

# Section 1—'Impressions' of the Possibilities

## Aims

- To establish Asian texts as desirable content for English classrooms.
- To introduce *Impressions: Texts from Asia for the Lower Secondary English Classroom* and consider a range of ways of using it in the classroom.
- To introduce the 'Studies of Asia emphases across the curriculum' from *Studies of Asia: A Statement for Australian Schools* and discuss how they can be used when planning curriculum and selecting texts.

## Introduction

This section is about the text:

Bott, A, Grafton, L, Millard, C and Trevaskis, D 1998 *Impressions: Texts from Asia for the Lower Secondary English Classroom*, Curriculum Corporation, Victoria.

This anthology of written and visual texts has selections of extracts from novels, epic tales, myths and legends, poetry and memoirs. It also contains visual texts (including the cover). The selections cover contemporary and historical periods and attempt to show the diversity of Asian cultures through works from Japan, Vietnam, India, Indonesia, China, Singapore, and Malaysia. Students activities are also provided.

## Expertise Required

Presenters require:

- Knowledge of the contents of *Impressions*, the 'Studies of Asia emphases across the curriculum' and State and Territory curriculum frameworks.
- Familiarity with other key resources such as *Hanabi*, *Same Difference* and *Many Flowers*.

## Resources required

- OHTs 1.1–1.4
- Resources 1.1–1.5
- Copies of *Impressions: Texts from Asia for the Lower Secondary English Classroom*.
- The following additional resources are desirable but not essential: newspaper articles and reports, AEF newsletters, travel brochures, picture books, novels, short stories, advertisements, visual art pieces or magazines, artefacts, URLs.

## Bibliography

See Resource 1.5.

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## Delivering the Section

### 1. Welcome and Introductions (10 minutes)

### 2. Purpose of the section (5 minutes)

Show and discuss **OHT 1.1: 'Aims of the Section'**.

### 3. Asian 'Who's Who and What's What' Activity (15 minutes)

This activity attempts to establish some of what participants already know about literature in Asia and provoke thinking about the range and diversity of Asian texts.

- Explain to participants that this activity is designed to identify their common understandings and to further their thinking about the range and diversity of Asian texts which can be used in the English classroom. Explain that the following activities will provide them with the opportunity to develop more knowledge about these and other texts and characters.
- Provide participants with either an A or B card from **Resource 1.1: 'Who's Who and What's What'** (or a selection from both A and B, depending on the size of the group).
- Explain that some participants have the name of particular Asian text types and characters and others have the description. Their task is to connect the names and descriptions by finding the person with the complementary information.
- During this activity support participants by circulating within the group, or participate, if appropriate.
- Ask the pairs to form groups of four to share their information and to discuss the text types they currently use in these categories in their classrooms.
- Provide all participants with a complete copy of **Resource 1.1** for their own future use.

### 4. Connections to English Curriculum (15 minutes)

This activity provides participants with an outline of how the study of Asian texts are easily integrated into English teaching programs.

- Provide participants with **Resource 1.2: 'Connections to English Curriculum'** or a similar document more relevant to the local State or Territory. (This will be developed in a later section.)
  - Provide reading time.
  - Outline the support for the inclusion of texts from Asia into English curriculum by emphasising the relevant elements of State and Territory curriculum frameworks.
  - Invite participants to consider how the incorporation of texts from Asia will expand the range of texts available to them and their students, support inclusive curriculum development, attend to the issue of providing students with a more 'global' view of the world and provide an avenue for countering racism through providing a forum for the discussion of difference.
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## 5. Introducing *Impressions* Using Chapter 2: 'Visiting the Visual' (20 minutes)

This activity introduces Chapter 2 of *Impressions* and provides the opportunity for participants to become familiar with the layout of the text and the type of activities students are invited to undertake.

