



Mentoring Investigation Report

A mentoring partnership to review Intercultural Language Learning practices

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| <p>Background information</p> <p>Mentor teacher(s) name: <i>Melissa Gould-Drakeley</i></p> <p>Mentee teacher(s) name: <i>Alan Blake</i></p> <p>School(s)/site: <i>Macarthur Anglican School, NSW</i></p> <p>Language(s) (if applicable): <i>Indonesian</i></p> <p>Year level: 7</p> | |
| <p>School or class context</p> | <p>Record of process</p> |
| <p>The classes involved were Year 7 Indonesian.</p> <p>The students in Alan's class have been studying Indonesian since primary school and Melissa's class are beginning students.</p> <p>The mentoring investigation focused on how to teach intercultural understanding and help students become interculturally aware and competent; and to investigate whether our learning intentions met the learning outcomes.</p> | <p>Planned processes and data collection methods:</p> <ul style="list-style-type: none"> • Discussions • Journal entries • Modification of how we approach an 'Assessment of Learning' task so that we draw out the intercultural more |
| <p>Goals of mentoring program</p> | |
| <p>The focus was on examining together, the messages students take away from their language learning experience about the relationship between language, culture and learning. We are interested in seeing how we both view intercultural learning and how we draw out and teach awareness and understanding. We also want to know if our learning intentions match the learning outcomes and how these might differ between us.</p> <p>We also aimed to evaluate the mentoring partnership and its effectiveness in developing and evaluating a teaching topic and assessment task, and in working together in a mentoring partnership.</p> | |

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| <p>Design</p> | |
| <p>For teaching:</p> <p>Focus on the topic 'friendship', with the overarching question: how can we draw out the intercultural element in this topic?</p> <p>Steps/questions to explore:</p> <ul style="list-style-type: none"> • Review student work/comments • What explicit questions can we ask in class to help students explore the concept of friendship? • What adjustments can we make to lesson delivery? • What modification do we need to make to how we present the assessment of the learning task so that students are aware of the intercultural significance of this task and so that we can better capture their intercultural understanding? <p>For mentoring relationship:</p> <ul style="list-style-type: none"> • Ongoing discussions • Record individual journals of our thoughts, comments, discussions and observations • Annotate our teaching programs • Relate our conversations to the Standards and use these as a basis for reflection on our practice and our work together • Evaluate the mentoring partnership for student learning and personal and professional outcomes | <ul style="list-style-type: none"> • Consider alternative ways to capture assessment e.g. bullseye diagram • Adjustments included incorporating more student feedback in the assessment process • Changes to the program to embed the intercultural more explicitly • Addition to assessment schedule for the next time we teach this unit- an 'assessment for learning' task • Modification to the assessment rubric to better assess intercultural understanding |
| <p>Implementation</p> | |
| <p>Alan and I discussed the AFMLTA professional teaching standards and used these as a basis for reflecting on and improving teacher practice. Alan studied the Standards and decided to reflect on his intercultural practice.</p> <p>We decided to focus on Year 7 and compare how we both planned and executed our lessons. Our focus was studying what we did to enrich our students' intercultural knowledge and understanding.</p> <p>We had several conversations prior to teaching a series of lessons so that we could clarify our teaching intentions. We discussed how we explicitly intended to teach the intercultural element. After each lesson we discussed, evaluated and reflected on what took place in our lessons. Many times there was variation in what took place in our classrooms. While our approach was similar, the student conversations and interactions were different and thus our lessons took different directions.</p> <p>We discussed how we could vary our normal practice to help us draw out the intercultural more as the data we were gathering was mainly based on our observations of the student interactions. We acknowledged that this was limited as we did not have data on all students and we questioned whether the data we had matched the students own</p> | <ul style="list-style-type: none"> • We both kept an individual ongoing journal of our thoughts, comments, discussions and observations • We annotated our teaching programs • We discussed and reflected on the project and student work regularly to continue to plan and evaluate our intervention and investigation |

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| <p>assessment of their progress. We wanted to know what all of our students felt they were learning. We also wanted to ascertain how much they were explicitly using and applying their intercultural knowledge and how much they were just copying or modelling what we had taught them. We designed an online survey to determine what intercultural knowledge the students had learnt and whether they could apply this.</p> <p>Gathering data informally through conversations with students and formally through surveys gave us insights into what the students were thinking and learning on an intercultural level. This was interesting, as what they said they learnt did not always match what we thought they had learned or mastered.</p> <p>We discussed, moderated and marked the summative role-play assessment task, analysing our interpretations of the student role-plays as well as student data from surveys and reflections.</p> <p>Evaluating the unit on 'friendship' was also part of the mentoring partnership, including discussions about how we have covered the topic:</p> <ul style="list-style-type: none"> ○ What we have done to explicitly teach the intercultural? ○ What do we need to change? How can we capture intercultural understanding in an ongoing way? ○ How do we make the intercultural more explicit to students? ○ How do we alter the way we present work so that we can better assess the intercultural? | |
| <p>Data gathered</p> <p>Student work</p> <ul style="list-style-type: none"> • Surveys • Class work • Records of discussions • Student reflections and evaluations <p>Teacher work</p> <ul style="list-style-type: none"> • Journals kept throughout the project • Teaching programs, assessment tasks and evaluation of teaching and programs • Records of discussions | <p>We gathered student data from surveys and student evaluations. This helped us see what the students were thinking, rather than making assumptions about what they were doing and why.</p> <p>We maintained records of our own participation in the project.</p> |
| <p>Outcomes</p> | |
| <ul style="list-style-type: none"> • Increased collegial collaboration <p>Working collaboratively was beneficial as it allowed Alan and I to discuss, question, critique and reflect on our practice on an ongoing basis. Evaluating our lessons soon after the end of each lesson also provided us with immediate feedback as well as the opportunity to modify our practice and consider better ways to sequence exercises and activities and explore different resources. Discussing the lesson and explaining why we taught things in a certain way and how we responded to different situations also made us more self-aware of what we did and why.</p> <ul style="list-style-type: none"> • Heighted awareness of possible difference in student and teacher perceptions | |

Importantly, we learned that what we think students learn doesn't always match what they think they have learnt or even what they have actually learnt. Student surveys and reflective comments proved to be an insightful tool for reaching this understanding. This was particularly the case with assessing intercultural learning.

