**Identifying language-specific needs:
Working with language-specific annotations**

**Module for teachers of languages for which
annotations have not been developed for the
AFMLTA *Professional standards for accomplished
teaching of languages and cultures***

NOTES

Stream B: Module 4(b)

Identifying language specific needs: working with language specific annotations

For use with languages for which specific annotations are not available

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Objectives

- to consider yourselves as language teachers and users
- to reflect on aspects of your language capabilities as teachers and users
- to reflect on the specific knowledge that you require as teachers of a particular language
- to document the professional expertise of teachers of your language

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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

- **Language specific annotations**

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Module 4(b):
Identifying language-specific needs: Working with language-specific annotations

Module for teachers of languages for which annotations have not been developed for the AFMLTA *Professional standards for accomplished teaching of languages and cultures*

Overview

This module is designed to provide opportunities for teachers to reflect on language-specific issues relating to teaching languages in the Australian context. Language-specific annotations of the *Standards* have been developed in seven languages:

- Chinese
- French
- German
- Indonesian
- Italian
- Japanese
- Spanish.

This module has been designed for teachers of languages for which such annotations have not been developed and is intended to assist teachers in working through the development of language-specific annotations for additional languages.

This module is divided into seven sections:

1. Rationale and introduction
2. Classroom language use
3. Language use outside the classroom
4. Explicit knowledge of the linguistic system
5. Explicit knowledge of language use
6. Attitudes, values, cultural and linguistic practices
7. Other aspects of teaching standards

Objectives

In this module you will:

- consider yourselves as language teachers and users
- reflect on aspects of your language capabilities as teachers and users
- reflect on the specific knowledge that you require as teachers of a particular language
- document the professional expertise of teachers of your language.

NOTES
Section 1: Rationale and introduction

Rationale for this module

- Language knowledge and capability is dynamic and ever changing, as are our language needs
- Reflecting on our practice in and out of class allows us to explore ways of developing our language capabilities further
- Such reflection does not address particular needs, but allows us to reflect on and plan our personal learning needs

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This module has been designed to encourage reflection on language capabilities. Its main function is to assist you to understand your own language use and clarify your professional learning needs. Knowing any language is a dynamic and changing process and so it is useful to take stock of our capabilities and needs from time to time, no matter how experienced we may be.

While it is impossible to address the language capabilities in a short session, it is possible to work constructively towards identifying areas of professional learning and strategies for further development.

About language specific annotations

- The language specific annotations of the *Standards* were developed in consultation with accomplished language teachers
- They aim to identify the language-specific features of effective and accomplished language teaching
- Many features of the *Standards* are generic and apply to all languages, but there are some areas in which there are knowledges and understandings that are specific to individual languages

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The *Standards* were developed on the basis of the knowledge and opinion of a group of accomplished teachers of each language. This is in keeping with the AFMLTA's view that professional standards should be designed for and by the profession. The language-specific annotations are not so much comprehensive statements of knowledge or capabilities, as guidelines for investigating one's own knowledge and capabilities. They give typical examples of the standards in each language and are not intended as descriptions of required knowledge. When using these standards, remember that they are designed to reflect an accomplished level of practice and are intended to be a resource for planning ongoing professional learning throughout a teacher's career.

Developing a language specific annotation

- Developing a language specific annotation is one way to reflect on the language capabilities required by accomplished teachers
- If a language specific annotation does not exist for your language, this process will help you to develop one to guide your own learning and that of your colleagues

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In the process of developing the *Standards*, teachers were asked to reflect on their own practice. Such reflection is a good way of working through the nature of the language and cultural capabilities needed to teach a particular language.This personal learning process benefits the teachers themselves.

Developing an annotation can help you to investigate your professional knowledge and practices. It involves thinking through the issues that arise from the various standards for teachers of a particular language. In the existing annotations the focus for using 'language and culture' has been the non-native speaker teacher, as this is a more important consideration for them than for native speakers; however the other annotations apply to all teachers regardless of background.