- Point out the scope of the texts in *Impressions* by making reference to the countries of Asia and the genres represented:  
There are extracts from novels, epic tales, myths and legends, poetry, visual texts (including the cover) and memoirs.  
There are works from Japan, Vietnam, India, Indonesia, China, Singapore and Malaysia.
- Explain that in introducing them to the document you will focus on Chapter 2, 'Visiting the Visual'.
- Direct participants to Chapter 2 (pp. 12–20) and provide time for perusal of the images. Remind participants that the cover provides an additional visual image which can be used in comparison with the image of Ganesh on page 16.
- Then ask participants to focus on the IDC advertisement and in pairs or small groups consider the questions which accompany the text.
- Show **OHT 1.2: 'English Learning from the IDC Advertisement'** and discuss the English learning which is supported by these questions.
- Invite participants to suggest other questions which could be asked about this text. Examples include: 'Who is the likely audience for this advertisement?' 'What elements of the advertisement support your choice?' Compare Australian telecommunications logos with the one in the advertisement.
- Ask participants to work in pairs or small groups to develop one or two questions or activities which support the comparison of the images of Ganesh on the cover and page 16. Use a 'round robin' technique, asking each pair to contribute one idea. Record these and provide copies for all participants.

## 6. Introducing the 'Studies of Asia Emphases Across the Curriculum' (10 minutes)

- Use **OHT 1.3: 'Learning Emphases in the Studies of Asia'** to introduce the five emphases. Use the following notes to provide a brief explanation of each of the emphases and explain that they support a broad and balanced approach in the use of texts from Asia in the classroom.

**Developing Concepts of Asia.** This includes exploring what is meant by the term 'Asia', developing appreciation of the diversity of Asia, and analysing the links between Asian nations.

**Challenging Stereotypes.** This includes examining and challenging negative stereotypes and examining how stereotypes develop and are perpetuated.

**Being Informed about Contemporary Issues.** This includes analysing issues or events in Asia which have local interest and relevance, discussing action which could resolve these issues and comparing ways Australia has responded to similar issues.

**Understanding Contributions made by the Peoples of Asia to the World.** This includes identifying contributions made by the cultures of Asia to world heritage

and developing an understanding of how particular Asian civilisations have had effect on other cultures including the Australian culture.

**Considering the Likely Implications of Closer Asia–Australian Relationships.**

This includes considering the contributions to Australian society by Australians of Asian heritage and Australians living in Asia and developing an understanding of the multicultural nature of Australian society and culture.

- Direct participants to pp. 17–19 of *Studies of Asia: A Statement for Australian Schools* (or provide photocopies) for detailed descriptions of each of the emphases.

Invite any questions of clarification.

**7. Investigating Ways to Apply the Studies of Asia Emphases (40 minutes)**

In this activity, participants have the opportunity to discuss what the emphases mean in the context of English curriculum.

- Use **Resource 1.3: ‘An Example of Using the Studies of Asia Emphases’** to provide an example of what the emphases mean in practice.
- Use the following notes to ‘talk’ participants through each of the emphases, directing them to the relevant sections of *Impressions*:

**Developing Concepts of Asia**

- Suggest that participants encourage students to discuss those things which confirmed their ideas about Asian places and environments and those which surprised them or challenged their ideas.
- Suggest that participants ask students to think about how and where their ideas are developed (eg research; information texts; news programs; visits and holidays; the Government and politicians; friends and family; study; fiction etc)

**Challenging Stereotypes**

- Using fables, legends and historical writing provides a ‘non-threatening’ way to discuss stereotypes.
- Discussing similarities and differences provides for challenging stereotypes and discussing difference as a positive value.

**Being Informed about Contemporary Issues**

- The extract from *Only the Heart* provides some of the opening passages from this novel about migrant experience in Australia.
- The comparison with a contemporary Australian setting in the John Marsden series, which is about the effects on a group of teenagers of an invasion of Australia by an unnamed enemy, provides the possibility for students to develop concepts about migration and the feelings of those forced to flee their own country.

**Understanding Contributions made by the Peoples of Asia to the World**

- Using poetry means many texts can be examined easily.
- This activity shows students how the subjects of poetry in a range of cultures have many similarities in content and feeling.

### **Considering the Likely Implications of Closer Asia–Australian Relationships**

- The extract from *NP* has a contemporary setting (modern Tokyo) and underlines the similarity in life style, concerns and friendship of those who live in such cities wherever they may be located.
- At the same time, students can develop an understanding of the particular aspects of life in modern Japan and compare these with their own lives.
- In pairs or small groups, ask participants to select one of the examples to consider in detail. Show **OHT 1.4: ‘Considering the Studies of Asia Emphases’** to outline the activity. Provide participants with **Resource 1.4: ‘Using the Studies of Asia Emphases’** as a record sheet for this activity.