- Recognition that a range of non-traditional assessment tools provide rich intercultural data

The student responses in the online surveys and the reflective comments about their role-plays provided us with useful data to gauge their intercultural learning. This was often more effective (and meaningful) at capturing intercultural information and was more meaningful than the summative role-play task.

- Increased understanding of the importance of student self and peer assessment

We both also learnt the importance of giving students the opportunity to be part of their own learning process and how student self and peer assessment helps students learn more effectively.

Interpreting the information/data

The two main aspects that the data showed us related to the importance of maintaining professional dialogue and using a range of assessment tools to assess student learning and inform teaching practice.

- Professional dialogue is a salient feature in effective teaching practice

The ongoing data that we gathered enabled us to modify our teaching practice and our teaching program for the Year 7 unit. Having professional dialogue with other colleagues and the ability to critique, reflect on and change our own practice was extremely valuable. The mentor/mentee relationship allowed us to work collegially. It was one of mutual respect where Alan felt comfortable questioning my teaching practice with an endeavour to learn and I was able to think about and explain why I taught the way I did. This was often an enlightening experience for me and I appreciated having to verbally articulate aspects such as planning and sequencing of my teaching as well as justifying the exercises and activities that I had chosen to implement. As a mentee, Alan brought with him a refreshing attitude to teaching, wanting to discover, learn and reflect on his practice. He also was enthusiastic and ever curious to know how he could improve his teaching and understand what aspects helped his students learn effectively.

- Using a range of assessment tools (student interactions, teacher observations, student self and peer assessment, student reflections etc) enhances our capacity to assess student progress and learning

This is particularly the case for the intercultural element. This finding highlighted the importance of 'assessment for learning'.

APPENDIX: PORTFOLIO EXCERPTS

Documentation of the project included the collection of a range of data from both students and ourselves. These data provided the evidence to support our evaluative findings for the mentoring investigation. The following is a selection of the data, including mentee journal notes, survey notes, the unit of work, and the unit evaluation.

JOURNAL ENTRIES (MENTEE - ALAN BLAKE)

29/5/12

Discussion about what I want to focus on

After reading the AFMLTA professional standards I decided that 'language and culture' would be a good focus. I was really interested to read this document about what it meant to be an accomplished teacher and how I could aspire to these goals.

These are my suggestions/questions/areas of interest, based on questions in the Standards:

- 1. 'How do you express your intercultural awareness in teaching and in daily life?'- I would be interested in seeing how we both view the same idea- How you teach it compared to how I teach it? How could I improve? E.g. can I make cultural resources? Etc.*
- 2. 'How do you encourage learners to see the world from other cultural perspectives?'*
- 3. 'How do you deal with issues of identity in your teaching?'*
- 4. 'What messages do your students take away from their learning experience of language learning about the relationship between language, culture and learning?'*

5/6/12

*After feedback from Angela Scarino we decided to focus on looking at the 4th option. I think it will be interesting to compare what we expect our students to learn in our lessons and whether after what we have taught the students they will walk out with the same knowledge and impressions. It may be hard to gauge this. **How will we know what the students have actually learnt without testing them?***

Discussion about how to draw out the intercultural in classroom interactions and assessments task

We looked at the program for the unit on 'friendship' and discussed how we would sequence some of the activities and how we would unpack the intercultural. In particular, we discussed the assessment task. We also discussed possible ways that we could check to see what our students had actually learned. We were pretty much in agreement about what we wanted to get our students to learn and what we wanted them to take away from their classroom experiences. We decided to use some focus questions to draw out the concept of friendship. We also decided to create a survey to find out what our students planned to do for their role-play. Asking students what impression they want to create will be a good idea.

Reflection

*I found it interesting to talk to Mel about the sorts of questions to ask students in order to help them better develop intracultural and intercultural understanding. **I can see that students need some explicit direction and instruction in making comparisons between Indonesian and English.** I also thought it was interesting to get students to think about what impression they wanted to make on Indonesians when they are interacting with them and that they needed to consider what an Indonesian's reaction would be to what they say and how they say it.*

Assessment Task

In order to get students to really think about what they planned to say in their role-plays, we decided to get students to complete a survey. We wanted to find out whether students had understood that they need to ask different types of questions from the ones they might ask an Australian friend. We also wanted to determine which location the students would choose for their role-play's setting and why they selected it.

6/6/12

Online Survey

<https://docs.google.com/spreadsheet/viewform?formkey=dEVoNEQ1anNRbjhkM2FYNm9FbHlyRFE6MQ>

Prior to the survey I restated our task - to write the script for the upcoming role-play. Things that were mentioned:

1. Scenario
2. Tempat- place- where the role-play might take place?
3. Who will play what role?
4. The difference two or three people in a role-play makes

I chatted with two female students who had already written their role-play and asked them to take the survey. After the survey I asked them both the questions and what their responses were. It was interesting to hear students' responses, e.g. Their role-play script starts with 'Hai, selamat pagi.' I thought this was interesting since we had been learning in class that an Indonesian would more than likely begin a conversation with 'Dari mana/Mau ke mana'? (Where are you from/going to?- commonly used as a greeting)

*One of the survey questions asks 'What do you think an Indonesian would ask?'. The two students' responses were 'Mau ke mana/dari mana?'. I then asked them why. Their response was 'because that's what we've learnt'. Interesting. I pressed on further and asked 'if you know that Indonesians say 'Mau ke mana?/Dari mana?', why did you choose to start your conversation with 'Hai, selamat pagi'? The students' response was 'because we are Australian and that's what we do in Australia'. **I discussed the importance of thinking about things from an Indonesian's perspective with the students. I also challenged them to think about how an Indonesian might react differently if they used a more Indonesian greeting. The girls agreed that the Indonesians might be more comfortable with this and that this might make it easier to become friends with the Indonesian.***

12/6/12

Assessment Criteria

Initially I handed out the task in class and went through the question and then went through the marking criteria as usual. This took about 20-25 mins. I got students to read the task and highlight essential elements such as due date, as well as what the task was looking for. We discussed ideas as a class and brainstormed some possible scenarios and vocabulary. I also explained how to achieve a high band mark and provided some anecdotes of last year's performances that received full marks as well as some that weren't as good. In short, what to do to get full marks and some ideas of what not to do.