Module 4(b)

Key ideas / learning
Rationale and introduction

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator will briefly introduce the project, the focus of the module and the nature of annotations of the *Standards*. Anticipated time: 10 minutes	PowerPoint slides 4b.5 – 4b.7

NOTES
Section 2: Classroom language use

Classroom language use

- Teachers use their languages in particular ways which are specific to language teaching
- For teachers, this means having to develop specific ways of speaking in the language which may be different from general language use
- Some of the ways of using language in the classroom are common across languages, while some may be language-specific

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In this section you will reflect on how you use the language in the classroom. You will examine the sorts of activities language teachers can be expected to engage in while teaching, and the target language capabilities that go with this.

Classroom language use

- Working in a small group, examine the annotations for another language as a model and consider what aspects of classroom language use are relevant for teaching your language

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Working with a previously developed annotation is a good starting point for developing an annotation for another language. Work together to identify the core elements of language capabilitiy and knowledge are for your language. There may or may not be substantial agreement.

If there is not, consider:

- Are the features being discussed central or essential for good language teaching?

- Are they perhaps desirable only in the practice of some teachers, examples of an individual's practice rather than a professional standard?

Note: the language specific annotations can be found under the *Standards* tab in the folder. These are available in 7 different languages: Chinese, French, German, Indonesian, Italian, Japanese and Spanish. Choose one as a guide to the kind of annotations that might be developed for your language.

Module 4(b)

Key ideas / learning
Investigating language use in the classroom

Interaction / tasks / questions	Supporting resources
Facilitator presentation The facilitator introduces the key ideas about classroom language use and sets up the task. Anticipated time: 5 minutes	PowerPoint slides 4b.8 – 4b.9
Small group task Working in a small group: • examine the annotations for another language as a model • consider what aspects of classroom language use are relevant for teaching your language. Anticipated time: 20 minutes	*Annotations* Handout 1
Whole group task The facilitator leads a brief discussion of the key themes or questions that emerged from the task. These should be noted on the whiteboard as a record of the participants' thinking. Anticipated time: 5 minutes	

NOTES
Section 3: Language use outside the classroom

Language use outside the classroom

- Examining language use outside the classroom allows us to investigate ourselves as language users
- It examines what we draw on from our language knowledge that we do not always call on in the classroom
- What we can do as language users involves opportunities for communication, which are not the same for everyone. Some language use activities can be done anywhere (e.g. reading), others rely on the presence of other speakers (e.g. conversing)

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Language use outside the classroom

- Working in a small group, examine the annotations for another language as a model and consider what aspects of language use outside the classroom are desirable capabilities for teachers of your language

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Think of yourselves as both language teacher and language user and consider how you use language outside the classroom. This is important for four main reasons:

- A teacher's language use extends beyond those things immediately necessary for teaching. Consider your entire repertoire as a language user and what this brings to your teaching practice.

- Language use is the way that people maintain, develop and explore their own language capabilities and cultural knowledge.

- Teachers model for their students what it means to be a language user, and so it is important to reflect on what it is that you model for your learners.

- If you are a native speaker of the language that you teach, and use this language regularly in your daily life, you might skip this task, or perhaps you could consider what it would be desirable for a non-native speaker teacher to be able to do.

