Learning, learners and their life worlds

NOTES

Stream B: Module 3

Learning, learners and their life worlds

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Module Overview

- Section 1: Current understandings of learning
- Section 2: Learners and their life worlds
- Section 3: Scaffolding learning

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The focus of this module is to extend teachers' understandings of current views of the nature of learning and how this relates to languages teaching.

In particular, the module emphasises the importance of knowing students well as the basis for effective teaching and learning.

The objectives are interrelated and go to the core of the process of language teaching and learning.

Session Objectives

In this module you will:
- discuss current understandings of the process of learning
- consider the diversity of students as young people and as learners
- examine possible ways of working with this diversity through pedagogy
- critically discuss examples of various types of scaffolding for learning

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The module explores a number of ways of scaffolding learning and invites you to consider your practice in light of such strategies.

Shepard (2000, p. 4) states:

Dominant theories of the past continue to operate as the default framework affecting and driving current practices and perspectives. Belief systems of teachers, parents and policy makers derive from these old theories.

It will be important to recognise that theories of learning in languages education have changed and will continue to do so. Contemporary theories need to be taken into account.

Connecting to the *Standards*

The *Standards* are best seen as an integrated set of dimensions as captured in the single standard about being an accomplished teacher of languages and cultures. Specifically, however, the focus in this module is on:
- **Educational theory and practice**
- **Language and culture**
- **Language pedagogy**
- **Ethics and responsibility**

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While the *Standards* as a whole pertain to teaching and learning this module focuses on the standards for:

- **Educational theory and practice**

- **Language and culture**

- **Language pedagogy**

- **Ethics and responsibility**.

Module 3:
Learning, learners and their life worlds

Overview

This module focuses on how we understand the learning process in education in general, specifically in languages education. Theories of learning have changed and these changes need to be considered carefully as a basis for teachers examining their own personal views about how children and young people learn languages. The module then explores the diversity of learners. Traditionally, we have considered diversity mainly from a cognitive perspective in terms of 'learner differences', understood as different student abilities and different prior experience of language (home background). We now need to enlarge our understanding of learners to recognise the extraordinary differences in their social and cultural life worlds, experiences, motivations and aspirations, and incorporate this diversity in teaching and learning. Finally, we consider ways of teaching for learning through pedagogy that addresses this diversity, in particular, through different kinds of scaffolding.

This module is divided into three sections:

1. Current understanding of learning
2. Learners and their life worlds
3. Scaffolding learning.

Objectives

In this module you will:

- discuss current understandings of the process of learning
- consider the diversity of students as young people and as learners
- examine possible ways of working with this diversity through pedagogy
- critically discuss examples of various types of scaffolding for learning.

NOTES

Section 1: Current understandings of learning

Section 1: Current understandings of learning

- major shift in how learning is currently understood
- from behaviourism → cognitive, constructivist and sociocultural theories as a 'merged middle-ground' (Shepard, 2000)
- need to examine own views about learning as these influence teachers' framework of knowledge, understanding, beliefs and values

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The change in learning theory can be characterised in many different ways. Lorrie Shepard (2000) describes it as a change from behaviourism to cognitive/constructivist and sociocultural theories. Her characterisation is useful because it provides a historical perspective that can be readily related to language teaching and learning.

While recognising important differences of detail between contemporary cognitive constructivist and sociocultural theories, Shepard believes that some form of combined or 'merged theory', incorporating insights from these diverse theories, will be the most appropriate way of thinking about learning.

Behaviourist learning theories

- Learning occurs by accumulating atomised bits of knowledge
- Learning is tightly sequenced and hierarchical
- Transfer is limited, so each objective must be explicitly taught
- Tests should be used frequently to ensure mastery before proceeding to the next objective
- Tests = learning
- Motivation is external and based on positive reinforcement of many small steps

(Shepard, 2000:5)

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Shepard (2000) describes behaviourism as breaking the 'whole' of learning into smaller parts, on the assumption that this would make learning more manageable. This, however, has not proved to be the case. Once broken down, the parts were no longer integrated to form a whole. Behaviourism also placed emphasis on stimulus-response in learning. Learned behaviour was developed through ongoing practice and habit formation.

In language teaching and learning, grammar translation methods tended to focus on the parts of grammatical knowledge, with less attention being given to how these 'parts' are brought together in communication. The audio-visual, audio-lingual approaches were based on stimulus-response psychology; that is, training students through practising patterns to form 'habits'. Some teachers of languages may argue that these have a place in learning. The issue, however, remains that these views do not sufficiently capture how people learn.

Key ideas / learning
Considering current understandings of learning

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator will give a presentation on current understandings of the nature of learning and the connection to languages teaching. Anticipated time: 20-30 minutes	PowerPoint slides 3.6 – 3.10

NOTES

Section 1: Current understandings of learning

Cognitive & constructivist learning theories

- Intellectual abilities are socially and culturally developed
- Learners construct knowledge and understandings within a social context
- New learning is shaped by prior knowledge and cultural perspectives
- Intelligent thought involves 'metacognition' or self monitoring of learning and thinking
- Deep understanding is principled and supports transfer
- Cognitive performance depends on dispositions and personal identity

(Shepard, 2000:8)

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Shepard (2000) describes cognitive and constructivist learning theories as placing emphasis on *active construction* of learning by the learner. Importantly, learning is seen as a social and cultural process. This means that learning is developed not only in the mind of the individual (as the cognitivists maintain) but also in *interaction* on a *social* plane. In other words, people learn by talking it through with more knowledgeable others (as the sociocultural theorists maintain).

Both cognitivist and sociocultural theorists see learning as active construction; the former see this essentially as an individual accomplishment whereas the latter see it as a social accomplishment.

