# Resources for language learning

**NOTES**

## Pre-reading and module requirements

Participants need to be familiar with the principles of intercultural language learning as outlined in the *Report on intercultural language learning* (Liddicoat, Papademetre, Scarino, & Kohler, 2003).  The report can be found at www.curriculum.edu.au/nalsas/pdf/intercultural.pdf

In addition, you are encouraged to bring resources, including textbooks, teacher-generated materials, web site examples, work samples and descriptions of classroom activities you currently use in classrooms, for use throughout the module in exploring and analysing resources for the languages classroom.

Internet access for groups is desirable for this module, as some activities include an online component. If internet access is not possible, the online activity may be explored between sessions.

## NOTES

**Stream B: Module 5**

**Resources for language learning**

© Commonwealth of Australia 2008          5.2

---

**Module overview**

- Section 1: Introduction
- Section 2: Textbooks and teacher-developed materials
- Section 3: Technology in language learning
- Section 4: Authentic resources: texts and people

© Commonwealth of Australia 2008          5.3

This module explores resources for language learning and use, and the nature and importance of resources for effective languages teaching and learning. The module is divided into four interrelated sections. Each section should be considered in relation to languages education in general, specific languages, and specific contexts. While the sections attempt to address key issues, their relevance and impact will vary across sites and contexts, particularly from primary programs to secondary programs, and across languages.

---

**Session objectives**

- In this module you will
    - examine the nature and purpose of resources for language learning
    - consider the use of resources for language teaching and learning
    - discuss how resources may be best adapted or developed for effective learning

© Commonwealth of Australia 2008          5.4

This module connects with many of the dimensions of the *Standards*. You may wish to draw out some of these, for example:

The **Language pedagogy** standard describes some key features of accomplished teachers.

Resource selection plays a central role:

*They create a culture of learning in their classrooms which fosters interest in languages and cultures …*

Resource selection, adaptation or creation requires some understanding of the principles of language learning and the impact of teachers' beliefs on resourcing:

---

**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 and culture**
- **Language pedagogy**
- **Ethics and responsibility**
- **Personal characteristics**
- **Program standards**

© Commonwealth of Australia 2008          5.5

*They have a view of curriculum in which … resourcing … [is] done coherently according to a principled approach to languages and cultures teaching.*

*They need to consider the ways they apply technologies in their classroom: They are informed and critical users of technology in language teaching and use technology both to support learning and as a basis for learning to communicate using technologies.*

## *Module 5:*
## Resources for language learning

### *Overview*

This module will provide you with an opportunity to explore the nature and importance of resources for language learning and use. It encourages you to consider ways to enhance the resources you select, develop and use in your own practice.

The module is divided into four main sections:

- Section 1: Introduction to selecting, adapting, creating and using resources
- Section 2: Textbooks and teacher-developed materials
- Section 3: Technology for language learning and communicating
- Section 4: Authentic resources – texts and people.

The module commences with context setting and connecting with the *Standards*. You will be invited to consider what you understand by the term 'resource' and the value of resources in teaching and learning in the classroom.

Following a presentation of the three sections related to resources, you are invited to undertake a group task using examples from your own classroom practice.

At each stage, you are invited to reflect on how these resources and the ideas raised in the module might relate to your own context and enhance your teaching practice.

A range of examples has been provided to model the importance of effective selection, creation and adaptation of resources for all learners.

### *Objectives*

In this module you will:

- examine the nature and purpose of resources for language learning
- consider how resources can be used for language teaching and learning
- discuss how resources may be best adapted or developed for effective learning.

**NOTES**
*Section 1:* **Introduction to selecting, adapting, creating and using resources**

**Section 1: Introduction**

- Introduction to selecting, adapting, creating and using resources
- Resources for language learning are explored through the following categories
  - textbooks and teacher-developed materials
  - information and communication technologies
  - authentic resources; texts and people

© Commonwealth of Australia 2008          5.6

---

**Resource selection & development for language learning**

- Considerations
  - the learner's - age, interests, experiences, motivations, learning needs
  - the teacher's – values and perspectives in teaching and resourcing for language learning and use
  - the specific language and culture – nature and features of the language , especially alphabetic/non-alphabetic languages
  - the curriculum - nature and orientation, degree of prescription/flexibility
  - the school – budget, priorities
  - other …

© Commonwealth of Australia 2008          5.7

When selecting and developing resources, some key considerations need to be kept in mind, all of which relate to the context in which the learning takes place, the teacher, the learners and the specific target language and culture. For example:

- the nature and orientation of the resources, and the degree of prescription/flexibility for use within the appropriate languages curriculum framework
- school policy (budget, priorities, etc.).

