

Section 3 —Exploring the ‘Dimensions’ of Teaching Asian Texts

Aims

- To introduce the text *Dimensions: Texts from Asia for the Upper Secondary English Classroom*.
- To make connections between the text and senior secondary curriculum.
- To develop a range of ways of using *Dimensions* in English classrooms.

Introduction

This section is about:

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. This is done within the context of a culture, a time span and a society. Student activities are also provided.

Expertise Required

Presenters require:

- Knowledge of the contents of *Dimensions*, the ‘Studies of Asia emphases across the curriculum’ and State and Territory curriculum frameworks.
- Familiarity with other key resources such as *Hanabi* and *Sharing Fruit*.

Resources Required

- OHTs 3.1–3.5
- Resources 3.1–3.3

Bibliography

See Resource 1.5.

Delivering the Section

1. **Welcome and Introduction** (10 minutes)
2. **Purpose of the Section** (5 minutes)
 - Show and discuss OHT 3.1: 'Aims of the Section'
3. **Where Have We Been and Where Are We Going?** (10 minutes)
 - Complete Activity 3 from **Section 2 : Reflections on Teaching about Asia**
 - Use a different colour for the 'post it' notes.

4. **Senior Secondary Curriculum** (20 minutes)

This activity describes the focus of senior secondary English and provides the opportunity for participants to consider the emphases of their State/Territory curriculum materials.

- Use **OHT 3.2: 'Focus of Senior Secondary English Curriculum'** and **OHT 3.3: 'Learning Outcomes of Senior Secondary English Curriculum'** to provide a context for discussion. These focuses and outcomes are based on National Profile Statements.
 - Ask participants, in pairs or small groups, to consider each OHT in turn and suggest what else could be added to reflect State/Territory senior secondary curriculum frameworks
 - Record the additions on a black/white board or OHT.
5. **Examining the Themes of the Material in *Dimensions*** (30 minutes)

This activity introduces participants to the themes of the material in *Dimension*, using a jigsaw technique, and makes connections to other texts.

- Use **OHT 3.4: 'Using the Jigsaw Technique to Identify Themes and Issues in *Dimensions*'** to introduce the following activity to participants.

In groups of five (5), participants examine the material in *Dimensions* and identify issues and themes across the chapters.

- Each group member is allocated a chapter and becomes the 'expert' on it.
- Each group member identifies the themes and issues in the material in their chapter.
- Each member then reports their findings to the rest of group.
- Provide participants with **Resource 3.1: 'Identifying Themes and Issues in *Dimensions*'** to use when working on their own chapter.
- The group collates their findings and identifies connections in themes and issues across the text, recording this on **Resource 3.2: 'Group Record of Themes'**
 - If there is time, connections to other key texts can be identified.
- Each group reports one or more connections they have identified across the text and this is recorded on a black/white board or OHT by the presenter.

6. Exploring Themes (35 minutes)

This activity uses small group work to support the use of *Dimensions* in the classroom.

- Using **OHT 1.3 : 'Learning Emphases in the Studies of Asia'** (from Section 1 Impressions of the Possibilities) remind participants of the studies of Asia emphases and that these provide another 'dimension' which can be used to develop a range of teaching and learning activities using Asian texts.
- Have participants form small groups to examine more closely the themes identified in the **Examining the Themes of the Material in *Dimensions*** activity above. These groups could be self-selected or organised by the presenter.
- Use **OHT 3.5: Exploring Themes** to explain the task.
 - Ensure that, as far as possible, groups choose different themes/issues to discuss in detail.
 - Each group will develop some teaching and learning activities which connect the theme(s) in *Dimensions* to
 - a) 'required texts' where a syllabus directs senior secondary curriculum
 - b) 'required' assessment activities
 - c) their knowledge of school resources to integrate *Dimensions* as a text for use with upper secondary students
- Provide participants with **Resource 3.3: Using *Dimensions* in the Classroom** to support their development of a range of teaching and learning activities for upper secondary students.
- Each group will report briefly on the thematic links they have identified and one teaching and learning activity developed.

Facilitators collect this material and have it reproduced for all participants.

7. Reflection (10 minutes)

- Invite participants to complete their Reflection sheet
 - Debriefing may include:
 - offering one insight participants have gained from the session in a 'round robin' oral report to the whole group
 - sharing insights with a partner
 - asking any questions or issues they would like addressed in relation to using *Dimensions* in the classroom.
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- **To make connections to senior secondary curriculum**
- **To develop a range of ways of using *Dimensions* in English classrooms**

Focus of Senior Secondary English Curriculum

The focus is on:

- **critical analysis**
- **comparison**
- **evaluation**
- **hypothesis of and about texts and language.**

Learning Outcomes of Senior Secondary English Curriculum

Students:

- **construct and justify meaning(s) with detailed reference to and evidence from texts**
- **consider and analyse the socio-cultural values, attitudes and assumptions which texts reflect**
- **analyse how theme, style and point of view influence interpretation**

Using the Jigsaw Technique to Identify Themes and Issues in *Dimensions*

Working in groups of 5:

- **Each group member is allocated a chapter and becomes the 'expert' on it.**
- **Each group member identify the themes and issues in the material in their chapter.**
- **Each member reports their findings to the rest of group.**
- **The group collates their findings and identifies connections in themes and issues across the text.**
- **If there is time, connections to other texts can be also be identified.**

Exploring Themes

Each group will develop some teaching and learning activities which connect a theme or issue in *Dimensions* to:

- **‘required texts’ where a syllabus directs senior secondary curriculum**
- **‘required’ assessment activities**
- **their knowledge of school resources to integrate *Dimensions* as a text for use with upper secondary students**

Resource 3.2

Group Record of Themes

Theme	Extracts from <i>Dimensions</i>	Connections to Other Texts

Resource 3.3

Using *Dimensions* in the Classroom**Theme/Issue:**

Extracts or Visual Texts	
Other Texts	
Teaching and Learning Activity	
Studies of Asia Emphases and Connection to Senior Secondary Curriculum	