Cognitive theorists who work with the idea of 'situated cognition' recognise that the context of the situation in which learning takes place is very important. Since the socioculturalists also emphasise the importance of the context of culture in learning, we begin to see the similarities in many of the considerations that the various theorists take into account.

The characteristic of 'prior knowledge' is very important. It recognises that new learning is built on prior learning, that is, the ideas, concepts (conceptions *and* misconceptions) that students bring to learning. Teachers need to work with these preconceptions in order to facilitate learning.

The characteristic of 'metacognition', or awareness about how we learn, is integral to learning. Students need to understand how they learn. They need to continuously reflect on their learning and develop self-awareness of themselves as learners.

The last characteristic highlights the connection between learning and identity; that is, who learners are both as young people and as learners. This is particularly important in language learning for both background and non-background learners, as learners need to negotiate constantly who they are and how they can be / should be / would like to be in the language and culture they are learning.

The role of language in learning cannot be over-emphasised. Language is the prime resource teachers have and use for mediating learning. When learning languages then, we are working with language simultaneously as an object of study and as a medium for learning. In teaching languages, the target language is not simply a new code – new labels for the same concepts. Rather, effectively taught, the new language and culture being learned offer the opportunity for learning new concepts and new ways of understanding the world.

Module 3

NOTES

Section 1: Current understandings of learning

Contemporary learning theories – further dimensions

- Interactions
  - Role of interactions in shaping understanding; children are inducted into a culture by their interactions with others, primarily through language

- Zone of proximal development (ZPD)
  - Learning in the zone of proximal development is a joint, interactive activity in which the teacher simultaneously keeps in mind the goal of proficient performance and what the learner, with assistance, is currently able to do

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Both the concept of interaction and the zone of proximal development (ZPD) are derived from the work of Vygotsky, who highlighted that:

- learning is an interactive, social accomplishment; i.e. learning is mediated (or scaffolded, or supported) by purposeful, directed interaction. It is this aspect of learning that can only ever take place in situ, spontaneously, as the teacher responds to and works with what the students offer individually as interactants. The challenge in teaching is managing this highly variable and situated process

- teachers need to work interactively in the space between what the students already know and that which presents a challenge to them. Again, this is the challenge and unpredictability of teaching – selecting/devising the appropriate scaffolds for learning.

Characteristics of learning

- Learning is intrapersonal and interpersonal
- Learning is dynamic/developmental
- Learning is building on prior knowledge
- Learning is mediated/interactive
- Learning is formed through language
- Learning is developed through feedback
- Learning is transfer i.e. using knowledge in new situations
- Learning is self-awareness

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While there is no single, unified theory of learning, it does not mean that 'anything goes'. Taking into account some of the characteristics described by Shepard (2000), this listing tries to capture a middle ground among diverse points of view:

- Learning is *both* intrapersonal (i.e. takes place within the individual) and interpersonal (i.e. accomplished socially in interaction with others). Note also the idea of personal (i.e. pertaining to the person, shaping who they are, and their identity). What needs to be highlighted above all is that learning is about personal meaning-making – how children and young people make meaning within themselves and with others, in and through learning.

- Learning is an ongoing, continuous process where students engage with increasing complexity.

- Learning cannot occur without attending to students' prior conceptions/misconceptions.

- Interaction focused on meaning-making is integral to learning.

- Learning is mediated primarily through language – all the languages of the students' repertoires.

- Feedback is critical – students need to know where they stand and what they need to do and understand in order to take the next steps in their learning.

- Learning needs to be applied in diverse contexts. Through use in different situations, with different participants etc., students learn how to adjust their learning to the particular local context, circumstances and requirements.

- Learning as self-awareness relates to metacognition, (i.e. learners being aware of how they learn and why they learn as they do).
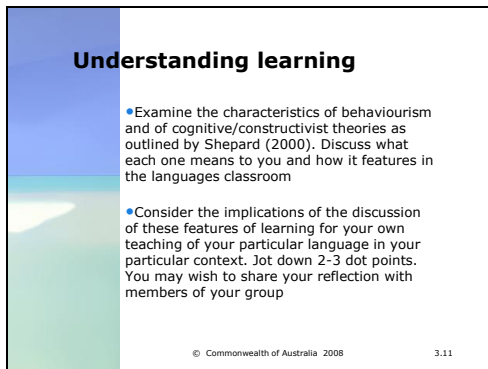
These characteristics of learning are also features of *intercultural* language learning.

NOTES

Section 1: Current understandings of learning

Understanding learning

• Examine the characteristics of behaviourism and of cognitive/constructivist theories as outlined by Shepard (2000). Discuss what each one means to you and how it features in the languages classroom

• Consider the implications of the discussion of these features of learning for your own teaching of your particular language in your particular context. Jot down 2-3 dot points. You may wish to share your reflection with members of your group

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You are invited to examine where you stand in terms of learning theory. It is likely that aspects of behaviourist theories remain evident. Consider what changes you need to make to bring into play the kinds of characteristics discussed in Slide 10.

Module 3

Key ideas / learning
Current understandings of learning

Interaction / tasks / questions	*Supporting Resources*
Small group task Examine the characteristics of behaviourism and of cognitive/ constructivist theories as outlined by Shepard (2000). Discuss what each one means to you and how it features in the languages classroom. Then, individually, consider the implications of the discussion of these features of learning for your own teaching of your particular language in your particular context. Jot down 2-3 points. You may wish to share your reflection with members of your group. The facilitator draws together reflections as a plenary group. Anticipated time: Discussion: 15 minutes Reflection: 10 minutes Plenary: 10 minutes	PowerPoint slides 3.6 – 3.11

NOTES

Section 2: Learners and their life worlds

Section 2: Learners and their life worlds

- We are social beings who construe the world according to our values and perceptions; thus our biographies are central to what we see and how we interpret it (Gipps, 1999:370)

- To be relevant, learning processes need to recruit, rather than attempt to ignore and erase, the different subjectiveness, interests, intentions, commitments, and purposes that students bring to learning (Cope & Kalantzis, 2000:18)

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Context-setting

In traditional second language learning, we have construed students as individuals and considered 'learner differences' essentially from a cognitive point of view.

