said to what the books on Christmas say. ▪ Using the above question structures students ask questions about Chinese New Year. ▪ Introduce: ___ (Christmas)___(this year)___(last year)___(moon/ month)___(New Year)_ (spring festival) 	<p>Students write, using correct structures and appropriate verbs e.g. using ____ Mum gave me.. Instead of I got....</p> <p>How detailed and general are the questions?</p> <p>English: In their reflection journal, answer question: is there any</p>

<p>Topic Concept</p>	<p>Christmas and Chinese New Year are major celebrations in Australia and China respectively. What are the reasons why these festivals are celebrated and how are they celebrated? Information present shows limited aspects of a culture- there is diversity within the meaning of Christmas and Chinese New Year.</p>	<p>__(spring festival)___ _happy_, _(give)_(gift-verb)___ claim it_- Chinese don't have the verb "got" ___ (why) _Conjunctions: ___ because___ but ___(and then)_</p> <ul style="list-style-type: none"> ▪ Students look at information on Chinese New Year (English book) and in groups of 4 and present to class their information using Circumstance-Participant-Process and conjunctions in their presentations 	<p>there any evidence of the limited information on Christmas compared to their experience of Christmas? Did students talk about the 'got' and 'gave' language dichotomy in their journal?</p>
<p>Principles of Intercultural learning</p> <p><u>Essential Learnings</u></p>	<p>Identity/ Active Construction : In deconstructing information texts on Christmas, students comprehend the limited cultural view of information texts about Chinese New Year and Christmas</p> <p>Thinking/ Reflection: Attentive to the limited view and information from information texts and that there are different levels of cultural understanding.</p> <p>Communication/ Social Interaction: Students ask, talk and express opinions and feelings about Christmas and Chinese New Year</p> <p>Interdependence/ Making Connection: Students are aware of the diversity of information within the way Christmas is celebrated through intracultural deconstruction of Christmas. Through intracultural deconstruction students can make an intercultural connection when constructing the meaning of Chinese New Year.</p> <p>. Futures/ Responsibility: ??</p>	<ul style="list-style-type: none"> ▪ Form rotating 4 groups, students either ask questions that are not in the book or write down what they think is missing from the Chinese New Year information books. - How can they find out more in-depth or 'lived' information? How would a Chinese person find out more about Christmas? ▪ Introduce: ___feel___ (think) _ ___ (know) _ (say) _ _(most)__(very)__(not really)_ Through work sheet and game (e.g. if you like Christmas most stand here, if you don't like Christmas stand in the corner etc) ▪ Students express their view, feelings about Chinese New Year, and pose further questions about Chinese New Year based on their experience of Christmas. 	<p>In their journals: Are students aware of the limitation of the information? Did they connect their intracultural deconstruction when trying to construct an understanding of the Chinese experience of Chinese New Year?</p> <p>What aspect of Chinese New Year did they like or feel comfortable with and what aspect did they not like and from whose or what perspective?</p> <p>Compare the posed questions to the questions</p>

<p>Learning Outcomes:</p>	<p>Learning Outcomes:</p> <p>3.1 Identifies key ideas in sentences to collaborate in activities and share meaning with others <u>through responding appropriately to peers and teach(L)</u></p> <p>3.2 Builds relationships and presents information in social interactions. <u>Through expressing opinion and presenting information (S)</u></p> <p>3.4 Writes messages to others to convey key points of information. <u>Using characters and pinyin in presentation</u></p> <p>3.5 Reflects on how the language is used to communicate a message, and compares how meanings are expressed in different languages.(UL). <u>Through appropriate use of sentence constructions and questions.</u></p> <p>3.6 Identifies and compares how significant cultural practices are expressed across cultures. (UC). <u>Through questions posed</u></p>		<p>they ask at the beginning of the topic- have they changed?</p>
<p>Students' reflection Journal (self assessment):</p> <p>In English students write for 10mins at the end of each lesson, addressing the following questions:</p> <ol style="list-style-type: none"> 1. What did I learn in Chinese today and how did I learn it? 2. What I thought was interesting? 3. What was hard? 4. What I didn't like and why? 	<p>Resources:</p> <p>Great Wall grammar sheet Christmas information text and books Chinese New Year information books (English) Posters of Chinese New Year Lucky envelopes Chinese New Year realia</p>	<p>Research Methods:</p> <ol style="list-style-type: none"> 1. Video camera to capture authentic interaction and for further intercultural language analysis. 2. Audio tape to capture individual language in use and for further data analysis 3. English reflection journal to capture anything else and it may validate other data. 4. My own personal reflection at the end of each lesson for 13 lessons 	