After discussing with Mel, I recognise the importance of showing students an example. Next time I do this task I will show them a visual example of a role-play that scored a top mark and ask students to explain why.

I also think that in the future I need to remind students every lesson of what the criteria are by asking them some particular questions. Keeping them on track is important. I feel that students read the task and often think of great, fun ideas but lose the meaning or purpose of the task. For example, the task required each person to have a minimum of eight lines each. Three boys wrote a role-play and in order to make it funny they thought one boy should say the same line (only one word

'sama' [same]) several times. I had checked the script and asked them several times if they had met the criteria, pointing out the flaw of one line. The performance resulted in some laughs but sadly not meeting the criteria.

19/6/12

Mel and I discussed the criteria in more detail. Mel talked about the criteria of 'limited teacher support'. I liked her idea of telling the students that they could only ask her five questions to help them write the task. After that, it would no longer be considered to be 'limited' teacher support. **We discussed how this helped make the students more independent learners.**

17/7/12

Mel, Jo [another teacher] and I all marked the role-plays together. We discussed how we interpreted each of the criteria and what we would expect for each mark band. It was interesting but not surprising that Mel and I were pretty much of the same mind as we had been working so closely on what we expected and had discussed with the students what we were looking for, for the role-play to be intercultural appropriate. Jo was expecting the students to give more opinion in their role-play (using 'saya rasa' [I feel] and 'saya pikir' [I think]). We all discussed what we expected the students to show in terms of using a variety of language and fluency. It is interesting that we all felt that fluency was a key aspect of the criteria. It was interesting that all of these expectations were ones communicated verbally with the classes but were not communicated in writing. **Thus, different teachers had different perceptions and expectations of the criteria. This further shows the importance of moderating together.**

We re-evaluated the student surveys and reviewed the students' comments. We discussed how a significant number of students were aware of how Indonesian friends interact but were still reluctant to move away for the type of questions that they would ask their own friends. **We thought it was interesting that students are still so focussed on themselves that very few had (at this point) been able to move beyond their own cultural and linguistic world.** When Mel and I were aware of this, we were able to further challenge the students to get them to think about considering how they would come across to an Indonesian and the reciprocal process of language learning. Without this student data, we most likely wouldn't have been able to do this. **This was a bit of a light bulb moment for me.**

We also discussed how we would all draw out the intercultural more in future tasks. **We decided that student data was a really good way to see what the students thought and what they had learnt.**

18/7/12

Mel presented to our staff on the topic 'Visible Learning' by John Hattie. I was interested to see that Hattie's research showed that student self-reported grades and expectations has the most positive influence on improving learning. This ties in completely with what we have been doing with this project as we have been discussing how we need to include the students explicitly in their learning not just in the learning itself but in **thinking** about their learning and knowing how to improve. Mel and I discussed this further. **They need to be 'assessment-capable learners'. Students need to understand our learning intentions for each lesson. This is crucial for learning Indonesian as the students need to think about, analyse and reflect on what they are saying, rather than just regurgitating information and saying it.**

31/7/12

Student self-marking in class

After discussing with Mel last week how she gets the students to self-assess by marking their own work, I decided that I would do this too. We had discussed the benefits of students being aware of their own strengths and weaknesses and what they need to do to improve.

Today I put the task (question) and marking criteria on the board and we went through it as a class. I asked students if they thought they had fulfilled the task requirements. Some happy faces as well as

some worried looks. I explained the benefit of checking your work and re-reading the task before submission. This should be good practice for any task/ assessment in any subject.

I then gave students each their own marking criteria to mark their own performances. They get to be the Guru for the day! I explained that this was the criteria that I use and that this was the criteria that I gave them when I handed the task out initially.

Each student watched their performance and gave themselves a mark according to the criteria and judging on the performance.

Surprisingly, a lot of students were hard markers and gave themselves a slightly lower mark than what I had awarded them. Indeed some were more exaggerated but most were either lower or spot on with the mark that I had given.

One thing I thought interesting is that once students watched themselves they could see and comment on their errors in performance and how they had neglected to meet the marking criteria. I found this to be particularly effective for students. Perhaps, in addition to showing a student exemplar, I should have a model text performed in class by some volunteers and we peer review it prior to the collection of the task. This way, students could critique and learn how they should perform.

Other ideas after some discussion with Mel included having a short checklist that after a few lessons students can tick off to see whether they have met the criteria or not.

Examples (13/8/12)

Student survey on role-play (written responses)

Question 1: Where did you decide to meet your friend? Why?

- At the beach, we like the beach and in Indonesia it's hot and lot's of people go to the beach
- Our role-play was set in a technology shop. We chose this because it would be a good way to start a conversation
- We chose to meet in the street, because showing myself eating a piece of fruit it could resemble me being in a market place
- In the cinema because that's where friends usually meet. We also like to watch movies.
- Plaza because it was convenient and it made sense
- The street because it was realistic
- On the bus, because it was a very likely place to meet new people.

Question 2: How did you make your role-play intercultural?