The first quotation from Caroline Gipps emphasises a sociocultural view of students, teachers and all people as 'social beings' who interpret the world through their own social and cultural perceptions and values.

The biographies of students are important because it is the totality of their life experiences in their (cultural) life world, their history (i.e. experiences over time), their geography (their location), their interactions, their opportunities, their motivations, their aspirations and so on, that influence how, what and why they learn. It is in this sense that teachers need to understand their students as diverse, individual, social beings, who bring this diversity to the learning process – not just cognitive diversity but importantly, social and cultural diversity.

This quotation also highlights the importance of seeing students as young *people.* This seems self-evident but frequently, and especially from the 1990s onwards, it can be argued that curriculum, teaching and learning have become 'de-peopled' in the context of foregrounding outcomes and standards.

The second quotation emphasises the importance of student diversity (i.e. students and their subjectivities, their identities).

This thinking invites us to expand the traditional notion of 'learner differences' to a recognition of learners and their diverse life worlds, hence the title of this module.

The key questions then become:

- How well do you know and understand your students?

- How effectively do you work with this diversity?

Key ideas / learning
Understanding learners and their life worlds

Interaction / tasks / questions	*Supporting resources*
Facilitator context-setting The standards set out for **Ethics and responsibility** highlight the importance of teachers knowing their students and the teaching and learning relationship. While this seems self-evident, its centrality in learning cannot be over-emphasised. Examine these standards again, just to re-familiarise yourself with them. Anticipated time: 10 minutes	PowerPoint slide 3.12

NOTES

Section 2: Learners and their life worlds

Task

- How do you know your students linguistically and culturally as young people and as learners? How do you find out about them?

- How do you use the linguistic and cultural diversity that is characteristic of all classrooms in Australia?

- In what way are these questions a matter of ethics and responsibility?

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This task is designed to invite you to think about ways of profiling your students linguistically and culturally; that is, how they come to develop a rich picture of their individual biographies. You might, for example:

- get students to write a linguistic and cultural biography of themselves;

- use a profiling questionnaire in the first week of term and subsequently throughout the term (see Handout 1 for an example developed by an Indonesian teacher)

- notice students' reactions and contributions in classroom interactions; recall their interests, their perspectives

- use a linguistic and cultural journal as the basis for ongoing dialogue with students.

With all of these, it is important to consider the dimensions through which the profile is built up, how it is built up over time, and ultimately, how this information is used.

The second question is intended to draw out the fact that at times the rich linguistic and cultural diversity of the classroom is taken for granted, yet the diverse responses/perspectives of students can be used as data for ongoing reflections on linguistic and cultural diversity. The value resides in the fact that the data will be unique, of personal interest to the particular student group, and has an immediacy and currency that published resources cannot have in the same way.

These questions are ethical in that teachers need to:

- do all they can to know their students as young human beings *and* as learners

- be mindful of what they themselves bring to interactions and how they work with students in interactions for learning, since these relationships are crucial

- recognise the potential consequences of all that they say and do in relation to students.

Intercultural language learning and learners

- Comment on Melissa's understanding of learners and learning

Melissa Gould-Drakeley (Senior teacher, NSW, 2007)

I think to me the intercultural just really means… it's like a bridge and a gateway to really understanding another language and another culture. It's really getting into depth of what that whole communication means, not just speaking but listening and the intended meaning of the utterance… that's actually received… and why it's received in a particular way… and just really getting into, I guess, even more of the pragmatic side of it. So, the intercultural – it's really meaningful communication… and I suppose, when I've looked at my program, I think the things that I have changed significantly is that my program is now a program in which my students feature … and so, it's that idea, I think you might have quoted it, that it's a peopled program… and that whole idea of its being not only just turning the page and moving on, it's actually looking at the students themselves… and I think for me actually a big change too. Because in a sense I've always taught in this way… the idea that language and culture are inextricably linked, but I really never defined it.

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Melissa emphasises:

- meaning and meaning-making

- a 'peopled' program in which students are central, not as in the cliché of student-centred learning or 'catering for students' needs and interests', but recognising and using the meanings that students make in learning and using their responses as data for further discussion.

Key ideas / learning
Understanding learners and their life worlds

Interaction / tasks / questions	*Supporting resources*
Small group task Bearing in mind the quotations discussed and the *Standards*, particularly in relation to ethics and responsibility, consider: • How do you know your students linguistically and culturally as young people and as learners? How do you find out about them? • How do you use the linguistic and cultural diversity that is characteristic of all classrooms in Australia? • In what way are these questions a matter of ethics and responsibility? Anticipated time: 30 minutes	PowerPoint slide 3.13 Handout 1

Interaction / tasks / questions	*Supporting resources*
Small group task Read the extract from an interview with Melissa Gould-Drakeley, an experienced senior teacher of Indonesian in NSW. Comment on the way she describes her understanding of learners and learning as intercultural. Anticipated time: 10 minutes	PowerPoint slides 3.14 – 3.15

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Section 2: Learners and their life worlds

