



## Detailed study template

based on the ARC Linkage Project

“Connecting younger second language learners and older bilinguals: Intergenerational, intercultural encounters and second language development”

A collaborative research project with the Faculty of Arts: Dr Marisa Cordella, Dr Hui Huang and the Faculty of Medicine, Nursing and Health Sciences: Prof Colette Browning



Project participants

## Structure of this detailed study template

	Introduction	page 3
1	The research project and the participants (rationale)	page 4-5
2	The research project and the “detailed study”	page 6-7
3	Language content and sequence -Table of contents	page 8-10
4	Topics and issues	page 11
5	Texts and text types	page 12-13
6	Methodology	page 14-16
7	Linguistic detail	page 17
8	Assessment	page 18
9	Resources	page 19
10	Additional activities	page 20
11	Sample glossary (English - generic)	page 21
12	Testimonial from a student and pictures from research project	page 22-24
13	More information about the research project and contact details	page 25
14	Acknowledgment	page 26

## Introduction

This detailed study template has been designed for language teachers who would like to implement an innovative and interactive experience for their students. It provides language students with an authentic and real-life project to prepare for their oral examination in Year 12. The content of this template has been developed on the basis of a three year research project (“Connecting younger second language learners and older bilinguals: Intergenerational, intercultural encounters and second language development”). During fortnightly meetings students and seniors share the senior’s first language and explore exciting topics about the senior’s life story. Together, the student-senior pairs bridge generational and cultural gaps and most of all, the students are exposed to natural conversation practise in the language they are learning.

The coordinator and author of this template, Mrs Renate Just compiled information based on her experience as a German language teacher in the research project and she also gathered feedback from all other teachers involved in this project across three schools and three languages (Chinese, German and Spanish) in Melbourne between 2010 and 2012. The study was conducted through a research team at Monash University across Faculties (Faculty of Arts and Faculty of Medicine, Nursing and Health Sciences) and across the three language groups.

## 1 The research project and the participants (rationale) (page 1 of 2)

The research project 'Connecting younger second language learners and older bilinguals: Intergenerational, intercultural encounters and second language development' involves senior citizens communicating in their native languages with secondary school students studying a language other than English at Year 11 and 12 levels, Victorian Certificate of Education (VCE) Units 1-4.

The students are paired with an older bilingual person with whom they meet at school for a designated period of time, approximately 1 hour fortnightly for 8-9 months.

Schools: Caulfield Grammar School, Wheelers Hill; Glen Waverley Secondary College and Wantirna College

Languages: Chinese, German, Spanish

The project is intended to develop and extend the communicative competence of students currently enrolled in languages other than English at VCE studies.

Focus: Detailed study (oral component)

Overall theme: Past and present experiences of speakers of languages other than English in Australia and young students' experiences

## 1 The research project and the participants (rationale) (page 2 of 2)

The project maintains and extends the knowledge and skills acquired by students using a language other than English in realistic situations, and provides students with new and additional opportunities to practise and develop a greater competence and fluency in the language.

Working with older partners adds a new and challenging aspect to their learning which deepens and enhances:

- The overall appreciation of the subject and the practical application in the wider community
- The satisfaction derived from communicating effectively in various situations and contexts
- The increased fluency and proficiency achieved in the language other than English
- The understanding of the culture of the specific community of the language other than English

## 2 The research project and the “detailed study” (page 1 of 2)

As part of the VCE course work and in preparation for the oral examination at the end of Unit 4, students of languages other than English are required to undertake a “detailed study”. This is the study of a “theme” which forms the basis for the 8 minute “discussion” in section 2, of the oral examination.

Students prepare detailed information based on “texts” in the target language and initiate a discussion by introducing the topic. They are expected to anticipate possible questions and respond readily, offering additional points of interest etc., with the discussion allowing some degree of predictability but also a display of considerable communicative skills and language competence in the conversation with their assessors.

The preparation of the “detailed study” is expected to take up approximately 15 hours of scheduled class time during Unit 3 and 4.

The design of the research project’s syllabus and the activities associated with it represent one method of gathering the detail for several possible “sub-topics” within the overall theme: Older speakers of languages other than English in Australia (see “suggested sub-topics” in VCE study design, p.13). The project allows each student to develop individual responses in accordance with the content, the language and other materials used while communicating with their partners.