- We used our left hand and wore Indonesian clothes [Interesting that they incorrectly thought the left hand was the one used instead of the right]
- We didn't really make our role play intercultural. The play was a usual conversation except we had an Indonesian conversation using questions like 'where do you live?' These wouldn't be popular questions in an Australian conversation.
- We used questions that Indonesian people ask
- We asked each other where we were going
- We spoke Indonesian
- We used different greetings
- We chose different greetings to standard greetings used in Australia
- We used questions that Indonesians usually use, like 'where are you going?' And 'where did you come from?'
- We shook hands and touched our hearts, 'Mau ke mana?', started by asking 'where we were going?' -Walked away holding hands with each other like Indonesian friends do [two female students]

20/8/12

Discussion with Mel

After a discussion with Mel we came up with the following ideas for the next time we tackle this task.

1. Discussion

A collegial discussion is imperative prior to teaching the unit. In this discussion we can formulate a plan of how we are all going to teach the topic. We need to determine what is important to us and what we are looking for in the task and then make sure we communicate this to the students. For example, as I mentioned before, when the three of us sat down after the holidays and double marked some tasks we had interpreted the criteria slightly differently. Mel and I were on the same page as we had some discussions during the term whereas Jo was thinking a different element to be assessed was more important. **This was really interesting as a new teacher and showed me that three people can be teaching the same topic at the same time but be looking for different goals from the students (perhaps this is based upon the teacher's prior learning and background of the language). Regardless, I feel it is vital for teachers who are teaching the same topic to discuss the term's content and what is important for a better outcome for all students.**

2. Scaffolds

I learnt that giving students scaffolds and models is important and helps them improve their understanding. Provide students with a more consistent reminder of the task criteria. Perhaps start lessons with three reminders of the task, e.g. How have you greeted your new friend? Why? Is this how an Indonesian would greet someone new? Add some incentive, such as telling students what would get a better mark, e.g. Oh, if you used that sentence that would give you a much better mark. Build upon these questions as students progress further through the task. Maybe a cultural quiz as well. This will hopefully allow students to make intercultural connections and be able to provide reasons about why they have chosen to do their role-play in that manner.

In addition to the questioning techniques above, show students an example of last year's performance- perhaps a high quality one and a lower quality one. Look at what was good and what was not so good. (There might be some issues with bullying, however, if we show a poorer performance from last year.)

3. Marking criteria

I realised that we really need to look at the marking criteria and think about how we can adjust these so they are more explicit about assessing intercultural elements. Perhaps even add a questionnaire into the task where students are required to explain how they made their role-play intercultural. Some students were clear and really made using their left hand obvious or questioning techniques while some others made an attempt, but from a marker's perspective (from another class), it was unclear that this was a specific attempt to make a cultural connection.

4. Facilitating independent learning

It became clear to me that I need to try to create more Independent learners. For example, I need to encourage students to ask a limited number of questions from the teacher (e.g. you have five questions. Use them wisely. If you can look up a word in your book then do that.)

Working with a mentor

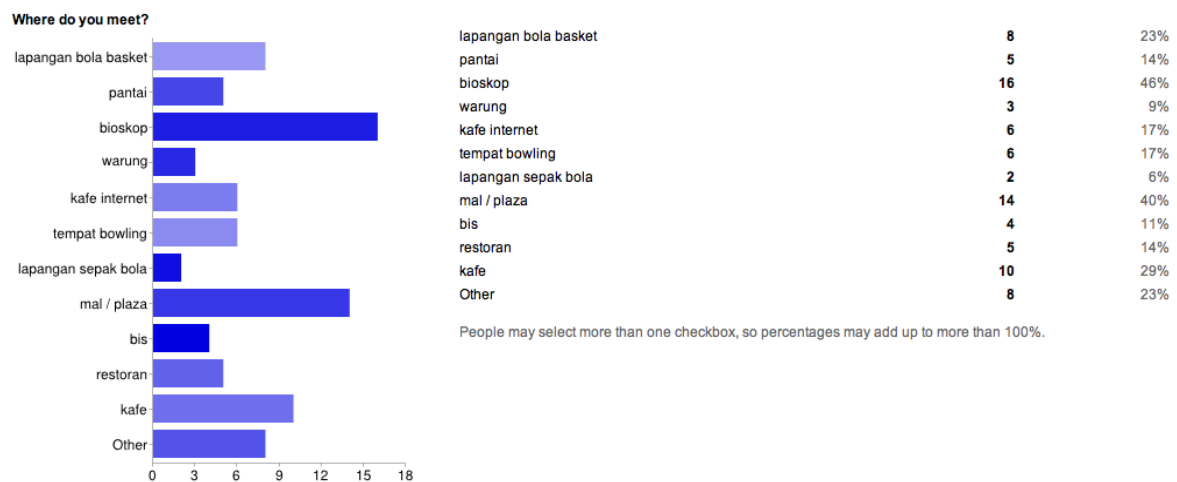
This has been an invaluable experience for me as a developing teacher. **What I have found the most insightful is the importance of involving students more in the learning and assessment process- making them aware of where they are on their learning continuum and where they need to improve.** It is important for not only teachers to have a shared knowledge of students' learning intentions, but it is essential for students to have this knowledge too.

I have also found it really interesting to discuss with another colleague the learning that we plan for our students and expect them to accomplish and then compare this to what they actually do learn, especially in relation to the intercultural. Even more interesting has been looking at ways to elicit this.

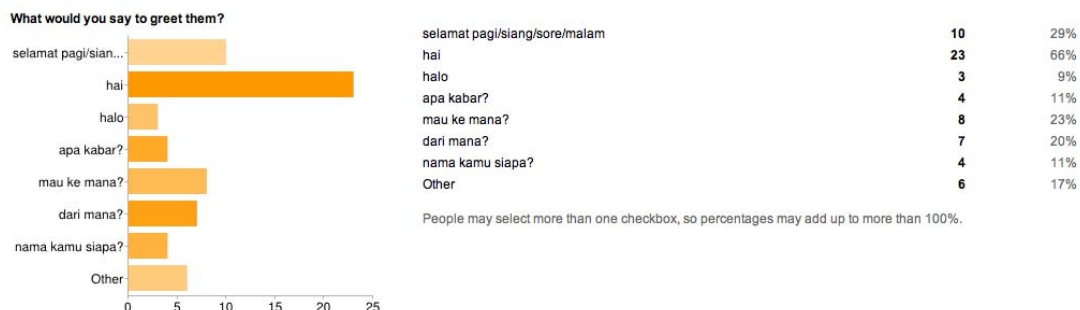
Conventional assessment tasks (the summative tasks) make it easy to assess and judge students knowledge of vocabulary and grammar but they don't really assess a student's intercultural understanding. So how do we truly judge their intercultural capability? How do we know that our impressions of what they have learned match with their perceptions? I realise that we can't do this with these conventional assessment tools and must look at other ones like classroom discussion and student comments. Working with Mel has helped me see the benefit in these other assessment tasks as I have been able to practise them in my classroom. I have learned so much more about where the students are at and will continue to use these types of tasks in the future. Being able to discuss and reflect on these things with a colleague has really helped me develop as a teacher.