Intercultural language learning and learners

But what is different for me is the INTRAcultural. And really coming to terms with it, looking at each student's background, and knowledge and experience and absolutely everything they bring to the classroom and how we are all moving together yet on a separate journey… and that, if I don't understand and they don't understand their intra-cultural journey, they will never understand the intercultural. And to me that's the difference in the way I teach, I think. It's actually saying to them: what are your assumptions, and what do you think and what do you do… and I think the students love that because they feel valued; but they also love it because they're actually able to recognise and analyse what they do. Because I don't think… a lot of them don't even recognise what they do and why they do it; why they think that, and where they get that information from. For them it's a real eye-opener and in a sense for me as an educator it's very good too because it made me realise how subjective my teaching can be… of course it is… and I can't get away from that, it has to be…

(Interviewed by Angela Scarino & Leo Papademetre, October 2007)

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Note Melissa's emphasis on:

- the intracultural (i.e. for the students *and* the teacher to constantly be aware of themselves their actions, their words), which means developing self-awareness
- 'absolutely everything they bring'
- 'moving together' (i.e. the social) on a separate journey (i.e. the individual)
- assumptions that learners bring
- metacognition
- the necessary subjectivity of teaching and learning.

Implications - 1

- Need to understand who your learners are as individuals, with their own biographies, own needs, personalities, motivations, aspirations
- Need to gauge where learners are in terms of their learning and build on/connect with prior knowledge
- Need to choose/develop learning experiences that are just beyond what learners can do independently; tasks need to be intellectually demanding and rich in variety
- Need to draw out the implicit conceptions/ assumptions, the explanatory systems in the minds of learners which shape how they interpret and what/how/why they learn – focussing and connecting through interactive questioning

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Implications - 2

- Need to attend to progression in learning, constantly building, extending, elaborating concepts and processes
- Need to provide feedback on students' learning
- Need to use diagnostic assessment and analyse evidence of learning
- Need to develop students' understanding of the interrelationship between language, culture and learning
- Need to 'go meta' – developing students' meta-linguistic, metacultural and metacognitive awareness
- Need to develop students' self-awareness

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The major point here is that students develop:

- as language users – actively using the target language
- as language learners – aware of how they learn, aware of themselves as communicators, aware of the power language has over others i.e. the consequences of their choices.

As such, in an ongoing way they develop self-awareness of themselves as communicators in diverse languages.

This is an expanded view of learner differences but one that is necessary if teachers are to do justice to their students' learning.

You may wish to add to these implications.

Key ideas / learning
Section 2: Scaffolding learning

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation Facilitator presents implications. Anticipated time: 10 minutes	PowerPoint slides 3.16 – 3. 17

NOTES

Section 3: Scaffolding learning

Section 3: Scaffolding learning

- A key goal of language teaching and learning is to enable students to experience and understand variability within languages and cultures
- Students need opportunities to understand and manage variability, with each communicative interaction an example of a new context
- Teaching needs to address variability of students and communicative contexts

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This slide provides a background rationale for scaffolding learning. It emphasises that variability (or 'diversity') is at the heart of languages teaching and learning, in terms of both students and the languages curriculum.

Many of you will be familiar with models that recognise different ways that students learn (e.g. Multiple Intelligences and higher order thinking processes) and strategies for addressing these (e.g. Thinkers' Keys, Thinking Hats and Bloom's taxonomy.) This module does not directly address these more formalised models; however, such strategies are complementary to the ideas within this module. The module focuses primarily on the teacher's role in scaffolding learning.

Interaction and learning

- Consider the importance of interaction
  - richer notion than 'task', an attempt to reflect all opportunities for exchange and meaning making
  - need to attend to aspects of context such as purpose, participants, roles and relationships including how learners are positioned e.g. what role, perspective

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Interaction is a key concept in considering the processes of teaching and learning. This concept encourages teachers to consider the richness of communicative and intercultural exchanges in language learning. It provides an emphasis on 'meaning making' processes in preference to the more narrow term 'task', which is often understood as a structured and formalised learning opportunity within specified conditions.

What follows from here is a series of slides that emphasise ways to enable students to make meaning.

Considerations in scaffolding

- Scaffolding
  - is a key process in addressing variability
  - must be appropriate to the learning need
  - is both a micro and macro concern (e.g. within a single utterance/explanation or at the level of a program)
  - is not a matter of open-endedness
  - is a continuous process in all that we do

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The term 'scaffold', familiar to many teachers, describes any device/technique/strategy or indeed tool to support learning. In this module, the verb 'scaffolding' is used to highlight the use of scaffolds as an ongoing process. The intention here is to explore different ways of scaffolding in order that each can be considered by teachers as they reflect on their own practice.

Group work is often used as a means of attending to the differing needs of learners. It is worthwhile considering both the possibilities and limitations of group work so that it can be used appropriately. For example:

Some possibilities:

- Group learning provides opportunity for differentiating learning (i.e. sharing knowledge, taking on different roles).

- There are various kinds of group work (e.g. task oriented, multiple roles, hierarchical).

- Group work can validate and or challenge students' preferred roles.

Key ideas / learning
Scaffolding learning

Facilitator Presentation The facilitator will introduce this section of the module and give a presentation focussed on considerations in enabling students to make connections in their learning. Anticipated time (total): 45 minutes	PowerPoint slides 3.18 – 3.27

NOTES

Section 3: Scaffolding learning

Some limitations:

- Grouping is a way of organising people. What influences teaching and learning is the substance and process of what is actually done within the grouping. It can be difficult to sustain not only the structure (i.e. students need a range of ways of working) but also the need to cater for differences within the group in an ongoing way.

- There is not always the presence of a more knowledgeable other (e.g. teacher, other student) to provide elaboration, simplification or extension.