## 2 The research project and the “detailed study” (page 2 of 2)

Notes and recordings (incl. available transcripts) taken during a conversation provide the documentation of an individual oral exchange and represent a form of text-types required as resources for the detailed study\*. Additional texts are analyzed and discussed in class (see p. 13). The individual pair-work and sequence of the conversations allow for sufficient variation and a “range of interests and perspectives”, so that each student can provide an individual response to the coursework assessment task(s) set in Units 3 and 4, as well as in the discussion (oral examination).

*\*The detailed study should enable the student to explore and compare aspects of the language and culture of the German-speaking community through a range of oral and written texts in German related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.*

(VCE study design, Units 3 and 4 German, October 2009)

### 3 Language content and sequence -Table of contents (page 1 of 3 )

Time and date	Topics	The past	Language skills Linguistic detail	Resources materials, aids	Recordings (transcriptions) Y/N
Term 2					
<u>April</u>	INTRODUCTION/ MEET AND GREET (SPEED- MEETING)	Greetings/introductions, getting to know each other Favourite activities, TV programs Conversations about past and present Life after WW2, East/West conflicts, Cold War	use of communicative conventions greetings, phrases to initiate and maintain a conversation	maps, pictures, photographs, realia and other artefacts	
<u>May</u>	EARLY LIFE EXPERIENCES IN COUNTRY OF ORIGIN	Family – structure and origin, childhood Past experiences Nationality, citizenship The European experience, European Union Multilingualism Languages in Europe	asking questions anticipating responses making references to specific resources	pictures, songs and games	
<u>June</u>	DECISION TO MIGRATE AND EXPERIENCE OF MIGRATION WHY DID THEY COME?	Life at home School life Friendships Learning a foreign language Holidays Travel and places of interest	sharing information (historical, geographical, cultural) exploring and reflecting on specific details	maps, pictures, photographs, realia and other artefacts	



### 3 Language content and sequence -Table of contents (page 2 of 3 )

Time and Date	Topics	The present	Language skills, Linguistic detail	Resources, materials, aids	Recordings (Transcriptions) Y/N
Term 3					
<u>July</u>	WORK AND FAMILY LIFE IN AUSTRALIA	Daily life, food, shopping Art and entertainment, movies, movie stars, idols Leisure activities Memberships to clubs and associations	recalling experiences (anecdotal)  describing specific activities		
<u>August</u>	FUTURE	Living with technology (including mobile phones, computers) Modern lifestyle Nature and the environment	presenting a profile of your partner		
<u>September</u>	GROWING OLDER	Age, change in activities, healthy ageing Future plans and aspirations Report back to the group	report on content, materials used and pictures sighted		

### 3 Language content and sequence (page 3 of 3)

1. Meet and Greet - using strategies to relate to other speakers
  - Greetings
  - Introductions
  - Use of communicative conventions (greetings, phrases)
2. Initiate and maintain a conversation
  - Preparing questions
  - Anticipating responses
  - Making references to specific resources
  - Using appropriate linguistic detail (vocabulary and grammar)
3. Sharing information (historical, geographical, cultural)
  - Acquisition of background knowledge
  - Use of resources (technology)
  - Discussion of maps, pictures, photographs, realia and other artefacts
4. Exploring and reflecting on specific details
  - Express opinions
  - Use persuasive language
  - Evaluation/ evaluating points of views
5. Summary and Report
  - Recalling specific experiences (anecdotal)
  - Describe specific activities
  - Present a profile of your partner
  - Report on content, materials used and pictures sighted

## 4 Topics and issues

### Some possible detailed study topics

- Arrival and early years
- Reasons for migration
- Language background and learning English
- Finding work and building a career
- Home, family life and changes in life style
- Leisure activities and holiday destinations
- Visiting the home country
- Communication with family
- Celebrating cultural traditions and special events
- Areas of entertainment
- Maintaining the native language
- Social contacts and involvements
- Plans for retirement and future activities
- Reflections on present day issues, politics, religion etc.
- Changes in technology and communication
- Taking an active part in study and research
- Reflecting on the participation in the project and experiences shared between young and old

## 5 Texts and text types (page 1 of 2)

### Suggested texts

There is a wide range of possible texts and text-types available for this topic. Some are found in relevant chapters of school textbooks appropriate for VCE levels. The Victorian Curriculum and Assessment Authority's (VCAA) study designs contain a list of suitable resources such as course books, literature, readers with audio CDs, reference books, magazines, websites etc. As the texts will vary in the degree of language difficulty, teachers will assist students with the choice of texts and make recommendations regarding the use of specific text types such as pictures, movies, songs etc.

