



Australian Government

**Department of Education, Employment
and Workplace Relations**

Teaching and Learning Languages: A Guide

Practice example

Developing cultural sensitivity



UniSA

Research Centre for
**Languages
and Cultures**

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Disclaimer

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Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs

The collection of programs includes primary, middle and senior secondary long- and short- term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the *Guide*.

A selection of teachers' work

This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing, and evaluating what they teach, how they teach and who they teach.

About the examples

- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.
- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, classroom teaching, learning and assessment practices that you can use in your own context.
- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.
- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

Example	A short-term program
Language	Japanese
Level	Primary
Teacher	Kylie Farmer (Victoria) The following is an example of a short-term program aimed at developing intercultural sensitivity through a specially planned 10-week program.

<p>Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience</p>	<p>This is an example of a short-term, high impact program, designed to develop intercultural sensitivity through a term program consisting of five focus areas related to Japanese language and culture. The context of the program (a bi-lingual school), the availability and expertise of language teachers, and the school selection of the student cohort all influence the content of the program, the scope of planned interactions and learning.</p>
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Japanese: Years 3–6

Developing intercultural sensitivity through Japanese Integrated Language Learning Centres

Our goals were:

- for teachers to apply principles of intercultural language learning to engage students and to address the intercultural knowledge and language awareness dimension of VELs.
- for students to work towards being able to identify similarities and differences between Australian and Japanese culture and to take another perspective to develop their own intercultural understandings.

As a team, we planned the 10-week Japanese Integrated Language Learning Centres (JILLC) program, with a focus on intercultural language learning.

We also developed a simple survey for students based on Bennett's Developmental Model of Intercultural Sensitivity. This was given to students before they began the JILLC program and again at the end of the 10 weeks to see if there were any changes in their intercultural understanding.

School and teaching context

Huntingdale Primary School is a Japanese bilingual school in which all students study 7.5 hours of Japanese per week. This includes 2.5 hours of LOTE and 5 hours of content-based programs (Science, Music, Art, PE & Humanities).

Children have one hour each week in the JILLC program as part of their 7.5 hours of Japanese bilingual education. JILLC is conducted entirely in Japanese by native and non-native teachers, with Year 3–6 students working in multi-level, mixed ability groups. The first JILLC session in this unit began on 26th July.

The unit has been designed to complement the term 3 integrated theme in Years 5-6 on Japan, in preparation for the Year 6 trip to Japan. It was also an ideal opportunity to use some of the new Learning Federation Learning Objects.

There has been some work in intercultural teaching and learning at the school since involvement in the ALPLP project and this was an ideal time to reinvigorate this and extend it in relation to VELs.

Classroom practice

Initially we surveyed students to have some sense of their intercultural sensitivity.

Students then spent two weeks (2 x one hour classes) on each of the five activities.

The activities focused on:

- School in Japan;
- Japanese gestures and body language;
- Using Japanese dictionaries;
- *Manga*; and
- Sightseeing in Kyoto.

The activities are detailed in the JILLC planner attached.

Teachers repeated their activity with a different group of students each fortnight.

The difference between this unit and our usual approach was that we now had an explicit focus on intercultural knowledge and language awareness.

It was great to have so many students and teachers working together with one focus and to be able to draw on various teachers' skills, interests and knowledge. Coordinating a large number of teachers to work together on the one project was a little challenging; however, everyone was positive, enthusiastic and very cooperative. It was just a little difficult to gather everybody's feedback as two of the key teachers were on leave during term 4 when we were finalising the unit; however, I was able to ask some staff and all students for their feedback, which was invaluable.

Japanese Integrated Language Learning Centres

Year 3 -6 Program Term 3 2007

FOCUS AREA	RESOURCES	INTERCULTURAL FOCUS	LANGUAGE FOCUS	STUDENT TASK
School in Japan	Series of photos and key questions collated by Tony Liddicoat	Noticing similarities and differences Comparing cultures Reflecting on differences and others perceptions of one's own culture	School vocabulary Adjectives Comparatives Present tense verbs Expressing opinions and preferences	Students do a T chart comparing schools in Australia and Japan.
Gestures & Body language	'Lost Bags' learning object (The Learning Federation)	Importance of gestures and body language in communication Similarities and differences between gestures and body language used in English and Japanese	Polite language expressions used by shop staff and customers	Students complete The Learning Federation online learning object and act out a shopping role-play, using appropriate gestures, body language and oral language.

FOCUS AREA	RESOURCES	INTERCULTURAL FOCUS	LANGUAGE FOCUS	STUDENT TASK
Dictionary use & translation	Japanese–English, English–Japanese dictionaries <i>Kanji</i> dictionaries Google online translating tool	Compare a range of Japanese dictionaries. Identify similarities and differences to English dictionaries.	Language awareness 'Alphabetical order' in Japanese dictionaries What is important in a dictionary?	Students create their own dictionary – either a <i>hiragana</i> , <i>katakana</i> or <i>kanji</i> dictionary.
Manga	The Learning Federation ' <i>Manga Professional</i> ' learning object	Students compare Australian and Japanese styles of cartoons.	Focus on onomatopoeia and other 'cartoon' language	Students complete The Learning Federation online learning objects and create their own Japanese style <i>manga</i> .
Kyoto Sightseeing	Sightseeing maps Photos of famous sites in Kyoto	Students do a virtual tour of Kyoto, visiting traditional and historical sites.	Times Names of famous sites Transport	Students plan a day trip around Kyoto – selecting where, when and how they would like to travel.