ONLINE SURVEY RESULTS

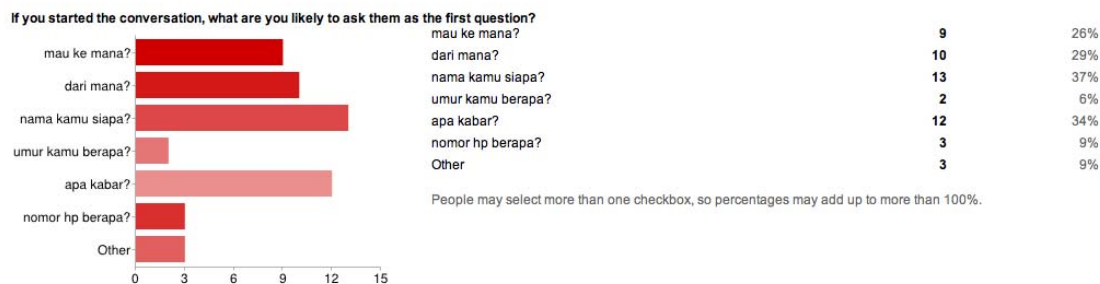
Year 7 Role-play- Intercultural considerations (pre-test)



[Translation, from top to bottom: basketball court, beach, cinema, street stall, internet café, bowling alley, soccer field, mall or plaza, bus, restaurant, café, other]



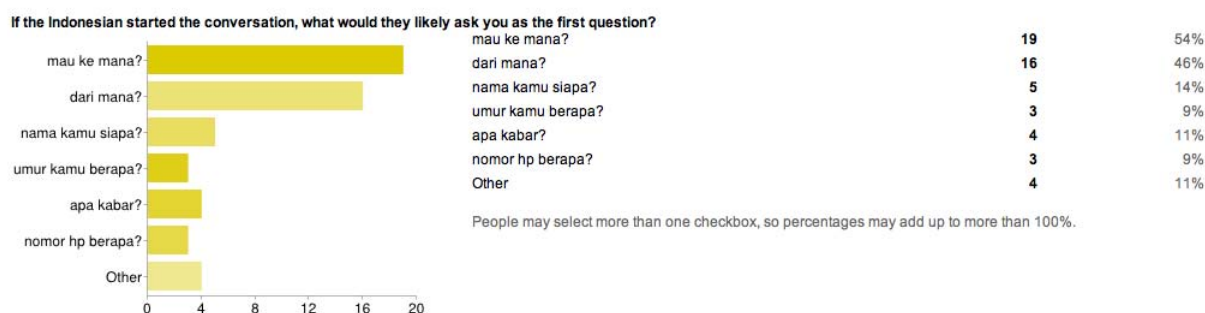
[Translation, from top to bottom: good morning/afternoon etc, hi, hello, how are you?, where are you going?, where are you coming from?, what's your name?, other]



[Translation, from top to bottom: where are you going?, where are you coming from?, what is your name?, how old are you?, how are you?, what's your mobile number?, other]

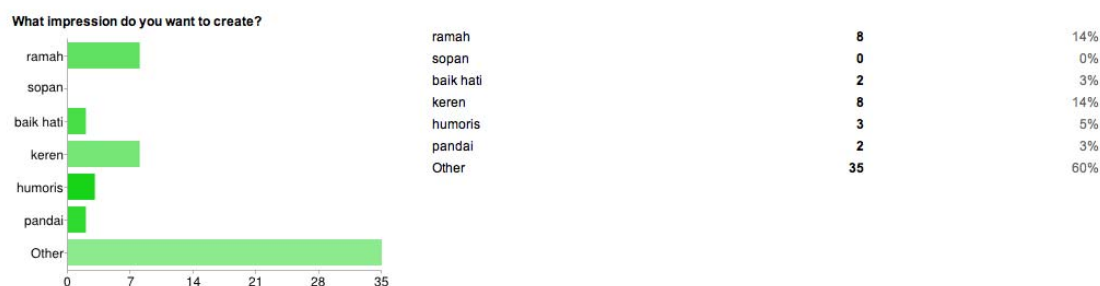
Why did you select the above answer?

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| That's what Indonesians usually ask as the first question / they ask this to greet you or a friend / they ask this because of their culture /it is the most common greeting | 14 |
| Indonesians are most likely to ask a question to greet you | 1 |
| I wanted to be realistic | 1 |
| I wanted to be polite | 1 |
| They ask this as they want to be friendly | 1 |
| We learnt this in class | 6 |
| It means 'hi' to them (answered <i>selamat pagi</i>) | 1 |
| That is what they say/ I know this is what they say | 3 |
| I want to know their name | 1 |
| I usually say this to someone I haven't seen in a long time | 1 |
| Other | 3 |



[Translation, from top to bottom: where are you going?, where are you coming from?, what's your name?, how old are you?, how are you?, what's your mobile number?, other]

Interestingly, students are aware that Indonesians would most like to ask 'mau ke mana' or 'dari mana'. Yet in the previous question they acknowledge that despite knowing this, they still may not ask these questions.