The work during the period assigned to the detailed study entails practice of strategies for a discussion of the texts chosen for the oral examination. Language details, cultural and communicative strategies for the discussion to be prepared for the oral examination are the focus of the 15 hours of class time to be spent on the detailed study.

## 5 Texts and text types (page 2 of 2)

The principles of the research project constitute a possible "oral component" (an extended interview) with "live" speakers, a unique and invaluable experience, as students generally have little personal contact with mature aged native speakers living in their neighbourhood and community. The project can also assist the students in their search for individually meaningful written texts. The texts supplied by the speakers, however, should be sighted and approved by their teachers.

Some texts and other materials used during the pair discussions will have the function of stimulating and maintaining the communicative exchanges, making the conversations rich and engaging, while the content and level of sophistication will vary.

Some text types originating from the project :

Interview	Story book
Map of country	Song
CV of a migrant	Recipe
Family picture album	Newspaper article
Diary entry	Magazine
Old school book	Journals

## 6 Methodology (page 1 of 3)

### What needs to be done during the 15 hours of class time scheduled for the detailed study

Individual teachers of languages other than English use their specific knowledge and expertise to develop their students' communicative skills and linguistic competence. They also use a systematic approach to present students with the detailed knowledge (what to say and how to say it) of the specific topic content which is the “detailed study”.

Teachers design tasks to develop and maintain students' language proficiency using a balanced and sequential approach to ensure that listening, speaking, reading and writing skills are practiced and extended to achieve the highest possible level of performance for each individual student.

Extensive study and revision of grammar as well as vocabulary form part of any specific work on selected texts:

- Content (concise description of the topic, activities and texts)
- Linguistic detail (vocabulary, grammar) (see p.16)
- Conversation management skills (phrases and conventions, introduction, conclusion, repair strategies, leading the conversation, providing extra material, maintaining the interest etc.)
- Class and homework will entail preparation of written scripts, mind maps, glossaries, cue cards, pair-work practices and mock orals

## 6 Methodology (page 2 of 3)

In order to develop the highest possible level of confidence, students memorize and practice their presentations frequently and allow for their presentations to be interrupted. They anticipate questions and plan how they get back on track leading the discussion in a way that they can fully display their knowledge of the detail:

(what? who? when? why? how?)

1. Name the topic
2. Describe the participants
3. Report interesting facts (3 main focal points and the texts chosen)
4. Refer to texts as resources for specific detail
5. Reflect on “the migrant experience” (have something to say in reserve)
6. Reflect and comment on individual involvement in the project and the benefits gained (overcoming initial difficulties, gaining confidence and developing a friendship) by showing enthusiasm for the “human” element experienced working with their partners, making recommendations and suggesting future activities etc.

## 6 Methodology (page 3 of 3)

For less able students it is often useful to firstly keep to a specific (chronological) order of points and a considerable amount of rote-learning is necessary during the time of preparation; more independent thinkers, however, can develop ways of rephrasing and reordering aspects of the discussion more freely to achieve a “natural” and spontaneous flow of conversational turns, using elements of humour, surprise and accompanied by “unwavering” enthusiasm. An excellent presentation of communicative skill is the result of meticulous planning and rehearsal involving the use of cue cards, rehearsed monologue, repair strategies, stock phrases and the ability to respond quickly when the discussion enters unexpected territory. Students need to offer what they know, rather than try to think of an answer to something they do not know (repair strategies).

Sample questions about the texts:

1. What is the topic and the title?
2. How does it relate to the overall topic?
3. Who is the author?
4. When was it written?
5. Where have you found this text?
6. What have you learnt from the information given in the text?
7. What did you find particularly interesting?
8. Which details would you like to discuss?
9. Was it difficult to understand the language?
10. What is important about this text?
11. What is your opinion about a particular aspect?