- There is not always the possibility of monitoring learning and giving feedback in situ.

The nature of scaffolding

- Scaffolds are context, student and task specific and therefore it is difficult to give meaningful examples. Scaffolds can however be loosely grouped according to function:
  - conceptual e.g.
    - mnemonic devices such as acronyms or rhymes
    - concept diagram/map for related ideas, patterns, ecological systems such as language
    - metalanguage (a language to talk about language)
  - dialogic e.g.
    - instruction and explanation, questioning, task description, conferencing, discussion
  - diagrammatic e.g.
    - flow chart for ideas which have direction/sequenced connection e.g. chronological events
    - Venn diagram for ideas which have both difference and similarity
    - layout of tasks

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Selection of scaffolds for particular purposes is critical to the kinds of connections that students can make.

Scaffolds can serve various purposes and can be ineffective if not used appropriately. For instance, mnemonic devices can be short-lived and confusing if the underlying idea has not been grasped.

In selecting which scaffolds to use it is important to consider the nature of desired learning (e.g. a new concept, synthesising information, making a judgment, gathering data, expressing an opinion).

Scaffolds can be grouped according to their function and how this relates to the desired learning.

Scaffolding interaction: input and explanations

- Consider scaffolding, for example, through
  - introducing and working through new concepts
  - deliberate and sustained comparisons with first language and culture
  - developing and using a meta-language
  - providing both a range of, and particularly poignant, examples
  - highlighting patterns and connecting to a meta-framework
  - using hybrid language forms
  - choice of texts reflecting variability (e.g. linguistic, sociocultural and cognitive)

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Key dimensions of teaching and learning, and some examples.

The very act of teaching, in this case providing input and explanation, is a central site for scaffolding learning. Each moment is an opportunity for supporting students to make connections in their learning. Whilst these processes can never be fully planned (as interaction also involves spontaneity), giving forethought to ways of explaining new concepts, examples to be given, ways of probing preconceptions or eliciting students' understanding, can maximise these opportunities for learning (e.g. introducing a new concept, using key words, recurring ideas, particular metaphors).

As we teach, we provide specific new learning while at the same time developing with students a meta-framework to which they can connect their new learning (e.g. students design, and develop in an ongoing way, their own concept map for connecting linguistic, cultural and intercultural aspects of the target language).

NOTES
Section 3: Scaffolding learning

Scaffolding interaction: elaboration and simplification

- Choosing when to elaborate or simplify is crucial to scaffolding effectively. Some examples include:
  - elaboration to support linguistic complexity e.g. grammatical understanding supported with sociocultural meanings and language function
  - elaboration of sociocultural context to support understanding of gist and predicting content (linguistic and conceptual) of a text
  - simplification through, for example, mnemonic devices such as acronyms, labels, summary/key words from a discussion

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Simplification is not always the best means of enabling students to connect new learning to their existing frameworks. Indeed, elaboration of an idea can often provide the trigger for the new learning to make sense.

Such strategies are most effective when planned prior to the specific interaction, e.g. having a range of examples or a number of different ways to elaborate an idea or new concept prior to the lesson.

Scaffolding interaction: exemplification and modelling

- Examples and models can be powerful entry points for learning. These can be multiple and targeted to suit the desired learning e.g. concept/rule/experience
- Consider:
  - multiple examples from target language and culture
  - drawing on students' (individual and collective) existing knowledge and experience (linguistic and general)
  - drawing on examples from other learning areas
  - modelling interactions e.g. providing an example of how to answer a question, constructing a group response
  - modelling learning strategies e.g. using concept maps/diagrams, identifying patterns, musicality of language

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Modelling is important in creating a culture of learning in which expectations are made clear about both what students are asked to understand and the extent to which they need to demonstrate understanding. When expectations are clarified, students feel they can take risks in their language learning and use.

Encouraging students to articulate their emerging understanding is a valuable strategy as both a means for extending their learning and providing alternative ideas for others.

Scaffolding interaction: questioning

- Questioning is integral to the ways in which students engage with curriculum. Some examples include:
  - using questions to probe learners' thinking, reasoning, conceptions, assumptions
  - prompting learners to articulate their reasoning/ideas/interpretations
  - adjusting the linguistic and or conceptual complexity in response to students' contributions
  - encouraging multiple interpretations
  - using students' comments as a springboard to further learning within the group e.g. adding examples, challenging opinions, reflecting on interpretations
  - encouraging students to generate questions

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Forming questions is critical to how students make sense of the curriculum and themselves. Questions are pivotal in shaping interactions and the nature of communication that occurs. Different types of questions will yield different responses (e.g. clarifying understanding, offering information, eliciting students' reasoning, seeking examples as insights into understanding, gauging connections being formed).

Given the importance of questioning as a basis for new learning, it is critical that students develop their own questions in various forms and at various times (e.g. spontaneously in class discussion, or in formalised ways such as reflection time and journal writing).

Students need to ask different types of questions as a means of exploring possibilities in their learning (e.g. asking for further examples or information, clarifying expectations, checking a hypothesis, challenging an idea, reflecting on a concept).

NOTES

Section 3: Scaffolding learning

Scaffolding interaction: representation

- The way 'content' is represented can be pivotal in the nature and degree of engagement in learning
- Consider aspects of how learning is represented:
  - via language and other forms of representation e.g. choice of words, visuals, diagrams, graphic organisers, organisers, highlighting aspects of text e.g. key words, organisation of information e.g. themes/sub-themes)
  - layout and design can convey messages about importance of material, relationships between aspects, links to other learning, aesthetic appeal and interest
  - influence and use of technology in shaping language and learning (how is it supported in terms of cognitive, linguistic and technical demands?)