[Translation, from top to bottom: friendly, polite, good-hearted, cool, funny, clever, other]

DISCUSSION ABOUT INTERCULTURAL ASPECTS IN THE ROLE-PLAYS

- TEACHER AND STUDENT PERSPECTIVES

Alan and I discussed whether there were differences between what we, as teachers, believed students had conscientiously done to make their role-play intercultural and what the students themselves said they had done to explicitly make their role-plays intercultural.

It was interesting as we realise that we often read into what the students have done or sometimes neglect to see what the students themselves intended to do.

For example – did ‘May’ and ‘Bree’ really use the apology ‘maaf’ to use a common Indonesian politeness expression or did they do this to be theatrical?

We concluded that it would be good to ask students to further explain what they meant in some of their responses.

For example:

- What did Bree mean when she said that her partner, May ‘acted very Indonesian’ and what did May mean when she said she made it intercultural by being ‘theatrical’?
- What does ‘Joe’ mean by being polite?
- Do most people really hang out at the cinema?

TEACHER NOTES

May and Bree

- *Began conversation with maaf (sorry). Apologising is very common in Indonesian interactions.*
- *Appropriate variety of questions asked by the ‘Indonesian’ speaker- indicating the importance of making small talk to show the desire to be friendly.*
- *Used relevant body language for meeting and greeting a new person the same age.*
- *The setting of their role-play was realistic.*
- *Use of props to enrich role-play but some lack of knowledge of limited number of Muslims in Bali.*

Student comments

*Bree: We met in the park because it is a fun and social place as well as a ‘seru’ place. May and I made it intercultural by having myself Australian and seem Christian. May was Indonesian and she was dressed as a Muslim. She also **acted very Indonesian** and appeared nice and friendly.*

May: Bree and I decided to meet at the park (lapangan) because it is a very social place and a great place for teens to hang out. Bree and I made the play intercultural by me dressing up as a Muslim (this is very intercultural as there are lots of Muslims). I asked for her Facebook, phone number,

where she is going, because Indonesians are very kind. To make it intercultural I was **very theatrical**. I wanted to appear kind and loyal as I know that this is valued by Indonesians.

Sample of other student comments

'Jack': We started with mau ke mana as this is the most common Indonesian greeting. We seemed polite because we wanted to make friends. We met at the cinema as most people hang out at the cinema. [Teacher follow up - What did you say to show politeness?](#)

'Tascha': We met in the street because we were walking (going to the shops) and wanted to start with the most common greeting mau ke mana? and answer with the right answer jalan-jalan saja. We made the role-play intercultural by how we spoke (the questions we asked) and the setting (mal dan bioskop) where teenagers hang out. [Teacher follow up - What do you mean by how you spoke – the questions you asked or how you asked them?](#)

'Simon': We met in the street, then in the internet café because we both like gaming and thought an Indonesian teenager would too. We thought about the question we asked and when Indonesians say them in conversations to make our role-play intercultural. [Teacher follow up - What do you know about the order of the questions Indonesians ask?](#)

'Lara': We met at the movies because that is a popular Indonesian place and then the café. We thought about being polite and asking questions in Indonesian to be friendly. We wanted to show that the Indonesians wanted to make friends with the Australian. We also wanted to show that the Australian wanted to make friends too. [Teacher follow up – How did you show that you wanted to make friends? E.g. keeping in contact?](#)

PROGRAM

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| <p>Year 7 Indonesian (Stage 4) MODULE 2 Teman-Teman Saya - My Friends</p> | <p>Christian Focus: What qualities should we look for in best friends? The types of friends we choose can have a dramatic influence on our life and choices. The Bible warns us to choose our friends carefully! (Proverbs e.g. 22:24, 25:19, 27:9, 17 etc)</p> | <p>Duration: 1 term</p> |
| <p>What are the key ideas or concepts you want the students to learn?</p> <ul style="list-style-type: none"> • Value of friendship • Understanding how to interact with Indonesians eg Indonesians & Australians talk about different things when they are first meeting new people • Ways of identifying cultural values and practises in social interaction | <p>Why does that learning matter?</p> <ul style="list-style-type: none"> • Christians are designed for relationships and friendship is a God-given blessing • Exchanging personal information is important when meeting new friends and is a basis for establishing relationships • It is important to recognise the importance of culture and cultural awareness in learning a language | |
| <p>Targeted outcomes 4.UL.1a, b), 4.UL.2 b), 4.UL.3 b) c) d) 4.UL.4 a), 4MLC2 a), MBC2 a)</p> | | |
| <p>Students learn about:</p> <ul style="list-style-type: none"> ▪ the importance of prior knowledge to interpreting meaning in text (4.UL.1a), (4.UL.2b) ▪ the importance of understanding the intention of the speaker/s and the context in interpreting meaning (4.UL.1b) ▪ verbal and nonverbal links with a conversational partner (4.UL3.b) ▪ manipulation of known structures for speaking in new contexts (4.UL.3c) ▪ ways of showing that the purpose of communication has been achieved (4.UL.3d) ▪ the purpose and context of communication and their influence on the choice of structure, format and vocabulary (4.UL.4a) ▪ ways to support effective communication (4.MLC.2a) ▪ ways in which language and behaviour reflect important aspects of the culture (4.MBC.2a) | <p>Students learn to:</p> <ul style="list-style-type: none"> ▪ deduce meaning from context and prior knowledge of subject matter when listening for main ideas (4.UL.1a) or reading for gist (4.UL.2b) ▪ identify roles of and relationships between participants in text, e.g. use of appropriate terms of address (4.UL.1b) ▪ maintain social interactions and communicate appropriately in familiar contexts (4.UL3.b) ▪ select and incorporate modelled linguistic structures in own writing (4.UL.3c) ▪ conclude an interaction using verbal cues and leave taking (4.UL.3d) ▪ plan, draft and edit when constructing own text (4.UL.4a) ▪ identify ways in which stress, intonation and body language are used to convey meaning (4.MLC.2a) ▪ identify actions, and words and phrases in the language that encapsulate aspects of culture (4.MBC.2a) | |