What other factors impact upon your choices or freedoms in developing resources for your program?

---

**Resources for discussion**

- Samples of
  - textbooks/teaching materials currently used
  - teacher-developed resources to assist language learning and use
  - tasks, activities work samples developed for/from ICT used as an active teaching and learning tool
  - authentic texts, and supporting materials

© Commonwealth of Australia 2008          5.8

'Authentic' texts and supporting materials are available for either cross-language or language-specific discussion at the end of each section of the module, in addition to resources you have brought along.

---

**Purposes & purposefulness of resources**

- Selecting, adapting, creating and using resources and learning tools (including technology) are integral to the teaching and learning process, not an add-on
- They enhance teaching and learning by providing
  - direct engagement with language and culture
  - access to contemporary examples of language in use in the context of culture
  - opportunities to interact with others in and about the target language
  - access to information about and examples of language and culture in use
  - a stimulus to thinking and discussion about language learning and use
  - a stimulus to self expression in the language

© Commonwealth of Australia 2008          5.9

Resources have a central and integrated role in the teaching and learning process. Resources are interrelated and enhance teaching and learning of languages and cultures by the opportunities they provide.

The key point is that resources provide access not only to information about the target language and culture, but also to examples of the language in use, potentially enhancing opportunities to use the language productively and purposefully.

*Key ideas / learning*
## Selecting, creating, adapting and using resources

| *Interaction / tasks / questions* | *Supporting resources* |
|---|---|
| **Facilitator presentation**<br><br>The facilitator will introduce and provide an overview of the module, and discuss the connection of the module to the *Standards.*<br><br>Issues raised throughout the module are designed to stimulate discussion within the group. Consider:<br><br>• how the criteria and issues raised in the presentation relate to your own resources and teaching practice<br><br>• other key criteria important in the choice of resources<br><br>• your own key criteria for selection and use of resources.<br><br><br><br>Anticipated time: 20 minutes | PowerPoint slides 5.3 – 5. 11 |

## NOTES
### *Section 1:* Introduction to selecting, adapting, creating and using resources

**Critical cultural literacy**

- With the resources you use, consider
  - how language and culture, people, places and events are represented
  - how representative of diversity, how inclusive and balanced are they?

© Commonwealth of Australia 2008      5.10

It is important to recognise resources as 'artefacts' representing the values of their author(s). The values of the authors may or may not fit with the values you wish to convey to your students, or the students' values. A critical cultural literacy approach to evaluating resources is therefore important.

Consider, for example, representations of language and culture, people, places and events, and the 'representative-ness' of examples of people, values, beliefs, practices, and so on in terms of diversity, inclusivity and balance.

It is useful to highlight shortcomings in the particular representations of language, culture, individuals and groups in resources in terms of their generality, selectivity or bias towards certain persons, places or images. Consider the learning that may result from these images or representations. By exploring resources from a critical cultural perspective it is possible to enhance understanding of how texts represent people, places, cultures and so on.

**Criteria for selecting, adapting & creating resources**

- Textbooks, materials, authentic texts, and ICT should be
  - **engaging,** intellectually and in terms of language and content
  - **challenging,** in moving learners forward in their learning and use of language
  - **scaffolded,** so that learners have access to assistance to learn and communicate at a higher level
  - **contemporary,** in terms of learning theory and relevant in terms of representations of the language and culture in context
  - **useful,** in developing skills learners perceive as relevant to their immediate and future needs

© Commonwealth of Australia 2008      5.11

These suggested criteria relate to all or some of the processes of selecting, adapting and creating resources. These criteria can be used as part of the evaluation and discussion of resources in current use, along with the principles for intercultural language learning provided at the end of each section.

These criteria are general in nature, and apply to the entire resource base a teacher uses, rather than resources in isolation.

**Discussion**

- How do the criteria and issues raised above relate to your own resources and teaching practice?
- Are there other key criteria not listed?
- Discuss your key criteria for selection and use of resources

© Commonwealth of Australia 2008      5.12

This discussion may be held in small groups, or with the whole group. Consider, in particular, the criteria/issues raised in the presentation and how these relate to your own experience, in your own context.