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What we design for students matters! Each time we construct or choose materials or ideas to engage learners, we are choosing aspects of representation about language, culture and concepts in general. We not only need to be aware of the messages carried in materials but we need to enable students to critically engage with them as central to their language and culture learning. That is, we need to help them become critical users and interpreters/analysers of every form of communication.

Scaffolding interaction: feedback

Feedback is different from advice or guidance. It's also different from praise or blame. Feedback is information. 'Good job!' is not feedback; it's praise. Praise isn't information; it's affirmation. I think we give too much advice without the kid understanding why we're giving the advice. We give too much advice and not enough feedback. Feedback is information you see. It's descriptive and useful information about what you did and didn't do in the light of a goal.

(Wiggins 2006)

- Consider the nature and process of feedback:
  - connected to original goal
  - specific, clear and tangible ways to improve
  - varied processes e.g. written comment, further questioning, conferencing/discussion, comparing with other work (previous or other students'), modelling

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Feedback in language teaching is a crucial process in which learning can be confirmed, extended or halted. Despite this being an integral part of teachers' work, attention to what constitutes meaningful feedback for students is quite often unaddressed. Feedback is task, interaction and student-dependent and thus difficult to generalise; however it should focus on the difference (if any) between the intended and actual learning.

For example, consider an email exchange with a friend about seeing a film recently. Feedback focuses on the objectives (e.g. summarise the plot, share perceptions of a major character and give a recommendation about the film overall, giving reasons for your view). Comments about email genre may not be of most value if the emphasis is on expressing and substantiating opinions. Giving too much feedback may be problematic also in that students may not be able to judge what is most important and necessary to improve their performance.

Module 3

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Section 3: **Scaffolding learning**

This task is designed to provide a basis for considering the nature of scaffolding. While scaffolding is context dependent, in the interests of enabling you to discuss scaffolding in practice, the task focuses on two aspects in particular:

- exploring questioning as a form of scaffolding
- exploring types and suitability of scaffolds for particular purposes.

Part A

Some points to note about this task include:

- It was designed for middle secondary students.
- The translation provided is for the purpose of this module only and was not provided as a scaffold to students in the original use of the task.
- Scaffolding is done primarily through questioning.

Consider, for example, how the task moves from:

- the concrete to the abstract
- the factual to the conceptual
- micro to macro.

Consider also how it asks students to make connections between languages and cultures (other and their own).

Key ideas / learning
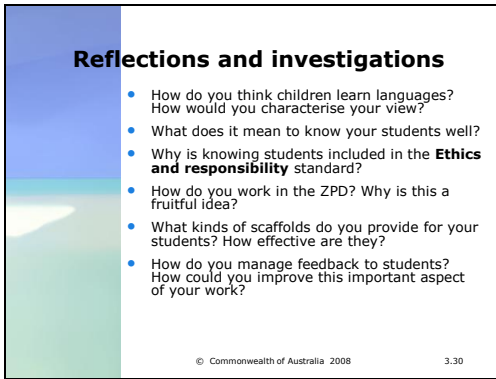**Scaffolding learning**

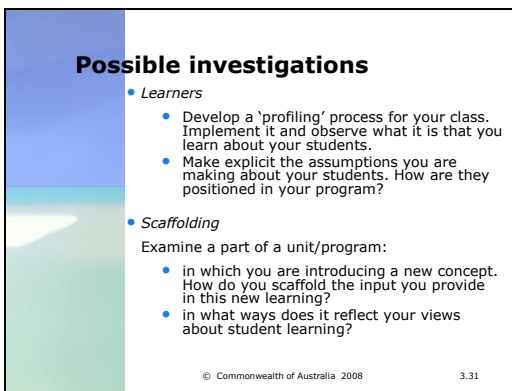|	
Task This task is designed in two parts. Depending on time and the nature of the group, you may do one or both parts. Part A In groups, discuss the sample task with a focus on the nature of scaffolding. Share your observations and any further questions or issues arising. Anticipated time: 20 minutes	PowerPoint slide 3.28 Handout 2

Part B
Consider:
   a) ways to scaffold a sample text for a particular group of learners
     or
   b) different types of scaffolds and the function that they perform.
 	
 Anticipated time: 30 minutes
	PowerPoint slide 3.29
	
	Handout 3

NOTES

Reflections and investigations

Reflections and investigations

- How do you think children learn languages? How would you characterise your view?
- What does it mean to know your students well?
- Why is knowing students included in the **Ethics and responsibility** standard?
- How do you work in the ZPD? Why is this a fruitful idea?
- What kinds of scaffolds do you provide for your students? How effective are they?
- How do you manage feedback to students? How could you improve this important aspect of your work?

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Reflect on the original objectives of the module. Consider your understandings of learners, learning and scaffolding.

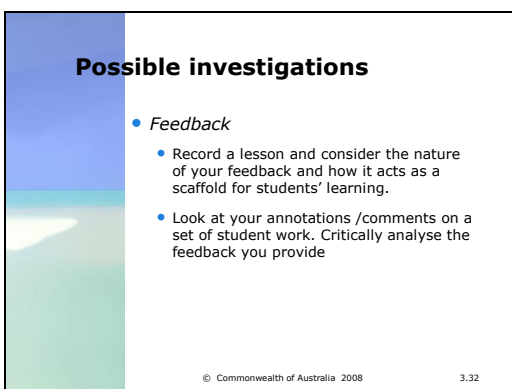**Possible investigations**

- *Learners*
  - Develop a 'profiling' process for your class. Implement it and observe what it is that you learn about your students.
  - Make explicit the assumptions you are making about your students. How are they positioned in your program?