#### **8. Reflection (5 minutes)**

Distribute copies of the annotated bibliography, **Resource 1.5**, before providing time for participants to reflect on the section.

- Ask participants to complete a Reflection sheet individually
- Provide participants with the opportunity to debrief. This could take the form of:
  - Offering one insight they have gained from the section in a ‘round robin’ oral report to the whole group.
  - Sharing insights with a partner.
- Invite participants to discuss any other matters about the delivery of the section.

## Aims of the Section

The section aims to assist you to:

- To establish Asian texts as desirable content for English classrooms.
- To introduce *Impressions: Texts from Asia for the Lower Secondary English Classroom* and consider a range of ways of using it in the classroom.
- To introduce the 'Studies of Asia emphases across the curriculum' from *Studies of Asia: A Statement for Australian Schools* and discuss how they can be used when planning curriculum and selecting texts.

# English Learning from the IDC Advertisement

## **Task 1: What do you think is being advertised?**

Students (attempt) to identify the product and its connection to the visual images used (an important skill as advertisements become increasingly visually sophisticated).

## **Task 2: List all the visual elements in the advertisement. After this closer look, has your understanding of the purpose of the advertisement changed?**

Students examine closely the effect on audiences of specific visual images and their connotations

## **Task 3: What do you understand a logo to be? Locate a logo in the advertisement. What aspects of the logo give clues to the type of company that has placed this advertisement in the magazine?**

Students consider the impact and importance of the feature of logos as an advertising technique

## **Task 4: Reassess your original interpretation of the meaning of the advertisement. Has it changed since you investigated all the visual elements, or was the message very clear in the first place?**

Students recognise the impact of visual elements and the way written information works with visual elements in advertising to persuade consumers.

# **Learning Emphases in the Studies of Asia**

- 1. Developing Concepts of Asia**
- 2. Challenging Stereotypes**
- 3. Being Informed about Contemporary Issues**
- 4. Understanding Contributions Made by the Peoples of Asia to the World**
- 5. Considering the Likely Implications of Closer Asia–Australia Relationships**

**Source:** *Studies of Asia: A Statement for Australian Schools*, Curriculum Corporation, 1995.

## **Considering the Studies of Asia Emphases**

- **Select one of the emphases for detailed study.**
- **Read the text(s) and accompanying questions, and then consider:**
  - **How do the text(s) and questions support English learning?**
  - **What other texts/resources could you use in conjunction with the material in *Impressions*?**
  - **What other questions and activities could be developed?**
  - **What prior knowledge is assumed? What implications does this have for teaching?**

## Resource 1. 1

## Who's Who and What's What

<b>A Cards</b> Text or character	<b>B Cards</b> Description
<b>Haiku</b> Poetry Japan	These poems have been written in Japan for hundreds of years. The syllable pattern is difficult to copy when poems are translated into English. This poem has 17 syllables arranged in a 5-7-5 pattern. Traditionally this poetic form includes the name of, or a reference to, a season. Modern poems break some of the old rules.
<b>Manga</b> Contemporary comics Japan	(In Japanese: irresponsible images) A popular textual form which is read widely in Japan and now in Australia. They are often longer than the comics familiar to Australian audiences and the subjects are varied, sometimes specifically targeted at males and females and sometimes pornographic.
<b>Journey to the West (Monkey)</b> Legend China	The Chinese priest Xuan Zang (AD 602–664) journeyed to India to obtain sacred Buddhist Scriptures for the Emperor Li Zhi, of the T'ang Dynasty. He was given the name 'Tripitaka'. Wu Ch'eng-en, who lived between 1505 and 1580, combined the legends about this journey into a very long tale, <i>Journey to the West</i> . It recounts numerous incidents during the pilgrimage in which Monkey, Pigsy and Sandy, who journey with Tripitaka, are assisted by divine beings or intervene to ensure that Tripitaka brings the sacred scriptures back to China safely.