*Key ideas / learning*

| | |
|---|---|
| **Whole group discussion**<br>The facilitator leads a whole group discussion of the issues raised in selecting, creating, adapting and using resources.<br><br><br>Anticipated time: 10 minutes | PowerPoint slide 5.12 |

**NOTES**
*Section 2*: **Textbooks and teacher-developed materials**

### Section two: Textbooks for language learning

- Textbooks (or teacher-developed materials in lieu of a textbook) often represent the key resource in a language program
- They frequently represent the scope of learning including the content and skills learners learn as being useful for learning language
- They are the basis of linguistic and cultural input and learners' experience in learning and using language
- Consequently, the way(s) textbooks represent language, culture, communication and learning has a significant impact on learners

© Commonwealth of Australia 2008      5.13

The term 'textbooks' in this section refers to the key resources teachers use to develop their program, from commercially developed texts to teacher-developed materials, particularly in primary programs where commercial textbooks may not be readily available, or appropriate.

These materials are often the basis of linguistic and cultural input in the classroom. They often represent the scope of learning, and provide the content and skills learners come to see as useful for learning language.

Consequently it is important to recognise *how* textbooks represent language, culture, communication and learning, as it is likely to have a significant impact on learners' learning, understanding and ability to communicate in the language.

### Textbooks for language learning

- *It is important to bear in mind that the textbook does not, in and of itself, constitute the curriculum, for curriculum includes much more than the set of materials used to deliver instruction. In addition, the text cannot guarantee successful language learning. Only the students and the teacher can determine how effective the course will be in enhancing language proficiency*

(Hadley 2001)

© Commonwealth of Australia 2008      5.14

Textbooks are a resource; they are not the key to successful language learning. It is the interactions between teacher and learners as they engage with resources that are the key to effective language programs.

### Goals of language learning

- A primary goal of language learning is learning to communicate in the target language
  - How is 'communication' represented, and how are communication skills developed in textbooks/ materials?
  - What is the nature and treatment of communication in texts and activities? Are macroskills integrated or separated? Are they balanced or are some given more attention than others? Why?
  - How is culture viewed in relation to communication? Is it integrated or treated separately?

© Commonwealth of Australia 2008      5.15

As learning to communicate in the target language is a primary goal of language learning, it is important to consider how the concept of 'communication' is represented, and how communication skills are developed in textbooks/materials.

For example, consider how communication is represented in texts and in activities in textbooks. How are the 'macroskills' of reading, writing, listening and speaking treated? Are they integrated? Are some given more attention than others? Why? Does a macroskill approach adequately reflect language in use?

Further, given the focus on language in use in the context of culture, it is important to reflect on how *culture* is viewed in relation to communication. Is it integrated or treated separately from communication/language skills? Consider the implications of these questions in relation to how learners learn to understand communication in the target language.

*Key ideas / learning*
## Evaluating textbooks and teacher-developed materials

| | |
|---|---|
| **Facilitator presentation**<br><br>The facilitator will briefly outline some issues and considerations when evaluating textbooks and teacher resources for use in the language classroom.<br><br>You may wish to share your observations and issues arising from the presentation, particularly in relation to the samples drawn from textbooks in use.<br><br><br><br>Anticipated time: 40 minutes | PowerPoint slides<br>5.13 – 5.30 |

**NOTES**
*Section 2*: **Textbooks and teacher-developed materials**

**Impact of textbooks/materials**

- A further objective of language teaching and learning is to promote learners' active engagement in learning about and learning to communicate in the target language, and within the particular learning context
- How do textbooks and teacher-developed materials contribute to this objective?

© Commonwealth of Australia 2008    5.16

Context and active engagement play important parts in learning about and learning to communicate in the target language, and need to be considered in relation to textbooks. Students need to both learn to learn and learn to communicate.

Considerations in relation to language and culture *learning*

In evaluating textbooks and resources it is necessary to consider the opportunities provided for learners to:

- actively create meaning in the language
- explore and interpret language, culture and their interrelationship
- compare and contrast language and cultural patterns across cultures
- connect understanding of themselves and their own contexts of communication
- think more broadly about language, culture, and their relationship.

Considerations in learning to *communicate*

In evaluating textbooks and resources it is necessary to consider the nature of contexts of language use that learners are exposed to/engage in, such as:

- the purposes of communication
- the types of interactions involved – where, why, with whom and how?
- the diversity of learning opportunities provided:
  - contexts and purposes
  - participants' relationships
  - texts – inputs and outputs
  - tasks and expectations of learners.

What are the implications of this range of considerations for learners?