- *Scaffolding*

  Examine a part of a unit/program:
  - in which you are introducing a new concept. How do you scaffold the input you provide in this new learning?
  - in what ways does it reflect your views about student learning?

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Consider a number of possible areas of investigation in your practice related to learners, learning and scaffolding.

Possible investigations

- *Feedback*
  - Record a lesson and consider the nature of your feedback and how it acts as a scaffold for students' learning.
  - Look at your annotations /comments on a set of student work. Critically analyse the feedback you provide

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Key ideas / learning
Reflection

Use the reflection/notes page to think about the observations you have made on learning, learners and scaffolding learning.	PowerPoint slide 3.30
	Reflection/ Notes page
Anticipated time: 10 minutes	

Questions for reflection

1. How do you think children learn languages? How would you characterise your view?

2. What does it mean to know your students well?

3. Why is knowing students included in the **Ethics and responsibility** standard?

4. How do you work in the ZPD? Why is this a fruitful idea?

5. What kinds of scaffolds do you provide for your students? How effective are they?

6. How do you manage feedback to students? How could you improve this important aspect of your work?

Suggestions for investigations

Learners and learning

- Develop a 'profiling' process for your class. Implement it and observe what you learn about your students.
- What assumptions are you currently making about your students? How are they positioned in your program? How do you know?

Scaffolding

- Examine a part of a unit/program in which you are introducing a new concept. How do you scaffold the input you provide in this new learning?
- In what ways does this reflect your views about student learning?

Feedback

- Record a lesson and consider the nature of your feedback and how it acts as a scaffold for students' learning.
- Look at your annotations /comments on a set of student work for a group/whole class. Critically analyse the feedback you provide.

NOTES

References and further reading

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Attachments

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Diagnostic Task

Kelas 9 Bahasa Indonesia   Nama saya……………………….

Prior learning task

Answer the following in English.

I have been learning Indonesian since Year ……… (total number of years………..)

How does the Indonesian language compare to English? (You may give an example to show what you mean.)

a)   in the order of words?

    _____

    _____

b)   in the speech (sounds)?

    _____

    _____

Answer the following questions in Indonesian – give a full sentence answer if you can.

1. Siapa nama kamu?

_____

2. Tinggal di mana?

_____

3. Suka bermain apa?

_____

4. Suka makan apa?

_____

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Module 3

Write the following numbers in words (don't worry about spelling).

9 _____

23 _____

54 _____

60 _____

108 _____

Write down the Indonesian words for the following.

a)   to play   _____

b)   to shop/go shopping   _____

c)   to swim   _____

d)   to read   _____

e)   to study   _____

Explain when you would use each of the following question words (ie. in what situation).

Berapa…?

_____

Apakah….?

_____

Di mana…?

_____

Dari mana…?

_____

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Module 3

Write a short paragraph about yourself in Indonesian. In your answer, try to include information about:

- Your name, age and year level
- Your family members and your pets
- Your interests and hobbies

_____

_____

_____

_____

In a paragraph, write down what you know about the Indonesian language, people and culture.

_____

_____

_____

_____

_____

_____

_____

_____

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Module 3

Circle the answer that best suits you.

I find learning Indonesian   Easy   OK   Difficult

Complete these sentences:

The hardest thing about learning Indonesian is:

The easiest thing about learning Indonesian is:

Any other comments:

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Task Part A: The Weeping Stone
Traditional folk tale, retold by Michelle Kohler

Batu Menangis

Kata–kata baru

Pada zaman dahulu, ada seorang wanita yang tinggal dengan anak perempuannya di sebuah kampung dekat Meninjau, Sumatera Barat. Kehidupan mereka sangat susah. Mereka tinggal di sebuah gubuk kecil dekat sawah. Makanan dan pakaian mereka seadanya saja.

batu – stone, rock
zaman – era, period, time
kehidupan – *life*
gubuk – a small, run down hut
seadanya – whatever there is

Tiap hari ibu itu bekerja keras di sawah untuk memenuhi kebutuhan sehari-hari mereka sedangkan anaknya yang sudah remaja itu tidak mau membantu ibunya. Dia hanya mau menghias diri dan bersenang-senang saja. Walaupun anaknya sombong dan malas, ibu itu tidak memarahi dia.

menghias diri – to decorate/dress oneself up
sombong – vain, conceited

Pada suatu hari, mereka mau berbelanja di pasar. Si gadis itu mengenakan pakaian dan perhiasan yang indah sedangkan ibunya mengenakan pakaian yang sederhana dan robek-robek. Oleh karena itu, si gadis merasa malu. Dia tidak mau berjalan bersama ibunya. Dia berjalan di depan, ibunya disuruhnya mengikuti di belakang.

sederhana – simple, plain
robek–robek – torn

disuruhnya – ordered/told (by her)

Demikianlah mereka berjalan ke pasar. Di tengah jalan mereka bertemu dengan seorang teman gadis yang baru pulang dari pasar. Lalu, gadis itu bertanya dengan ramah,

Demikianlah – And so it was…

'Mau ke mana, dik?'

'Mau belanja ke pasar, kak,' jawab si gadis.

'Apakah ini ibumu, dik?' tanya perempuan itu.

Gadis itu malu mengakui ibunya kotor dan berpakaian

mengakui – to acknowledge/ confess

jelek itu, lalu jawabnya:

'Ah, bukan. Mana mungkin ibuku semacam ini? Dia hanya pembantuku.'

Mendengar itu, sangat sedih hati orang tua itu, tetapi dia diam saja sambil menahan perasaannya. Tiap-tiap kali orang menanyakan ibunya selalu dijawab gadis yang sombong itu:

menahan perasaanya – hold back her feelings

'Bukan ibuku. Ini hanya pembantuku.'