<p><b>Tanka</b> Poetry Japan</p>	<p>Also called <i>waka</i>, this form of Japanese poetry is even older than haiku, originating over 1000 years ago. It has a 5-7-5-7-7 syllable pattern, so haiku is a 'reduced' version of this form. Like haiku, it has a set of conventions which are not in common use in contemporary times.</p>
<p><b>Fu Hu</b> Reporter/ Chronicler China</p>	<p>This man collected a range of reports on the lives of members of the Qing royal family (AD 1644–1911) in China. His reports describe court relationships and politics. They may be hearsay, true, propaganda or slanderous. His reports raise questions about the credibility and accountability of those who write reports.</p>
<p><b>Pantun</b> Poetry Malaysia</p>	<p>An ancient but still popular Malay form of cryptic rhyming quatrain. The first two lines usually refer to the natural world and the following two lines deliver a 'pungent' message.</p>
<p>Mahabharata Classic literature Poetry India</p>	<p>An Indian epic poem divided into eighteen books. It is about eight times longer than the <i>Iliad</i>. It recounts the story of five brothers and their one wife, sometimes 'sanitised' as their 'mother', and their adventures.</p>
<p>Xieng Mieng Folk literature character Laos</p>	<p>This character is part of the tales of Lao culture. He was a trickster who had the ability to humble the proud and the pretentious.</p>

**Anime**

Contemporary  
animated  
cartoons

Japan

These are animated cartoon films which feature characters from Manga comic books.

**Ganesh(a)**

God

India

Elephant headed god whose vehicle is the rat. Considered to be the remover of obstacles and the god of students. He is described as a wise and clever god and is said to have been the first scribe of the Mahabharata.

**Bruce Lee**

Contemporary  
folk lore

He could be said to epitomise 'East' meets the 'West'. His films popularised Eastern philosophy and martial arts for the 'West'. His inter-racial marriage and untimely death have reached the proportions of 'legend'. This aspect has been added to by the untimely death of his actor son Brandon Lee.

**The Ramayana**

Classic literature

Epic poem and  
Scripture

India

It is generally accepted that this text was written by Valmiki, between 2000 and 3500 years ago in India. It was written as an epic poem in Sanskrit, the classical language of India. Over the years it has been translated into many other Asian languages including Thai, Malay and Indonesian as well as English. It is sacred to most Hindus and is considered by them to be Scripture.

**Resource 1.2****Connections to English Curriculum****Introduction**

Studying Asian texts provides opportunities for students to explore ideas, assumptions and beliefs about the peoples who share their 'part of the world'. For some students it offers an affirmation of their religion, cultural beliefs and ways of being which are mostly missing from 'mainstream' English texts. In the age of the global village, using Asian texts is one way students can learn about the diversity of the world in which they live.

**What is the place of Asian texts in the English curriculum?**

The *Studies of Asia* statement (1995: p. 16) claims that every learning area provides opportunities to introduce appropriate content about the countries and cultures of the Asian region. Since English is that area of the curriculum where students study and use English language and literature, including literature translated into English, it is relatively easy to incorporate the use of Asian texts into classroom curriculum. English teachers can continue to use their current range of teaching methodologies and approaches and apply these to texts from Asia.

Studies of Asia should help students to analyse critically views of Asian people and nations in the media, literature and other sources. (*Studies of Asia* statement: p. 10)

There are further links here to English curriculum since it incorporates developing in students:

- knowledge of a broad range of literature and other text types and a capacity to relate these to aspects of contemporary society and personal experience
- a critical understanding of texts and how they are constructed
- the ability to discuss implied as well as stated meaning, themes and plot, the context in which the text arose and the purpose of the text
- a knowledge of the ways in which textual interpretation and understanding may vary according to cultural, social and personal difference
- the ability to consider a range of perspectives on texts.

School curriculum should be sensitive to the diversity of socio-cultural and language backgrounds from which students come. Significant numbers of Australian students are of Asian background.

Including the study of Asian texts in the English curriculum provides for connections with other areas of learning. In schools where integrated studies are used, studies of Asia are being found to be a valuable integrating focus. There are opportunities to use Asian texts as part of the Studies of society and environment and the Arts.

