

Name: \_\_\_\_\_

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Your answers to this Assignment should refer to the language teaching unit (*Nice to meet you*) from a textbook to learn Japanese uploaded in the Module labelled Assignment 3 – Teaching portfolio (last module in the course). Use this template for your answers.

There are 10 questions in the assignment: 4 for Teaching sequence, 2 for Assessment, 2 for Cultural task, 2 for Resources. The answer to each question should be about 200 words, for a total of about 2,000 words. Please note that each question has two explanations; so, each explanation should be about 100 words.

**Analysis of language teaching sequence (20 marks total)**

Q1. Language teaching methods / approaches – as seen in Lecture 3. (5 marks)

Page	Activity	Method / Approach	Explain how the selected activity illustrates a particular language teaching method / approach. Select two different approaches, two different activities.
15	Talking about the things you like	Audiolingual method	Audiolingual method allows the learning of a language to occur through repeated respond to stimuli, which are mainly the structures (building blocks) of the language instead of explicit grammatical rules (Kirsch, 2008). The audiolingual method, based on the behaviorist theory, emphasises that through repetitive reinforcement, students should be able to produce linguistically accurate sentences. In this activity, students are to practise a conversation with a partner, identify the object in the answer and replace them with words used in the previous activities on pages 14 to 15. Replacing the words in the sentences several times is essentially a process of repeated responses to a stimuli. Word count: <u>106</u> / 100
13	Good morning!	Communicative Language Teaching (CLT) method	This activity requires the learners to listen to the greetings and practise them with a partner. Focusing on comprehension, the CLT method propels learners to practise speaking in a real communication with an aim to help them develop the ability to express notions and functions in various contexts (Kirsch, 2008). In this activity, teachers provide inputs and students are to practise them with a partner where they are able to express a notion (time) and a function (greeting). The activity does not specify that feedback will be given by the teacher, and students acquire the grammatical rules inductively because there is no explanation on the grammar. Word count: <u>106</u> / 100

Q2. Principles of Instructed Second Language Acquisition – as seen in Lecture 5. Select from ISLA Principles 1, 2, 3, 6, 7, or 8. (5 marks)

Page	Activity	How does the selected activity illustrate the principle? Select two
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		different principles, two different activities.
13	Hello and goodbye	This activity relates to the second principle, which is that instruction needs to ensure that learners focus predominantly on meaning. In this activity, students are to listen to three dialogues and guess the meaning with the aid of the photos. Clearly, the main goal of this activity is to have students figure out the meaning of each dialogue. Meaning can be categorised into semantic and pragmatic meaning, and the central focus of L2 acquisition is pragmatic meaning. The context is explicitly given by the picture, helping students to figure out both semantic and pragmatic meaning with the latter being the easier one given the context of the photos. Word count: <u>108</u> / 100
13	Good morning!	This activity aligns with the sixth principle, which is that successful instructed language learning requires extensive L2 input. In this activity, students listen to Japanese greetings and practise them with a partner. The audio component of this activity constitutes as the input, and the input in this particular activity falls into the category of “extensive” because greetings of both formal and informal settings are given, allowing students to grasp the different types of greetings used in different settings. After the class, students may engage in or hear these greetings in real life, which increases the amount of input they are exposed to. Word count: <u>102</u> / 100

Q3. Expectations of the New Zealand Curriculum for Languages - as seen in Lecture 12. (5 marks)

Page	Activity	Explain how two different aspects of the lesson align with any two expectations of the NZC for Languages. Select two different aspects, two different expectations.
13	Good morning! & Hello and goodbye	These two activities, which are one aspect of this lesson, align with the expectation of communicative competence of the NZC for Languages because they provide a simulated situation where students can interact with their partners based on the input given. Not only they can practise communication within the classroom, these basic language scenarios can also be potentially applied to real-world settings if given a chance, which further trains students’ communicative competence outside the classroom. However, a more free activity where students can interact with others using their own expressions based on the input instead of merely mimicking what the audio says would be more valuable. Word count: <u>105</u> / 100
14-15	Teenagers in Australia & Teenagers in Japan	This aspect of the lesson aligns with the expectation of cultural knowledge of the NZC for Languages as it explores the differences between teenagers from Japan and teenagers in Australia in terms of culture and language. Specifically, the 14 <sup>th</sup> page “Teenagers in Australia” notes that it is important to develop awareness and understanding of intracultural identity and interculturality, which are both essential components of cultural knowledge. Through this activity, learners are able to identify at least a small fraction of cultural differences and similarities between

		teenagers in Japan and teenagers in Australia. Word count: <u>92</u> / 100
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Q4. Learners' individual differences - as seen in Lecture 4. (5 marks)