Module 4(b)

Key ideas / learning
Investigating language use outside the classroom

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator introduces the key ideas about language use outside the classroom and sets up the task. Anticipated time: 5 minutes	PowerPoint slides 4b.10 – 4b.11
Small group task Working in a small group: • examine the annotations for another language as a model • consider what aspects of language use outside the classroom are relevant for teaching your language. Anticipated time: 20 minutes	*Annotations* Handout 1
Whole group task The facilitator leads a brief discussion of the key themes or questions that emerged from the task. These should be noted on the whiteboard as a record of the participants' thinking. Anticipated time: 5 minutes	

NOTES

Section 4: **Explicit knowledge of the linguistic system**

Explicit knowledge of the linguistic system

- Teaching a language involves working with knowledge of language that differs from what a person needs to know to communicate
- Teachers are involved in planning, explaining and creating learning experiences based on their explicit knowledge of language
- Having explicit knowledge of a language is not about proficiency, it refers to the ability to articulate what you know to communicate it to others

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Explicit knowledge of the linguistic system includes understanding aspects such as syntax (the ways in which words are arranged in sentences), morphology (the ways in which words change to show additional information, e.g. plurality, cases, person) vocabulary, pronunciation and writing conventions.

A teacher's knowledge of language is different from that required by a speaker of a language because a teacher needs to communicate knowledge about language to others, and draw on his or her knowledge of language to design learning experiences. This requires teachers to know explicitly what a speaker of a language may know only implicitly, and to express this knowledge in ways that are able to support learning.

Explicit knowledge about the linguistic system means something different from simply being proficient in the language. It involves things such as:

- knowing how to analyse language

- knowing a metalanguage for communicating about language

- being able to make and explain judgments about language

- being able to articulate the patterns, rules, etc. of the language system.

Explicit knowledge of the linguistic system needs to be learned and does not come automatically from the ability to use the language appropriately.

Explicit knowledge of the linguistic system

- Working in a small group, examine the annotations for another language as a model and consider what explicit knowledge about the linguistic system an accomplished teacher needs to have

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The focus of this task is your ability to articulate language knowledge explicitly and to communicate this to others. This is not the same as being a proficient user of the language. A teacher may have good explicit knowledge of a part of the language system but be unable to use it accurately in production. Similarly, a teacher may not have explicit knowledge of an element of the system, but be able to use it correctly and fluently in his/herr own language. This is because knowledge that is learnt may not be available automatically in language production, and language that is available automatically may not have been analysed.

Module 4(b)

Key ideas / learning
Investigating explicit knowledge of the linguistic system

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator introduces the key ideas about explicit knowledge of the linguistic system and sets up the task. Anticipated time: 5 minutes	PowerPoint slides 4b.12 – 4b.13
Small group task Working in a small group: • examine the annotations for another language as a model • consider what explicit knowledge of the linguistic system is relevant for teaching your language. Anticipated time: 20 minutes	*Annotations* Handout 1
Whole group task The facilitator leads a brief discussion of the key themes or questions that emerged from the task. These should be noted on the whiteboard as a record of the participants' thinking. Anticipated time: 5 minutes	

NOTES
Section 5: Explicit knowledge of language use

Explicit knowledge of language use

- In addition to knowing about language as a system, teachers need to be able to talk about how language is actually used for communication

- This involves awareness of the specific meanings and practices of language use in a particular context

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Language use involves more than just knowledge of the language system; it also involves knowing how the language system is used in communication. This can include knowing how different registers of language are used (e.g. formal and informal), the conventions of how texts are constructed, how language use is affected by context (e.g. who the participants are, what relationships exist between them, where they are communicating) and many other dimensions of the ways in which language is used to communicate.

Again, for a language teacher this knowledge is different from that of a native speaker because a teacher needs to know how to analyse language in use and explain aspects of this to learners and construct learning experiences that develop this knowledge. It involves being able to articulate explicitly for others what a user of a language knows implicitly.

Explicit knowledge of language use may include knowing things such as:

- common conventions of language use (e.g. text features, politeness conventions, stylistic conventions, register differences)

- the ways in which context affects use of the language

- ability to analyse the effect of choices within the linguistic system (e.g. in terms of appropriateness, significance, effect)

- a metalanguage with which to communicate this information.

Explicit knowledge of language use

- Working in a small group, examine the annotations for another language as a model and consider what explicit knowledge about the ways the language is used that an accomplished teacher needs to have

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The focus of this task, as in the previous one, is not on whether or not you can use language appropriately, but whether or not you can articulate what lies behind the capacity to use the language and communicate this to others.