## 7 Linguistic detail

### Vocabulary

1. Content (topics and issues)
2. Fluency and skills in using communicative conventions (introduction, maintenance, repair, humour, etiquette, conventions etc.)

Each student must compile and memorize an extensive “glossary” (see p. 21) of individual words and phrases commonly used in general conversation as well as a specific list of terms and expressions related to the topic of the “detailed study”. The volume and level of sophistication of an individual glossary reflects the competence and effort of each candidate, his/her skill in using a dictionary and also the ability to find synonyms and alternative ways of expressing ideas and concepts, when faced with unrehearsed responses during the discussion.

### Grammar revision

The ability to use correct grammar during oral exchanges is an important aspect of “communicative competence”. Students at VCE levels Unit 1-4 are expected to be familiar with the grammatical structures and the examples listed for each specific language in the VCE study design.

## 8 Assessment

The “detailed study” is discussed in section 2 of the oral examination. This section takes approximately 8 minutes. At the beginning of this section the student indicates to the assessor/s the sub-topic chosen for the detailed study. He/she briefly introduces the main focus of the topic, and tells which texts were used to prepare the discussion. The student also alerts the assessors to any objects brought to support the discussion.

“The focus of the discussion will be to explore aspects of the language and culture of communities in which the language is spoken and the student will be expected to make reference to texts studied. The student may support the discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.” (VCE assessment handbook, October 2009)

The assessment criteria for the “detailed study” are set by the VCAA and the examination will address all of the criteria. All students will be examined against these criteria as contained in the assessment handbook.



## 9 Resources

Victorian Curriculum and Assessment Authority (VCAA):

1. VCE study design, Units 3 and 4 German, October 2009
2. VCE assessment handbook, October 2009
3. Study advice

## 10 Additional activities

In addition to the sessions outlined in this syllabus, it is recommended to take part in some additional activities (excursions organized by the schools), in order to provide more material for intensive discussion. The “intergenerational experience” can be further enhanced through activities where both young and old explore venues of specific cultural relevance such as:

- A visit to the Museum of Australian Chinese history
- A luncheon in Chinatown
- Viewing a movie during an International movie festival
- Organising some cooking classes
- Going to a market
- Visiting the Immigration Museum and using its online resources
- Theatre performances
- Art, music and cultural shows
- Photo exhibitions etc.
- Clubs and restaurants
- etc.

Teachers of languages other than English will have a number of contacts and seek out opportunities each year to celebrate specific cultural customs and traditions with their students. Schools may be able to provide the resources to extend an invitation to the senior participants in this project to join a specific excursion. Shared experiences of this kind can be of utmost value as they provide a basis for deeper discussion, stronger interaction and increased understanding of intercultural and intergenerational issues.

## 11 Sample glossary (English - generic)

migrants	heritage	challenge
experience	tradition	cont.
reason	nostalgia	
choice	education	
political	identity	
economical	hopes	
religious	aspirations	
difficulties	profession	
to adapt to	independence	
to cope with	career	
to develop	recreation	
growth	retirement	
bilingual	social contact	
origin	involvement	
native	interests	
language	concerns	

## 12 Testimonial from a student and pictures from the research project (page 1 of 3)

A student of German using the project as her detailed study topic in the Victorian Certificate of Education (VCE)

*Testimonial from a student at Caulfield Grammar School. This student participated in the German program over a two year period (2010 and 2011), as a Year 11 and Year 12 student. She decided to focus her detailed study on her experience in participating in the project. She found that meeting with the seniors every fortnight 'is a fun way to spend Monday afternoons'.*

*I participated in Monash University's Intergenerational Project in both Year 11 and 12. The fortnightly conversations with my senior partner were not only a lot of fun but also helped improve my language and conversation skills and I was even able to use it for my detailed study.*

*There are a range of different topics discussed at the fortnightly meetings with your partner. Some are more difficult to speak about than others but you do not have to restrict your conversations to the given topic alone; discuss them as best you can and then find something else to talk about.*

*All the senior participants are very nice people and conversations with them are very interesting. Throughout the project you get to know your partner well and develop a good relationship with them. They are all very willing to help when you have difficulty with the language and you learn a lot from them. The more you get to know your partner the more fun the meetings are.*