Textbooks typically tend to contain five key components organised in their own particular order or sequence. These are:

- vocabulary
- grammar
- activities
- texts
- culture.

**Textbook features**

- Textbooks typically tend to contain 5 key components organised in a particular order or sequence
  - **vocabulary** - presented in some structure or sequence as appropriate to the unit
  - **grammar** - as grammatical codes with some form of explanation in English, and explication in the language
  - **activities** - as means of practicing/applying grammar and vocabulary elements
  - **texts** - as evidence of grammar and vocabulary in topical use
  - **culture** – representations of aspects of the target culture considered relevant to the topic
- Other components may also exist
- Consider what these might be

© Commonwealth of Australia 2008    5.17

You may think of other components not listed here, but this list is generally consistent with current textbook content.

# NOTES
## *Section 2*: Textbooks and teacher-developed materials



**Teacher-developed materials**

- Teacher-developed materials may be designed to replace or supplement a textbook and are intended as scaffolds and supports that assist learners' engagement with tasks and texts, by encouraging noticing, comparison, interpretation and reflection on features of language, culture and communication
- Such materials may include
  - conceptual frameworks for knowledge building, including grammar, concept maps, vocabulary lists
  - form-focussed activities
  - communication-focussed tasks
  - reflection focussed activities
  - other…
- A range of technologies may be used by teachers in the development of materials, and by students for diverse learning opportunities

© Commonwealth of Australia 2008          5.18

These resources reflect more directly teachers' own values and beliefs about language and learning, and are designed to fit the needs of the particular learner group. As such, they are a rich element of the curriculum.



**Textbooks or teacher materials…**

- may be central to the curriculum, providing continuous and systematic treatment of content and process for learners
- present standardised content which may assist efficient instruction across classes and with different teachers in large programs/schools
- provide structured and sequenced language input and learning opportunities, at school and for learners to use at home
- present particular views on language, culture and learning and their (inter)relationships

© Commonwealth of Australia 2008          5.19

Textbooks or teacher materials have benefits in some circumstances. They provide a core curriculum with a reliable, continuous and systematic treatment of content and process for learners, generated through structured and sequenced language input and learning opportunities. This structure may facilitate uniform and consistent instruction across classes and between teachers, and provide some continuity for learners working at home. It is often assumed that textbooks provide appropriate content and learning processes. This assumption can be challenged in terms of the particular views on language, culture and their interrelationship contained within the textbook; and in relation to their capacity to provide for the learning needs of individual students.

(Some sample pages from textbooks across languages are provided later for discussion.)



**Implications**

- Any textbook, or set of teacher-developed materials
  - is open to interpretation within a range of teacher values and teaching-learning practices
  - requires a high degree of teacher adaption, input, scaffolding and interpretation as appropriate to its use in a particular context, for a particular set of learners with diverse needs
  - will need to be updated or enhanced to remain relevant and contemporary and not become fixed in time

© Commonwealth of Australia 2008          5.20

Besides containing representations of language, culture, learning and communication, these resources are also open to teacher interpretation in terms of their values and preferred teaching–learning practices.

Textbooks are generalised in nature, assuming or anticipating high degrees of teacher adaptation, input, scaffolding and interpretation, as the teacher sees appropriate, for a particular context and for a particular set of learners with diverse needs. As such, their impact and use will vary from school to school and from teacher to teacher, on the basis of the teacher's values and perceived learner needs.

Textbooks are also published at a particular point in time and are often used for many years. Teachers need to update or enhance the textbooks to ensure their relevance and contemporariness, so that representations of the language and culture do not become fixed in a time now past.

# NOTES
## *Section 2*: Textbooks and teacher-developed materials

**Considerations**

- Consider the textbook/materials you currently use …
- What do you see as the strengths and weaknesses of the textbook/materials as a representation of
  - what **you** value in language and culture learning
  - appropriate use of language, culture, learning and communication
  - learners developing their understanding and use of the target language for meaningful communication?

© Commonwealth of Australia 2008          5.21

These questions are posed in order to reflect closely on the examples from textbooks that follow. The texts are chosen across languages, with no deliberate attempt to highlight particular positive/negative features. They are a representative sample of textbooks in use. Other examples, more, or less useful, could have been selected.