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| <p>Structures:</p> <ul style="list-style-type: none"> ▪ prepositions <i>untuk</i> ▪ verbs <i>mau, beli, kirim</i> ▪ adjectives – <i>bagus, baru, santai, modern, trendi</i> ▪ personal pronouns <i>aku, saya, kamu</i> ▪ pronunciation of <i>ai, au</i> ▪ Indonesian stress and intonation ▪ <i>Mau + place mau ke kafe?</i> ▪ Questions: <i>Mau ke mana? Kamu tinggal di mana? Nomor hp mu berapa?, Ada Facebook? Umur kamu berapa? Bagaimana? Mengapa?</i> ▪ Conjunctions – <i>dan, karena, selain itu, tetapi, atau</i> ▪ Word order – <i>teman baik saya</i> ▪ Time words – <i>nanti, hari, hari ini</i> ▪ Giving opinion – <i>saya pikir/saya rasa</i> ▪ Omission of verb ‘to be’ <p>Vocabulary Emphasis</p> <ul style="list-style-type: none"> ▪ Places in a town to socialise and have fun – <i>mal, plaza, warung, pantai, kafe, kafe internet, restoran, rumah teman, stadion, lapangan, toko, tempat bowling</i> ▪ Leisure activities – <i>berinternet, bermain bola, minum kopi</i> ▪ numbers 21-100 ▪ first person <i>kami/kita</i> and third person – <i>dia, mereka</i> ▪ <i>ada/tidak ada</i> ▪ transport – <i>bis, mobil, kereta api, sepeda, becak, berjalan kaki</i> ▪ nationality – <i>orang Jepang, orang Jawa, orang Bali</i> etc ▪ Farewells – <i>yo, sampai nanti</i> ▪ Expressions – <i>yuk, oke, makasih, terima kasih</i> ▪ Adjectives to describe friends - <i>serius, santai, sportif, modern, trendi, setia, humoris, jujur, baikhati, ramah, sopan, pandai, suka mendengarkan, suka menggosip, malas</i> ▪ Type of friends – <i>teman akrab, teman gaul, teman baik, kenalan</i> | <p>Intercultural Understanding</p> <ul style="list-style-type: none"> ▪ Explore the concept of friendship – eg different levels ▪ Examine qualities of friends - similarities and differences between what is valued in friendship and relationships in Australia and Indonesia ▪ Identify how Indonesians behave when meeting new people, particularly that they ask questions that we may consider to be “personal”. What sorts of things do you need to know when meeting an Indonesian (especially a teenager)? ▪ Compare where friends like to spend their time together ▪ Understand ways of communicating without words - learn to understand and use appropriate language, etiquette and body language in order to initiate, respond to and sustain communication. ▪ Indonesian identity cards ▪ Emphasise that <i>mau ke mana?</i> is used as a common greeting ▪ Common Indonesian greetings e.g. <ul style="list-style-type: none"> ○ <i>Dari mana?</i> ○ <i>Saya berasal dari</i> ○ <i>Mau ke mana?</i> ○ <i>Jalan-jalan saja</i> | <p>Cross-curriculum content & policies</p> <p>Literacy</p> <p>Making predictions from context, determining gist, comprehension</p> <p>Numeracy</p> <ul style="list-style-type: none"> • Estimations <p>Suggested Key Competencies</p> <ul style="list-style-type: none"> • Collecting information • Communicating information • Working with others and in teams • Using technology |
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Teaching and learning activities: (What do you want them to do? How well do you expect them to do it?)

Active Construction

Encourage students to become aware of Indonesian word order and its similarities and differences to English sentence construction. As students consider how they would interact with a new friend, they will also need to focus on choosing the appropriate register and tone of language, according to audience & context.

Following is a list of suggested activities in which the learners may engage. Teachers should show the sequence of activities and how students' learning will develop.

- Reflect on what type of friends you have and how you build relationships
- Consider the qualities of a good friend. Survey class to find out which quality is most valued (eg setia, jujur etc)
- Read articles about opinions on friends in a Teen magazine
- Complete exercises to practise word order eg '*teman baik saya*'
- Learn about the omission of 'is' and 'are' and complete exercises
- Listen to and complete exercises to learn new vocabulary, particularly adjectives
- Play the "opinion continuum" game to practise giving opinions on various topics
- Students make a PowerPoint about their friends - who they are, where they are from, what they are like, where they go with them and what they like to do with them. They should use a range of adjectives and conjunctions
- Compare how Australians and Indonesians interact with their friends. View scene from *Ada apa dengan Cinta*.
- Learn about and reflect on the etiquette of meeting new people
- Learn about mutual understanding
- Read and respond to dialogues based on Emma (Australian) meeting two Indonesians (Lia and Deni)
- Learn about the common greeting *mau ke mana?*
- Read a poll about the places that Indonesian teenagers like to frequent. Then survey each other about the places they like to hang out
- Play games to learn words for (eg target, aduh, snap, memory) + use Quizlet to reinforce vocabulary
- Respond to the question *Mau ke mana?* using a range of places
- Learn the numbers 20-100 and play games to learn these (Indo Bingo, Buzz etc, number races etc)
- In pairs ask for contact details (address, phone number, facebook)
- Complete a quiz '*Kamu orang apa?*'
- Write an introductory email to an e-pal at MTsN3 Jakarta
- Research Jakarta
- Extract key information from a range of written texts – twitter message, Facebook, blog entry
- **Assessment: Script and act out a role-play in which you make an Indonesian friend**

Resources

Main text – Teacher written booklet '*Salsi*'

- *Bagus Sekali* 1 Ch 2
- Excerpt of *Ada apa dengan Cinta?*

Evidence of learning and feedback

Class activities will provide teachers with guidance on the students' vocabulary acquisition. Bullseye assessment sheets will help teachers collate information on the students' speaking skills. The PowerPoint activity will give teachers evidence on how the students can work independently and synthesise their learning on the topic. The role-play will provide a summative indication of the students' ability to write a script using the modelled structures and speak using appropriate pronunciation and intonation.