Page	Activity	Explain how two different aspects of the lesson explicitly reflect a consideration of any two individual differences. Select two different aspects, two different differences.
15 & 17	Talking about the things you like & Go for it! Self-introduction	This lesson reflects a consideration of personality differences by incorporating both self-practising activity and activity that requires interaction between partners. In the activity "Talking about the things you like", the student has to speak with a partner, which obviously is in favour of students who are more extroverted and willing to interact with others. On the opposite, the activity "Self-introduction" caters to the needs of students who are introvert by allowing them to practise introducing themselves without having to talk to others. It seems as though the lesson is more extrovert-inclined because most of the activities involve interaction between two partners. Word count: <u>101</u> / 100
20	Favourite things	This activity shows that this lesson takes into account the differences of learning style existing among the learners. The Visual-Auditory-Kinaesthetic model indicates that there are three learning styles, to which are all given considerations in this lesson as there are activities that mainly use auditory stimuli (audio) to facilitate students to speak, activities that incorporate visual stimuli (photos) to help the learning, and activities requiring students to actually use their limbs to go through the learning process, such as the activity "Favourite things", which requires students to make a poster using the Japanese they have learned in this chapter. Word count: <u>99</u> / 100

**Analysis of inclusion of Cultural content (8 marks total)**

Q5. Explain two different understandings of culture evident in any two activities included in the language teaching unit. Select from the understandings of culture included in [Lecture 7](#) (4 marks).

Page	Activity	Explanation
12	Japanese greetings	This activity exemplifies the understanding of culture as societal norms because not only this activity asks students to listen to how Japanese students introduce themselves when meeting visitors for the first time, it also asks students what gestures they should use when meeting someone for the first time in Japanese culture, which is to bow. Both the characteristics of the language of greetings and the gesture used are illustrated in this activity, helping the students to understand that the gesture of bowing and using concise yet polite language are essential parts when meeting someone for the first time in Japanese culture. Word count: <u>101</u> / 100
16	Where is 日本	Laying out a world map and neighbouring countries of Japan, this activity illustrates the understanding of culture as area studies. Area studies include knowledge about a country or society and knowledge that is oftentimes not related to language. In this case, the knowledge include the geographical location of Japan, its neighbouring countries, and other countries around the world. It contributes to the overall understandings of culture among learners of this lesson where learners are able to know that Japan is a country located in East Asia and is in vicinity of countries like China, Korea, and Russia. Word count: <u>97</u> / 100

Q6. Explain two activities of the language teaching unit that demonstrate efforts to develop intercultural competence as defined in [Lecture 7](#) (4 marks).

Page	Activity	Explanation
14	Teenagers in Australia	In this activity, students are reminded to compare their own culture with another different culture to develop an awareness and understanding of both their intracultural self and the interculturality between two different cultures, which is aligned with the principle of intercultural competence, that is, developing a set of attitudes, knowledge, and skills in order to understand and respect people from different cultures, communicate with other cultural groups with a respect to the cultural differences, build benign and constructive relationships with people from different cultures, and understand one's own cultural affiliations through contacts with cultural difference. Word count: <u>95</u> / 100
15	Teenagers in Japan	This activity relates back to the activity "Teenagers in Australia". Students are required to find the similarities and differences between Australian teenagers' favourite things and Japanese teenagers' favourite things. Surely, looking for different or similar preferences of adolescents from two distinct cultures are one of the aspects that can insofar help learners of this lesson to develop intercultural competence, but this activity does not provide enough materials to help learners develop other aspects of intercultural competence, which are intercultural communicative competence and the development of respect of people from different cultural backgrounds.