Using Asian texts in English is not only desirable but achievable within the curriculum. Incorporating aspects of the study of Asia into the English curriculum provides the context for approaching 'cultural and national similarities and differences... with knowledge, respect and empathy.' (*Studies of Asia* statement, p. 10)

(Based on Trevaskis, D (No 16) 'What is Asian literature? Incorporating Asian literature into English programs' *Texts: The Heart of the English Curriculum (Series 2)*, Millard, C and Adams, P (eds) 1998 Department of Education, Training and Employment: Adelaide)

## Resource 1.3

## An Example of Using the Studies of Asia Emphases

### *Impressions: Texts from Asia for the Lower Secondary Classroom*

<b>Developing Concepts of Asia</b>	<ul style="list-style-type: none"> <li>Brainstorm what the words 'Asia' and 'Asian' mean in the categories <i>countries</i> and <i>environments</i>. Compare this list with a list generated by scanning the texts in <i>Impressions</i> for countries and environments.</li> </ul>
<b>Challenging Stereotypes</b>	<ul style="list-style-type: none"> <li>Compare the fable 'The Crows and the Archers', a traditional story from Japan, with a fable by Aesop or La Fontaine. Discuss the similarities and differences in these fables.</li> </ul> <p>'The Crows and the Archers', <i>Impressions</i>, pp. 30–31</p>
<b>Contemporary Issues</b>	<ul style="list-style-type: none"> <li>Consider the impact of war on the life of Asian peoples and the reasons for their fleeing their countries.</li> <li>Compare this with a fictional account of the invasion of Australia.</li> </ul> <p>Extract from Caswell and Chiem, 'Only the Heart', <i>Impressions</i>, pp 6–9</p> <p>John Marsden's series <i>Tomorrow When the War Began</i></p>
<b>Contributions of Asia</b>	<ul style="list-style-type: none"> <li>Identify the themes of some poetry from Asia and compare these with the themes of poems written by Australian, English and American poets. Consider the similarities and differences and attempt to account for these.</li> </ul> <p><i>Impressions</i>, Chapter 5, pp. 38–43</p>
<b>Asia–Australian Relationships</b>	<ul style="list-style-type: none"> <li>Compare the life of Kazami in 'NP' with the lifestyle of young Australians.</li> <li>How important is the setting in Tokyo to this contemporary story?</li> </ul> <p>Banana Yoshimoto, extract from 'NP', <i>Impressions</i>, pp. 1–3</p>

**Resource 1.4****Using the Studies of Asia Emphases**

<b>Emphasis:</b>	<b>Text:</b>	<b>Text Type:</b>
<b>English Outcomes:</b>		
<b>Teaching and Learning Strategies:</b>		
<b>Other Texts and Resources:</b>		

**Considerations (eg prior knowledge):**

## Resource 1.5

## Annotated Bibliography

***Studies of Asia: A Statement for Australian Schools 1995, Curriculum Corporation, Victoria.***

This is a framework for teaching and learning about the nations and cultures of Asia. It provides a philosophical and practical guide to curriculum development at class, school and systems level. Five emphases are suggested: Developing concepts of Asia; Challenging stereotypes; Being informed about contemporary issues; Understanding contributions made by the peoples of Asia to the world and Considering the likely implications of closer Asia–Australian relationships.

***Bott, A, Grafton, L, Millard, C & Trevaskis, D 1998 Impressions: Texts from Asia for the Lower Secondary English Classroom, Curriculum Corporation, Victoria.***

This anthology of written and visual texts has selections of extracts from novels, epic tales, myths and legends, poetry and memoirs. The selections cover contemporary and historical periods and attempt to show the diversity of Asian cultures through works from Japan, Vietnam, India, Indonesia, China, Singapore and Malaysia. Activities are provided.

***Bott, A, Grafton, L, Millard, C and Trevaskis, D 1998 Reflections: Texts from Asia for the Middle Secondary English Classroom, Curriculum Corporation, Victoria.***

Some of the texts in this anthology are presented in translation while others were originally written in English. The texts provide a range of genre and a variety of styles including myths and legends, memoirs, visual texts, poetry, reports and extracts from novels. Diversity is portrayed through texts from Japan, Laos, Bhutan, Indonesia, China, Hong Kong, India, Korea, Malaysia and Singapore. Activities are provided.