Final plan

Learning tasks: -	<i>Intercultural Assessment</i>
<ul style="list-style-type: none"> ▪ In groups of 5 students look at books on Christmas. They have to use only information from the book to state what is Christmas, what they like about it and what they don't like about. (students will realise the information is boring and does not capture the Christmas they know and experience) ▪ Revise Circumstance-Participant- Process. ___(what)_ ___(why)___ ___(where)__(who). Introduce: __ (New Year) ▪ Use the vocab and structures above, students write a recount of what they did last Christmas including what presents they GOT. What are they doing this year, and what do they want for Christmas this year? Compare what they said to what the books on Christmas say. ▪ Using the above question structures, students ask questions about Chinese New Year. ▪ Introduce: ___ (Christmas)__(this year)__(last year)__(moon/ month)__(New Year)__(spring festival)___ _happy_, _(give)_(gift-verb)___claim it_- Chinese don't have the verb "got" ___ (why) _Conjunctions: ___because___but___(and then)_ ▪ Students look at information on Chinese New Year (English book) and in groups of 4 and present to class their information using Circumstance-Participant-Process and conjunctions in their presentations ▪ Form rotating 4 groups students either ask questions that are not in the book or write down what they think is missing from the Chinese New Year information books. - How can they find out more in-depth or 'lived' information? How would a Chinese person find out more about Christmas? ▪ Introduce: ___feel___ (think) _ __ (know) _ (say) _ __ (most)__(very)__(not really)_ Through work sheet and game (e.g. if you most like Christmas stand here, if you don't like Christmas stand in the corner etc) ▪ Students express their view, feelings about Chinese New Year, and pose further questions about Chinese New Year based on their experience of Christmas. 	<p>Students write using correct structures and appropriate verbs e.g. using _____ Mum gave me.. Instead of I got....</p> <p>How detailed and/or general are the questions?</p> <p>English: In their reflection journal, answer the question: is there any evidence of the limited information on Christmas compared to their experience of Christmas? Did students talk about the 'got' and 'gave' language dichotomy in their journal?</p> <p>In their journal, are students aware of the limitations of the information? Did they connect their intracultural deconstruction when trying to construct an understanding of the Chinese experience of Chinese New Year?</p> <p>What aspect of Chinese New Year did they like or feel comfortable with and what aspect did they not like and from whose or what perspective?</p> <p>Compare the posed questions to the questions they asked at the beginning of the topic- have they changed?</p>

SCOPE OF LEARNING <i>linguistic, cultural and intercultural</i> learning focuses of the unit	Teaching/learning interactions (input, presentations, questioning, probing,	outcome assessment plan for the unit that addresses 'intercultural' language learning	Student and/or teacher response after implementation