Akhirnya, ibunya tidak kuat lagi menahan hatinya, dengan marah bercampur sedih, dia berdoa kepada Tuhan supaya anakya diberi hukuman untuk tingkah lakunya yang rendah itu.

bercampur – mixed with

berdoa – to pray

hukuman – punishment

tingkah lakunya – behaviour/actions

rendah – low/lowly

Pada saat itu juga tubuh gadis itu berubah, menjadi batu, balasan yang seimbang dengan tingkah lakunya yang jahat.

tubuh – body

berubah – to change/transform

balasan – pay back/ reprisal/revenge

seimbang – equal/equivalent

Sampai sekarang batu itu masih ada dan orang sering melihat air menitik dari batu itu. Mereka berpendapat bahwa itu adalah air mata penyesalan gadis durharka itu.

jahat – evil

menitik – to drip/flow

penyesalan – regret

durharka – wretched

The Weeping Stone

Translation by Michelle Kohler

A long time ago, there was a woman who lived with her daughter in a kampung near Meninjau, West Sumatra. Their life was very hard. They lived in a small hut near a rice field. Food and clothing was all that they had.

Every day the mother worked hard in the rice field to provide for their daily needs while her teenager daughter refused to help. She was only interested in dressing up and having fun. Although her child was conceited and lazy, the mother couldn't tell her off.

One day, they went shopping at the market. While the girl tried on beautiful clothes and jewellery, her mother was in her plain and torn clothes. The girl was embarrassed because of that. She didn't want to walk with her mother. She walked in front of her, and told her mother to follow behind.

And so they walked to the market. In the middle of the road, they met one of the girl's friends who was on her way home from the market. The girl asked in a friendly tone,

'Where are you going?'

'I'm going shopping at the market' replied the girl.

'Is this your mum?' asked the friend.

The girl was too embarrassed to admit that it was her mother in the dirty and horrible clothes so she answered:

'Oh, no. How could I possibly have a mother like this. She's just my servant.'

Hearing that the woman felt very sad but she remained quiet and kept her feelings inside. Every time someone would ask about the woman, the snobbish girl would answer:

'No, that's not my mum. She's just my servant.'

Finally, the mother could no longer contain her feelings and with a mixture of anger and sadness she prayed to God that her child would be suitably punished for her bad behaviour. At that very moment, the girl's body changed and she turned to stone, a consequence fitting for her horrible behaviour.

The stone still exists today and people often see water dripping from it. They believe that the water is tears of sorrow from the wretched girl.

* *Kampung:* a district typically associated with poor residents on the outskirts of the city

NOTES

Batu Menangis

Pertanyaan

Answer the following questions (in English). You may use examples from the text as well as add your own ideas and opinions.

What kind of text is this? How can you tell?

_____

_____

Briefly describe what happens and why.

_____

_____

What impression do you get of the lives of the mother and daughter? What language is used to help create that impression?

_____

_____

_____

Describe the kind of greetings/terms of address used when the daughter meets a friend. What does this tell you about their relationship?

_____

_____

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Describe which part has the most meaning/impact on you? Explain why and refer to how the language helped create this impact.

_____

_____

_____

Why has this text been created? (e.g. who created it, what for, who is it for, etc.)

_____

_____

Do similar texts exist in your culture? If so, give an example and explain why you think it is similar.

_____

_____

_____

In your view, what does this text reveal about Indonesian culture, values, ideas and behaviours?

_____

_____

Comment on how these values, ideas and behaviours relate to your own language and culture e.g. how does your language and culture deal with 'respect for parents'?

_____

_____

NOTES

Task Part B: My name is Giorgio

Mi chiamo Giorgio

Mi presento. Mi chiamo Giorgio Turra. Ho sessantasette anni e sono in Australia da quarantacinque anni. Sono nato in Italia, in un paesino vicino a Foggia nel mille novecento quaranta. Mia moglie si chiama Anna, e abbiamo due figlie e un figlio. Ho tre nipotini: Sara di 10 anni, Giulia di 8 anni, e Luca il più piccolo che ha 6 anni.

Io ho tanti hobby. Per primo amo il giardinaggio. Ho un giardino che è una meraviglia. Ci sono molte specie di alberi e fiori: rose, gardenie e ortensie. Dietro casa, ho un orto e qui cresco tutta la frutta e la verdura per il fabbisogno della mia famiglia. D'inverno cresco i piselli, le fave e i broccoli. D'estate ci sono le melanzane, i pomodori, gli zucchini e i cetrioli. E poi c'è il basilico, la salvia e il prezzemolo le quali sono le erbe da mettere nell'insalata e nell'arrosto.

Mi piace il giardinaggio perchè la terra ricompensa il mio lavoro con tante cose buone e sane da mangiare per la mia famiglia. Voi ce l'avete un orto?

Translation

I'll introduce myself. My name is Giorgio Turra. I'm 67 years old and I have been in Australia for 45 years. I was born in Italy, in a little village near Foggia in 1940. My wife is called Anna, and we have two daughters and a son. I have three grandchildren: Sarah who is 10 years old, Julia who is 8 years old and Luke the youngest, who is 6.

I have many hobbies. First of all I love gardening. I have a garden which is marvellous. There are many species of trees and flowers: roses, gardenias and hydrangeas. Behind the house, I have a kitchen garden and here I grow all the fruit and vegetables that my family needs. In winter I grow peas, broad beans and broccoli. In summer there are eggplants, tomatoes, zucchini and cucumbers. And then there is the basil, sage and parsley which are the herbs to put in salads and on roasts.

I like gardening because the earth rewards my work with many good, healthy things to eat for my family. Do you have a kitchen garden?