Module 4(b)

Key ideas / learning
Investigating explicit knowledge of language use

Interaction / tasks / questions	Supporting resources
Facilitator presentation The facilitator introduces the key ideas about explicit knowledge of language use and sets up the task. Anticipated time: 5 minutes	PowerPoint slides 4b.14 – 4b.15
Small group task Working in a small group: • examine the annotations for another language as a model • consider what explicit knowledge about the ways the language is used that an accomplished teacher needs to have. Anticipated time: 20 minutes	*Annotations* Handout 1
Whole group task The facilitator leads a brief discussion of the key themes or questions that emerged from the task. These should be noted on the whiteboard as a record of the participants thinking. Anticipated time: 5 minutes	

NOTES
Section 6: **Attitudes, values, cultural and linguistic practices**

Attitudes, values, cultural and linguistic practices

- Teachers need to be able to discuss various aspects of culture and society of the target language community
- This means having explicit knowledge about some aspects of these
- It is impossible to know everything about a society and its cultures, but the language specific annotation presents some core ideas and knowledge that are needed

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Attitudes, values, cultural and linguistic practices

- Working in a small group, examine the annotations for another language as a model and consider what explicit knowledge about attitudes, values, cultural and linguistic practices an accomplished teacher needs to have

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Because language is not used in isolation from the culture of its users, a language teacher needs to be able to develop learners' knowledge of language and culture, and their interrelationships. In order to do this, teachers need to have some explicit knowledge of elements of the attitudes, values, and cultural and linguistic practices found in target language cultures.

It is impossible for anyone, regardless of their background and experience, to know everything about any culture and so the annotations cannot capture this knowledge. Instead, the annotations should be read as accomplished teachers' attempts to identify a basic set of core ideas which they feel are important for teaching. The language-specific annotations do not capture the full knowledge involved in teaching a language and its associated cultures. There are many general culture capabilities that need to be developed by learners that are not included in the language-specific annotations. They also do not capture how teachers relate the target language and its cultures to the languages and cultures that learners bring to their learning.

The language-specific annotations should thus be treated as a starting point for the exploration of language and culture in the classroom and not as an articulation of the necessary knowledge that a teacher brings to the teaching of the languages and cultures involved.

Different teachers will bring different knowledge and experience to the classroom. Effective teaching depends on an ability to draw on everything that a teacher knows and has experienced and the connections that he or she has made.

Module 4(b)

Key ideas / learning
Investigating knowledge of attitudes, values, cultural and linguistic practices

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator introduces the key ideas about classroom language use and sets up the task. Anticipated time: 5 minutes	PowerPoint slides 4b.16 - 4b.17
Small group task Working in a small group: • examine the annotations for another language as a model • consider what explicit knowledge about attitudes, values, and cultural and linguistic practices an accomplished teacher needs to have. Anticipated time: 20 minutes	*Annotations* Handout 1
Whole group task The facilitator leads a brief discussion of the key themes or questions that emerged from the task. These should be noted on the whiteboard as a record of the participants' thinking. Anticipated time: 5 minutes	

NOTES
Section 7: Other aspects of teaching standards

Other aspects of teaching standards

- Most of the *Standards* apply to all languages, but in some cases there may be issues which are particularly relevant for teaching and learning the language
- It is important to identify these areas of need for ourselves and for others

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Most of the remaining standards are not specific to any particular language. However, many of the teachers involved in developing annotations felt that it was useful to identify issues of general practice that were particularly relevant for teaching their language. This may also be useful for teachers developing new annotations.

Given that there may not be time to cover all of the *Standards*, it may be most useful to focus on the **Language pedagogy** standards.