	Activities enabling students to directly communicate with people from different cultures can make up for this. Word count: <u>108</u> / 100
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**Analysis of the textbook as a language teaching resource (7 marks total)**

Q7. In page 20 of the unit, there is a task using technology (*Introducing Yourself*). Identify how that task illustrates one of the affordances of technology as seen in **Lecture 9**. (3 marks)

Affordance	Explanation
Organisational affordances	Organisational affordances allow the storage and retrieval of leaning behavior and outcomes and sharing and recycling of materials while being cost-efficient (Reinders & Stockwell, 2017). The activity “Introducing yourself” requires students to use technologies to create an avatar or slideshow and then record themselves presenting their self-introduction. After the creation of avatar or slideshow and recording, both instructors and students will be able to store and retrieval materials in this activity to make assessment on outcome and progress. Besides, it is easy for students and instructors to share this activity digitally with others without any cost. Word count: <u>96</u> / 100

Q8. Explain how the language teaching unit illustrates two different principles of materials development. Select the principles from those seen in **Lecture 8**. (4 marks)

Principle	Explanation
1.4.5 Materials should require and facilitate learner self-investment	Learner would benefit most when they invest interest, effort, and attention in the materials and learning activities (Tomlinson, 2011). It is apparent that this language teaching unit illustrates this principle. For example, in the activity “Talking about nationalities and languages”, learners are presented with two examples of how to express nationality and language of China and Japan in both spoken and written form, and then the activity asks learners to figure out how to express the nationality and language of Australia and Italy in Japanese, which is an analogical method that propels learners to actively invest effort and attention. Word count: <u>99</u> / 100
1.4.7 Materials should expose the learners to language in authentic use	It is necessary for materials to present learners with comprehensible input or language in authentic use to achieve the better learning outcome (Tomlinson, 2011). There a number of activities where learners are exposed to comprehensible and authentic language use in Japanese. One of the examples is the activity “Good morning!”, in which learners are to listen to greetings and practise them with a partner. It is comprehensible because learners can look phrases up in the vocabulary lists in this unit if they are unsure about them. Although we do not know exactly whether this audio is authentic or not, it surely simulates authentic greetings in Japanese. Word count: <u>106</u> / 100

**Assessment (5 marks total) Refer to Lecture 10.**

Q9. Ideas about assessment (two activities; 3 marks).

Page	Activity	Identify two different activities in the language teaching unit that may be used for assessment purposes. Explain how those activities demonstrate two different ideas about assessment.
20	Introducing yourself	In this activity, students should record themselves presenting their self-introduction, which is essentially a pre-recorded presentation. This activity illustrates a communicative language test examining the students' ability to use language appropriately based on context as students are asked to include materials such as greetings, nationality, name, and hobbies in the presentation. This activity allows the instructor to assess students' overall understanding of previous materials introduced in this unit because students need to incorporate all the materials taught previously and arrange them in a presentation with the regard to grammar, lexicon, and pronunciation. <a href="#">Word count: <u>92</u> / 100</a>
17	Self-introduction	This activity exemplifies integrative and pragmatic tests originated in the 1970s. In integrative and pragmatic tests, learners need to demonstrate the understanding of the target language in a meaningful linguistic context, which is what this activity asks the learner to do. Learners are given two examples of Japanese teenagers introducing themselves and are asked to use the same structure to talk about themselves. Essentially, learners are filling in the blank but are given a prearranged structure, which resembles a cloze test. Both pragmatic competence and grammatical correctness are measured in this activity. <a href="#">Word count: <u>92</u> / 100</a>

Q10. Assessment purposes (two activities; 2 marks).

Page	Activity	Identify two different activities in the language teaching unit that may be used for assessment purposes (these can be the same that you selected for Q9). Explain how one of those activities can be used for Formative Assessment and one that can be used for Summative Assessment.
20	Introducing yourself	This activity can be used for summative assessment. Summative assessment establishes learner's mastery of course material, and summative assessment is a public outcome statement on performance at the end of a language instruction unit (Davies et al., 1999). In this activity, learners need to include all of the previously taught materials, namely greetings, nationality, name, and hobbies, in a prerecorded presentation. Hence, their understanding on the whole teaching unit, which is meaning-focused instead of form-focused, can be measured through this activity. <a href="#">Word count: <u>87</u> / 100</a>
20	Essential ***	This activity can be used for formative assessment. Although this activity cannot be made of implication to improve and inform the teaching, it is able to diagnose weaknesses among learners and measure progress and achievement. In this activity, students are asked to read a number of Japanese texts and check to see if they remember them by covering the English translation. Through covering the English translation and checking to see if he or she remembers the Japanese text, the learner is able to see their weaknesses. Students can also be motivated as they can see how many words, phrases, and sentences

		they have been able to remember through the learning.
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Word count: 110 / 100

Final Paper Assessment