***Bott, A, Grafton, L, Millard, C and Trevaskis, D 1998 Dimensions: Texts from Asia for the Upper Secondary English Classroom, Curriculum Corporation, Victoria.***

Visual and written texts from India, Pakistan, Malaysia, Vietnam, Korea, Cambodia, Thailand, China, Indonesia, Japan and Laos highlight the diversity of the Asian region in this anthology. The authors of the texts provide perceptions of human experiences and the issues confronting individuals in everyday life within the context of a culture, a time span and a society. Activities are provided.

***Ainsworth, G 1998 Hanabi: Sources from Japan for the Secondary English Classroom, Curriculum Corporation, Victoria.***

‘Hanabi’ is Japanese for fireworks and this anthology works to ‘explode’ popular stereotypes about Japanese people and society. The texts in this book, which are designed for use in years 10 and 11, are from or about modern Japan. There are examples of poetry, photographs and discussions of manga and manners.



**Brewer, W 1995 *Many Flowers*, Curriculum Corporation, Victoria.**

Although written as a resource for primary students, this text can be used in secondary classrooms. Folk tales from Cambodia, China, India, Indonesia, Japan, Korea, Laos, Malaysia and Thailand are included. Themes include: birth; creation; love; death; hunger; riches; trials and conflict; and success.

**Hyde, M & Parr, H 1995 *Same Difference*, Curriculum Corporation, Victoria.**

The five stories in this text, written for years 7–10, explore the experiences of teenagers in the cultures of Vietnam, Korea, Thailand, Nepal, Indonesia and Australia. Themes include: relationships in multicultural Australia; tradition and change; Australians in Asia.

**Manh, E 1998 *Sharing Fruit: An Anthology of Asian and Australian Writing*, Curriculum Corporation, Victoria.**

In this anthology students are able to explore Asian cultures and their own culture through discussion of contemporary and historical texts. The text is organised thematically and includes material about what motivates writers; identity; the struggle for freedom; tradition and cultural practices; relationships, and observations of other people and their culture.

**Millard, C and Adams, P (eds) 1998 *Texts: The Heart of the English Curriculum (Series 2)*, Department of Education, Training and Employment, Adelaide.**

A series of twenty practical broadsheets to support teachers in selecting and using a broad and balanced range of texts in their English program for students in years R/P/K–10.

Trevaskis, D (No 16) 'What is Asian literature? Incorporating Asian literature into English programs'

Cook, J (No 20) 'I couldn't put it down' Manga, anime, electronic games, horror.

**Grover, P (ed) 1997 *Voices Nearby: An Anthology of Asia-Pacific Writing*, Rigby Heinemann Reed International Books, Australia.**

This resource features a wide range of contemporary material written by people from the Asia-Pacific region. There are eight thematically based chapters: People and places; Culture, ritual and tradition; Family, marriage and relationships; Beliefs, customs and religions; Unusual events and special occasions; Money, work and land; Creativity and diversity in writing; Refugees.

**Harris, C 1998 *Fortune Cookies*, Random House, Australia.**

Ten short stories which are connected to China, Vietnam, Singapore, Korea, the Philippines, Bali and Australia. The use of epigrams for each story is an interesting aspect. Themes include: family reunion; bullying and racism; resistance of oppression; reminiscence; family relationships; spiritual belief; cultural values; 'young love'; tourism and tourists.



**Millard, C. 1998 *The Ramayana': Teaching an Indian Classic Text, Adopt, Adapt, Share Unit of work, Department of Education, Training and Employment, South Australia.***

This broadsheet connects with Chapter 2 (p 13 Ramayana—Popular Religious Painting) and Chapter 3 (The Death of Ravan) of *Impressions*. It details teaching and learning activities and assessment opportunities.

### **Picture Books**

Baillie , Allan & Di Wu 1996 *Old Magic*, Random House.

Bertini, J 1996 *A Man and His Camel Jam Roll*, University of Queensland Press.

Morimoto, Junko 1997 *The Two Bullies*, Random House.

Norman, Lilith & Svetlanov, Maxim 1994 *Aphanasy*, Random House.

Reeder, Stephanie Owen & Christanto, Dadang 1997 *The Flaming Witch*, Random House.

Rowe, Jeannette 1996 *Hidden Treasures*, Random House.