Feedback

The teacher provides written feedback on ongoing exercises and activities in student workbooks. Detailed written feedback will be given to students on their role-play. Oral feedback about their understanding of spoken texts and their ability to speak in Indonesian during the pair work and survey activities will be given. Oral feedback will also be provided on discussion of Intracultural and intercultural topics

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| FACULTY Registration Evaluation | Year 7 | Indonesian | Module 1 – Teman-Teman Saya |
| | Teacher: Melissa Gould-Drakeley | | Date: 28/6/12 |

1. Did you have enough time to complete this unit?
Yes No Explain

2. Were there adequate resources available?
Yes No Explain

3. Can you suggest additional resources that can be added to the program? (Include websites)
Skype-ing with Bridge School

4. Did the students predominantly enjoy this unit?
Yes No Explain

5. Which of the following ICT did you use during the unit?

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| <i>Slide Presentation (PowerPoint/Keynote)</i> | <input checked="" type="checkbox"/> | <i>Multimedia presentation</i> | <input checked="" type="checkbox"/> |
| <i>Web quest internet activities</i> | <input checked="" type="checkbox"/> | <i>Interactive whiteboard activities</i> | <input type="checkbox"/> |
| <i>Moodle activity</i> | <input checked="" type="checkbox"/> | <i>Digital Images</i> | <input checked="" type="checkbox"/> |

6. List any additional teaching strategies that could be added to the existing program
Make a short film of the students and teachers commenting on what their good friend is like and present to students so they can learn bagaimana teman baik kamu
Survey students using online survey to check their intercultural knowledge prior to assessment tasks
Flat packs of Indonesian students from MTsN to use to talk about the activities etc that you do with friends
Talking about Avatar friends

7. How did you cater for differentiation in your classroom?

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| <i>Option based assignment</i> | <input type="checkbox"/> | <i>Extension worksheets</i> | <input checked="" type="checkbox"/> |
| <i>Graded worksheets (Blooms Taxonomy)</i> | <input checked="" type="checkbox"/> | <i>Mixed ability groups</i> | <input type="checkbox"/> |
| <i>Scaffolded/ simplified/ reinforcement worksheets or graphic organisers for ESL or lower ability students</i> | | | <input checked="" type="checkbox"/> |

7. What strategies did you use to gauge evidence of/for learning

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| <i>Quizzes</i> | <input checked="" type="checkbox"/> | <i>Completion of textbook questions</i> | <input type="checkbox"/> |
| <i>Topic tests</i> | <input type="checkbox"/> | <i>Teacher questioning</i> | <input checked="" type="checkbox"/> |
| <i>Assignments</i> | <input checked="" type="checkbox"/> | <i>Classroom Interactions</i> | <input checked="" type="checkbox"/> |
| <i>Exams</i> | <input type="checkbox"/> | <i>Observations</i> | <input checked="" type="checkbox"/> |
| <i>Group work</i> | <input checked="" type="checkbox"/> | <i>Bullseye proforma</i> | <input checked="" type="checkbox"/> |
| <i>Practical work</i> | <input type="checkbox"/> | <i>Overview of students' results</i> | <input checked="" type="checkbox"/> |
| <i>Bookwork</i> | <input type="checkbox"/> | <i>Results of external tests</i> | <input type="checkbox"/> |

Other (Student surveys)

8. Comment on the formal assessment (Role play)
Students enjoyed the assessment task. The task allowed them to show the sorts of questions they would ask someone their own age in order to make friends with them. However, it was hard for students to use some of the vocabulary expected of them (such as asking about the qualities of a good friend as this would not be an authentic interaction). We need to design an alternative activity to capture this.

Sample collected
 Yes ✓ No □

9. Were all outcomes met?
 Yes ✓ No □ *Explain*

10. Additional Comments /Evaluation
We need to adjust the marking criteria to better capture and assess the intercultural. We also need to discuss what we mean by limited teacher support for the task.

Final Reflective Summary

The More Leaps Project has enabled me to explore and apply the AFMLTA Professional Standards at a much deeper level. Working closely with another colleague - discussing teaching pedagogy, analysing lesson plans, a unit of work, resources and assessment tasks, evaluating lessons and reflecting on practice has been highly valuable. In particular, it has helped us both better understand the intercultural aspect of language learning. In addition to the materials presented in the More Leaps workshop, I used additional professional readings (Deardorff 2006) and professional development (John Hattie) to help me facilitate our project. These helped me further understand the importance of assessment for learning as an essential tool for capturing intercultural understanding. They also elucidated the importance of teachers being evaluators and using evidence based learning.

The reciprocal relationship that Alan and I established as a mentee and mentor helped enormously. We both trusted and respected each other and thus were able to freely discuss with each other disappointments we had in the classroom as well as successes. This was crucial as it enabled us to question why things may not have gone well and discuss possible solutions for improvement. Being a mentor also helped me grow professionally as a teacher and a leader as I needed to think more deeply about my teaching pedagogy to articulate and justify my planning, resourcing and assessment. The democratic nature of the mentee/mentor relationship also reaffirmed the value of being a democratic leader. I learnt as much from Alan as I am sure he learnt from me.

Importantly, taking an investigative stance in our teaching and using evidence gathered from a series of lessons has helped both Alan and I develop a much deeper understanding of how we can assess what messages the students take away from our lessons about the link between language, culture and learning. It is clear that it is essential to seek regular feedback from our students in various channels such as informal conversations, student reflections, online surveys and forums etc so that we can regularly assess their knowledge and understanding. We have also seen the value in students self-regulating their own learning.

In my role as Dean of Studies at my school, I have learnt that reflective practice is essential and that taking an investigative stance is an excellent way to develop as a teacher. I have also learnt that establishing reciprocal mentor/mentee relationships, built on trust, brings enormous benefit to both participants. I intend to share this learning with my colleagues across the school.

References

Deardorff, A (2006) Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10 (3), 241-266

Hattie, J - Visible Learning Workshop – May 2012