**Examples of textbooks**

- Look at the extracts from textbooks provided and comment on strengths and weaknesses in relation to
  - appropriate representations of language, culture, learning and communication
  - learners' opportunities to use the target language for meaningful communication
  - principles of intercultural language learning
  - what **you** value in language and culture learning

© Commonwealth of Australia 2008          5.22

**Vocabulary lists**

Source: Sedunary, M. (2006). *Ça alors!*, CIS/Heinemann, Melbourne.

© Commonwealth of Australia 2008          5.23

How are these vocabulary lists organised? Why? What are the strengths and weaknesses of these approaches for learners, in the short term and in the longer term?

*16*

## NOTES
### *Section 2*: Textbooks and teacher-developed materials



**Vocabulary lists**

Source: Sedunary, M. (1996). *Forza! Uno*, CIS/Heinemann, Melbourne.

© Commonwealth of Australia  2008          5.24



**Text and vocab**

Source: Yamin Ma & Xinying Li (2002). *Chinese Made Easy*, Joint Publishing, Hong Kong.

© Commonwealth of Australia  2008          5.25

What are the texts types used, and for whom are they intended? Why? In what context of culture/use? What would learners learn about communicating from these texts? How would you assume the vocabulary list is organised? How does this benefit learners in the longer term?

(The text is a personal narrative about being ill and visiting a doctor. There is no other context or purpose provided beyond providing information about an illness. They don't in themselves represent actual contexts or texts for purposeful communication. Consequently, the questions posed in relation to the text are comprehension questions requiring limited factual responses. There are no questions reflecting on text purpose or context, the nature of the language used in narrative, or any cultural issues arising through the text. The vocabulary provided serves no long-term purpose in terms of organisation. It relates to this text only, unlike the earlier French vocabulary list.)



**Exercises**

Source: Fisher, A., Fukunaga, A., Kusumoto, K., Swinyard, J. (1999). *Obentoo 2 Workbook*, Nelson, Melbourne.

© Commonwealth of Australia  2008          5.26

These three exercises involve listening, speaking and reading. Each requires short responses of no more than one sentence. They are form-focused exercises within a limited topic range. Most textbooks do not extend learners further or require learners to construct their own responses or interpret texts from their own perspective. Learners are required to imitate models and construct a limited range of possible responses, with little opportunity for self-expression or purposeful communication.

# NOTES
## *Section 2*: Textbooks and teacher-developed materials

**Comprehension of text**

Source: White, I. (2003). *Bahasa Tetanggaku*, Longman, South Melbourne.

© Commonwealth of Australia 2008          5.27

In this text, which could be an authentic weather forecast, all questions posed are 'what' comprehension questions. There is no opportunity for learners to interpret form or meaning or to consider the context of or audience for the text and therefore how language is used to convey meaning in that context. The sole aim is for all learners to come up with a common response. There is no reflection of the likely diversity of learners' capabilities, or scaffolding to assist those less able to extract meaning from the text.

**Culture**

Source: Fredlein, S. & Fredlein, P. (2002). *Ni Hao 2*, Chinasoft, Brisbane.

© Commonwealth of Australia 2008          5.28

This section of the textbook is described as 'something to know'. It describes the Chinese calendar and traditional festivals, with relevant vocabulary inserted in Chinese. However, in relation to the topic of the unit, 'my birthday', the function of this cultural data in informing learners about contemporary culture and its influence on language use is limited. It provides descriptive detail about the lives of 'the other', with little attempt to connect it to learners' lives or language use needs. It is culture as static fact, and is not represented as dynamic lived experience, understood and expressed through language.

**Summary and vocab**

Source: White, I. (2003). *Bahasa Tetanggaku*, Longman, South Melbourne.

© Commonwealth of Australia 2008          5.29

In this page concluding the unit, learning is represented as a list of vocabulary in alphabetic order, a list of language functions, and some grammatical structures which, it is stated, will be tested shortly in listening, speaking, reading and writing tests. The language is represented in atomised terms. Language is not portrayed as a dynamic resource, and learning is not presented as developing potential for students to interpret and create language for their own purposes, in their own contexts. The vocabulary and language functions are useful, but they are not brought together into a coherent meaningful whole.

**Adapting and using textbooks**

- What's missing?
- What teacher mediation is necessary to make textbooks/materials work effectively in your classroom, for diverse learners?
- What values about language, culture, learning and communication do your current textbook/materials bring to your classroom, that do not meet your values or expectations?
- What do you need to do to enhance the learning that is based on your current textbook/materials?
- **How might contemporary textbook content and format be enhanced?**

© Commonwealth of Australia 2008          5.30

These textbooks and resources are all in use in classrooms, but require significant teacher mediation and adaptation to make these and other textbooks/materials work effectively in a classroom with diverse learners.