	drawing connections, scaffolding, etc.)		
<ul style="list-style-type: none"> ▪ Representations of Christmas ▪ What is Christmas – how do texts represent Christmas? Does it represent your lived experience? 	<p>In groups students look at books on Christmas. using only information from the book students state what Christmas is, and what they like about it and what they don't like about (how is Christmas represented?)</p>	students notice the information in texts does not capture the Christmas they know and experience	In the student Journal, students stated that they realise that the information was boring and that it was a stereotypical view and that everyone's experience is different.
<ul style="list-style-type: none"> ▪ My Christmas experience ▪ ___ Christmas ___ – ▪ Verbs- _____ _etc ▪ Nouns- _____ etc. 	Students write a recount in Chinese of their Christmas experience including what they did last Christmas what presents they received, what they are doing this year, and what they want for Christmas this year	<p>student write a personal account of Christmas past and future, including activities, participants, locations and presents received.</p> <p>In their reflection journal: is there any evidence of the limited information on Christmas compared to their experience of Christmas?</p>	Students were able to write what was important to them at Christmas time. Most students wrote the presents they got and where they went and what they ate at Christmas. Very different from the information in the books.
<ul style="list-style-type: none"> ▪ Revise Circumstance- Participant- Process. ▪ Review question words - ___(Q particle)___(what)_ ___(why)_ ___(where)___(who). ▪ reinforce vocab : ___(Christmas)___(this year)___(last year)_ 	How do we express experiences in the past – in English? How are these ideas expressed in Chinese? What do we need to remember when trying to express our ideas in English – in Chinese – how do the languages differ in creating the same	students compare , notice and reflect on the particular features of each language and how languages don't translate directly	Students were able to translate accurately and with correct English grammar the meaning of each other's recount. They found writing in correct grammatical English hard as they felt they were adding to someone's recount when the word or

	meanings?		character was not there. That the translation was not 100% accurate for it to make sense in English.
<ul style="list-style-type: none"> Comparing the text and the lived experience 	<p>What were the key features of Christmas you identified? How does this compare to the text version? What are the key differences? Why? What is it about your account that is more interesting? How does your account compare to your classmates? Why is there this diversity?</p>	<p>Students notice, compare & reflect on what they said in relation to what the books on Christmas said.</p>	
<ul style="list-style-type: none"> Students ask questions about Chinese New Year. 	<p>class discussion about Chinese New Year – asking questions in Chinese or English if necessary</p>	<p>Students write the questions on Chinese New Year. What levels of language were used? How culturally in-depth are those questions?</p>	<p>Students used simple sentence structures. Some used more complex ones. Most asked basic cultural question like what Chinese people eat for New Year. What they wear etc.</p>

<ul style="list-style-type: none"> Students learn the words and meaning of a Chinese song through Karaoke DVD 	<p>In groups of 3 students sing and dance to a Chinese New Year song:</p> <p>_____</p>	<p>Students capture the “spirit” of Chinese New Year through the</p> <ul style="list-style-type: none"> lyrics eg. “_____” (on very persons lips is gongxi gong xi) dancing singing to the lyrics and song 	<p>Students enjoyed the experience</p>
<ul style="list-style-type: none"> Students learn Chinese phrases: <p>_____</p> <p>_____</p> <p>_____</p>	<p>Students watch other Chinese karaoke DVD to appreciate the experience of Chinese New Year e.g. Children receiving hongbao, cleaning the house, new clothes etc.</p>	<p>Students are very familiar with the phrases through the song, especially the lyrics: _____</p> <p>_____</p> <p>Students can sing the chorus to most New Year songs because of the repetition of the repeated phrases.</p>	<p>Students enjoyed the experience</p>
<ul style="list-style-type: none"> Make a Chinese banner Learning objects 	<p>Students learn about the structure of characters through stamp kite learning objects games</p> <p>Students write down phrases they like</p>	<p>Students write characters and do Chinese calligraphy with their phrases paying attention to character structure and character formation on their banner and character practice exercise</p>	<p>Some students wrote phrase such as _____ - _____ - give me red packet, realising that it’s cheeky- but they like the phrase.</p>
<ul style="list-style-type: none"> Construct role-play using phrases, verbs using a karaoke Chinese new song of their choice 	<p>Using banners, red envelopes (hongbao), and a choice of Chinese New Year songs and props students construct a role-play, incorporating the above stimulus</p>	<p>Students demonstrate their understanding and appreciation of Chinese New Year through</p> <ul style="list-style-type: none"> Use of verbs and conjunctions in their role play Singing of a Chinese New Year song of their choice Cultural content of their role-play- giving red envelopes, hanging up banners. Are they incorporated in the role play? 	