*This project is a worthwhile activity to get involved in. Not only do your language and conversation skills improve from the real life practice but you learn about your partner and their experiences in Germany and Australia, you discover more about the older generation and realise that they are actually very interesting people who can teach us a lot, and have fun doing so.*

## 12 Testimonial from a student and pictures from the research project (page 2 of 3)

*I really enjoyed being a part of the project and decided to use my experiences as something to base my detailed study topic on. I concentrated on the relationship between generations but there were many other angles that I could have taken. I could have talked about the difference between life in Australia and Germany, learning another language, the relationship between generations, or any of the topics covered in our conversations. I was able to talk about the project itself, what was involved in being a participant, the aims of the project and the benefits of having such a project. The possibilities for texts with the project as your topic are endless. You could use something your partner has written, something that they find particularly fascinating or anything else outside of the project that relates to something that has been discussed. I used our fortnightly conversations, a film that we saw with our partners, and an article that I found about intergenerational relationships. Using this project as my detailed study topic was very interesting.*

*My advice for using this topic as your detailed study would be to choose the direction you would like to take it as soon as possible because otherwise there are too many different things to try and cover and it can become confusing and difficult. Choosing which direction to take at the beginning of the project allows you to use your time more effectively with your partner and find the texts sooner.*

*I would definitely recommend participating in this project and considering it as a detailed study topic. It is a great way to improve relationships between different generations and practice speaking another language but most importantly it is a fun way to spend Monday afternoons every fortnight.*

## 12 Testimonial from a student and pictures from the research project (page 3 of 3)



Students of Chinese and Chinese seniors during an additional activity



Students of German and German senior participants during an additional activity



A Spanish speaking student-senior pair



A Chinese speaking student-senior pair



## 13 More information about the project and contact details

### More information

**Research Project:  
'Connecting  
younger second  
language  
learners and  
older bilinguals'  
(Monash  
University 2010-  
2012)**

**Project website**

**<http://www.arts.monash.edu.au/intergenerational/>**

**Dr Marisa Cordella (Spanish),  
Marisa.Cordella@monash.edu**

**Dr Hui Huang (Chinese),  
Hui.Huang@monash.edu**

**Ms Ramona Baumgartner (German),  
Ramona.Baumgartner@monash.edu**

**Detailed Study  
Coordinator**

**Mrs Renate Just,  
RenateJust@caulfieldgs.vic.edu.au**

## 14 Acknowledgment

Firstly, the research team would like to thank the Australian Research Council (ARC) for the Linkage grant (2010-2012), that made the research project 'Connecting younger second language learners and older bilinguals: Intergenerational, intercultural encounters and second language development' possible.

A special thanks goes to the author of this template, Mrs Renate Just.

The research team would like to acknowledge the following three schools, their staff and the volunteers who brought the ARC Linkage project to life. Their participation, commitment and motivation are an inspiration to all future participants and organisers:

- Caulfield Grammar School, Wheelers Hill: Their principal, their Chinese and German teachers and LOTE coordinators and Year 11 and Year 12 students in 2010-2012.
- Glen Waverley Secondary College, Glen Waverley: Their principal, their Chinese teachers and LOTE coordinators and Year 11 and Year 12 students in 2010-2012.
- Wantirna College, Wantirna: Their principal, their Spanish teacher and Year 11 and Year 12 students in 2010-2012.
- All Chinese speaking, German speaking and Spanish speaking senior volunteers.

The research team would also like to thank the four partner organisations and their representatives for their contributions, support and advice: Council on the Ageing, Department of Education and Early Childhood Development, Independent Schools Victoria and Office of Multicultural Affairs and Citizenship.

Finally, the research team would like to pay tribute to the initiator of the ARC Linkage Project, the late Professor Michael Clyne. All future programs will continue his legacy as a pioneer and tireless advocate of multilingualism in multicultural societies.

© Monash University March 2012.

Author: This document was written by Renate Just, Caulfield Grammar School, Melbourne.

Pictures: All pictures were taken as part of the ARC Linkage Project. They are published with participants' and teachers' consent.

Disclaimer: Monash University reserves the right to alter information, procedures, feeds and regulations contained in this document. Please check the Monash University website for updates ([www.monash.edu](http://www.monash.edu)). All information reflects prescriptions, policy and practice in force at time of publication. Published March 2012.