

This reflective journal can be revised in the following areas:

### **Structure:**

You can make your links between paragraphs slightly more clear. For instance, instead of saying that there are negatives to not implementing other culture's languages at the end of a paragraph about positives, you can say something like "These advantages are of importance because many negatives can result from ignoring language." This then clearly establishes why you are moving on from the former topic to the latter.

### **Argument Development:**

It would be useful if you could give an example of how you personally would implement indigenous languages in the classroom. Also, discuss the extent to which you think this would influence your own teaching. Given how important that you argue it is, do you think it would influence you substantially?

In question 2, it would be useful for you to explain what cultural competence is and use that definition to explain how and why no cultural competence was being shown.

### **Referencing:**

You should reference the spokesman quote and the radio interview quote in your reference list.

### **Spelling/Grammar:**

Some examples of unnecessary words, parts of words and/or punctuation marks have been highlighted below. You should check over the remainder of your document for similar instances. With regards to comma placement, reading aloud may assist in determining where natural pauses occur within your work, or where some pauses may need to be removed.

#### **1. Identify a lecture/tutorial topic/guest lecture topic that you found stimulating.**

**Reflect on it in terms of which aspects of the topic you found positive, negative and interesting. To what degree do you think it could influence your own teaching?**

The lecture/tutorial topic I found to be most interesting[,] and the topic that I studied in assignment one of the [XXX####] unit, was languages. I found it interesting in regards to the benefits of language use in the classroom and **how encouraging and finding a place for languages (as well as understanding them) into lessons** [Check for flow – how does this read without the bracketed aside?] can be very effective and favourable. Learning about the languages of not only our Indigenous people[,] but also other cultural languages,

**gains**[grants] an insight into that culture and how students[' - You are referring to ownership here, and as such require an apostrophe. Check for another instance of this in the following paragraph.] home life can be incorporated into the classroom, to give that sense of safety and provide a comfortable environment. There are numerous negatives to not implementing or respecting other culture's languages that are in a classroom.

Miscommunication between Aboriginal languages and the English language is a pure example of a negative aspect that comes **to**[from] not implementing and understanding other languages in an environment such as a classroom. An example of this miscommunication would be with the differences in body language communication. For Aboriginal people it is a sign of respect to lower your eyes and avoid eye contact when talking to authority figures, older people and people of the same gender, but in school we are taught that it is rude to not have eye contact with the person that is speaking to you. This may confuse Aboriginal students, and teachers not knowing this body language rule will take these students as not giving them eye contact as rude and disrespectful, when in fact they are showing respect the way they were taught at home. Words in English also have different meanings in Aboriginal peoples vocabulary, [; - These are two independent clauses, so a semicolon is more appropriate.] **and** [Is this the correct word?] example would be the word deadly, which means something dangerous in English, but means awesome and cool. [Link to the next paragraph.]

There is so much to learn about Aboriginal culture, especially the languages. This may put teachers off, as it is going out of their way to learn a new language while trying to teach students English itself. Instead of doing this teachers should implement the language in a

way that assists that student in succeeding in the English language taught at school.

Teachers should understand the rules and differences between languages, or talk to the parents and get to know the students more. The relationships within and outside the classroom will grow stronger, and those students where English is a second language are not at a disadvantage at completing tasks in other areas. The Analysis of the National Aboriginal and Torres Strait Islander Social Survey (NATSISS) has highlighted that there are positive correlations of language use with wellbeing and socio-economic factors. Research even states that Aboriginal and Torres Strait Islander 13-17 year olds are more likely to attend school if they speak an Indigenous language. I see the importance of language and how it can affect students, so by using and implementing languages, I want to help students succeed at their best without language interfering and disrupting their chance to learn. By implementing other cultures language into the classroom there is a potential to help close the gap, improve attendance and participation as well as cross-generational interactions built. "We see the teaching of languages in schools as being critical to the maintenance of Indigenous languages and to the maintenance of our overall cultural identity as Australian". [\[You might want to give an example of how you personally would implement language in the classroom in this way.\]](#)

(Andrew Thompson, spokesman Western Australian Education Department). [\[Reference this quote.\]](#)

**2. Respond to a recent media item that has representations of Indigenous Australians.**

**Evaluate the level of cultural competence expressed in the example. You could use social, electronic or print media.**

Earlier this year (February,2016) an article on Australia's number one news site news.com.au, [\[Something is missing here.\]](#) there was an 'Aussie Icon' party held near Learmonth Football

Club in Victoria. From that event there had been photos taken and then shared of some people using 'black face' to dress up as Aboriginal people, including a woman who dressed up as 2000 Olympic gold medallist Cathy Freeman. Soon after the photos were leaked Australian and Indigenous rapper Adam Briggs, went on to post to social media describing them as "redneck scumbags" and brings attention to the racism that had been shown through the act.

Black face has and always will be about the mockery and vilification of black people. Black face was originated in the 1800s in the cruel form of theatre where white actors would paint their skin black and stereotype the people they were pretending to be. During this time, African-Americans and Aboriginal people were slaves during these early performances. It was not until the 1960's where the Civil Rights Movement occurred and these sorts of actions were seen as social taboo. Indigenous writer Nakkiah Lui said "when it comes to black face, there isn't a debate" in a Triple J interview earlier this year.

Those people who dressed up as Aboriginal people of anyone pursuing the social taboo of black face shows no sign of cultural competency. Nakkiah also went [one](#) [\[Check wording\]](#) to state

If a group of people who are the marginalised group, who are still facing racism, who are still facing inequality because of their race, who have to carry the burden of history on their skin and their culture every single day, if they're telling you that 'hey, this is offensive to me, it has a loaded history, it's making me feel uncomfortable, it's making me feel like a second-class citizen', it's not up to the dominant culture — and in this situation that's white people — to say 'Why? Why is this making you feel uncomfortable? Because it doesn't make me feel uncomfortable (Lui,2016). [\[You need to reference this interview in your reference list.\]](#)

Nakkiah gets straight to the point when she told Triple J about the racism and how Aboriginal people should not have to explain their history and the pain that generations have suffered. The people dressed up and those who do not disagree with the action of 'black face' do not have any understanding and are aware of the hurt that an act can cause. The backlash and the negative comments that have been given to those people show that what they did was not acceptable and it will not be tolerated.

*Note from YourTutor: The reference list has been excluded in this published sample.*