Other aspects of teaching standards

- Working in a small group, examine the annotations for another language as a model and consider whether you wish to make additional annotations to the *Standards*

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Possible investigations

- Identify some things about schooling in Australia that you find challenging or difficult to understand. Interview some Australian-born colleagues about these things and identify some of the assumptions you and they have about these things
- Record a lesson or a series of lessons and note how you use language in the classroom. What do you notice about how you use your languages and how students respond to this? Are there aspects of your language use that you would like to explore or develop further?

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Possible investigations

- Investigate what resources are available to you with which you can undertake your own professional learning about language (e.g. social organisations, websites, newspapers, books, friends, games, courses). Reflect on how you make use of these opportunities, what more they could provide for you and how you could build this into your regular professional practice
- Set a goal for your own professional learning of some aspect of language or culture that you identified in the workshop. As you work towards this goal, keep a journal of your experiences, what you have learnt and what additional support you would need to take your learning further

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Key ideas / learning
Investigating other aspects of teaching standards

Interaction / tasks / questions	*Supporting resources*
Facilitator presentation The facilitator introduces the key ideas about the remaining standards and sets up the task. Anticipated time: 5 minutes	PowerPoint slides 4b.18 – 4b.19
Small group task Working in a small group: • examine the annotations for another language as a model • consider whether you wish to make additional annotations to the standards. Anticipated time: 20 minutes	*Annotations* Handout 1
Whole group task The facilitator leads a brief discussion of the key themes or questions that emerged from the task. These should be noted on the whiteboard as a record of the participants thinking. Anticipated time: 5 minutes	

Questions for reflection

- What have you learnt about yourself as a language user and as a language teacher from participating in this workshop?
- How can you develop your capabilities as a language user and a language teacher, given the opportunities available to you?

Suggestions for school-based investigations

- Record a lesson or a series of lessons and note how you use language in the classroom. What do you notice about how you use your languages and how students respond to this? Are there aspects of your language use that you would like to explore or develop further?

- Investigate what resources are available to you, to undertake your own professional learning about language (e.g. social organisations, websites, newspapers, books, friends, games, courses). Reflect on how you make use of these opportunities, what more they could provide for you and how you could build this into your regular professional practice.

- Set a goal for your own professional learning, of some aspect of language or culture that you identified in the workshop. As you work towards this goal, keep a journal of your experiences. What you have learnt and what additional support you would need to take your learning further?

- Develop a language-specific annotation for your language in collaboration with other participants.

NOTES

Between-session activities

Examine the documentation you developed during the workshop and any standards that you did not annotate. Consider what more you would like to add to the standards.

Further reading

On developing standards

Kohler, M., Harbon, L., Fischmann, V., McLaughlin, M., & Liddicoat, A. J. (2006). Quality teaching: Views from the profession. *Babel 40*(3), 23-30

Liddicoat, A. J. (2006a). Developing professional standards for accomplished teachers of languages and cultures. *Babel, 40*(3), 4-6, 38

Liddicoat, A. J. (2006b). Language teachers' professional knowledge and standards for language teaching: A review of the literature. *Babel, 40*(3), 7-22, 38

On knowledge of language and culture

Andrews, S. (1999). Why do L2 teachers need to 'know about language'? Teacher metalinguistic awareness and input for learning. *Language and Education* 13(3), 161-217

Lo Bianco, J., & Crozet, C. (2003). *Teaching invisible culture: Classroom practice and theory*. Melbourne: Language Australia. (Contains chapters on Chinese, French, German, Italian, Japanese)

NOTES

Attachments

NOTES

Unannotated standards pro forma

Classroom language use   *23*

Language use outside the classroom

Explicit knowledge of the linguistic system

NOTES

Explicit knowledge of language use

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Attitudes, values, cultural and linguistic practices

NOTES

Language pedagogy

Ethics and responsibility

Professional relationships

Advocacy

NOTES

Educational theory and practice

Active engagement with wider context

Personal characteristics

Program standards