The values about language, culture, learning and communication that current textbook/materials bring to your classroom need to be identified and understood. It is important to recognise what is needed to enhance the potential for learning in programs based on current textbook/materials such as these. It is also worth reflecting on how a contemporary textbook might be enhanced in content and format to better achieve contemporary expectations of language learning, and intercultural language learning in particular.

## NOTES
### *Section 2*: Textbooks and teacher-developed materials

**Task 1**

- Consider the textbooks/materials you currently use from an intercultural perspective
- In what ways do they promote
  - **active construction** of learning/ideas
  - **making connections** with prior learning, new knowledge, across languages and cultures
  - **interaction** – between learners/users of the language
  - **reflection** on language learning and use
  - **responsibility** for learning and for appropriate communication across cultures?

© Commonwealth of Australia 2008          5.31

**Small group task: Evaluation of textbooks**

This task is designed to consider the textbooks/materials currently used from an intercultural perspective. You may consider both the included text examples and examples supplied by teachers.

*Key ideas / learning*
**Small group task**

| | |
|---|---|
| **Small group task**<br><br>In groups, examine your own textbooks, or the extracts provided as examples. Using the principles of intercultural language learning, make observations about the nature of textbooks and share your observations with the group as a whole.<br><br><br><br>Anticipated time: 20 minutes | PowerPoint slide 5.31 |

**NOTES**
*Section 3:* **Technology for language learning and communication**



**Section 3: Technology for language learning and communication**

- Information and communication technologies (ICT) have the potential to change the way children learn language, learn about language and learn to use language

© Commonwealth of Australia 2008          5.32

ICT has the potential to change the way children learn language, learn about language and learn to use language; as well as the potential to actually construct the learning that children experience.



**ICTs**

- ICTs for language learning and communicating provide
  - opportunities for ***meaningful communication***
  - opportunities to enhance ***language learning,*** through:
    - access to immediate and current texts in the target language, English and other languages
    - access to online teaching and learning resources
    - a range of integrated tools and media (e.g. computing programs, internet, digital cameras, video, phone technologies, email, etc.) that support diverse learning opportunities and student needs
    - providing opportunities for identification and connection with students' life worlds

© Commonwealth of Australia 2008          5.33

ICT can provide:

- access to meaningful communication via texts and technologies that are part of everyday life
- heightened interactive opportunities to observe and analyse how users of the language communicate and interact in online contexts
- diverse and variable perspectives in contemporary communication
- opportunities to communicate with other users of the language.

ICT can also provide enhanced opportunities for language learning opportunities through:

- constructive engagement with structures and features of the language in online contexts
- exploration and analysis of representations of concepts/ideas in texts produced by individuals and communities
- creative opportunities to practise and apply learning through diverse media.

Significantly, learners live in a technologically complex world and are technologically literate (to greater and lesser extents). Use of a range of technologies and ICT learning opportunities allows teachers to identify and connect with students' life worlds to enhance their meaningful engagement with language learning.



**Using a range of ICTs**

- ICT requires
  - particular preparation, and management of learner interaction with online resources including websites, etc.
  - enhanced development of strategies for comprehending/dealing with unfamiliar language, or accessing only relevant information
  - clearly defined processes and purposes for effective use
  - other considerations…

© Commonwealth of Australia 2008          5.34

*Key ideas / learning*
**Using ICTs in the languages classroom**

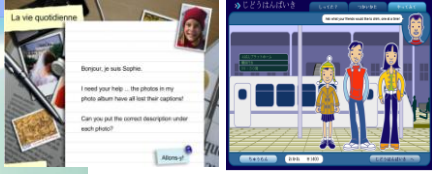| | |
|---|---|
| **Facilitator presentation**<br><br>The presenter will outline key considerations related to technology in the languages classroom.<br><br><br><br><br><br>Anticipated time: 20 minutes | PowerPoint slides<br>5.32 - 5.34 |

## NOTES
### *Section 3:* Technology for language learning and communication



Examples of online learning objects

If internet access is available, connect to
http://www.thelearningfederation.edu.au/for_teachers/sample_learning_materials/tm_-_languages.html.
If internet access is not available, explore these sites as a between-unit activity.



Select a learning object developed for a relevant language. Engage with the activity, noting the interactions required to complete the task, and consider:

- How do these learning objects represent language culture, learning and communication?
- How would you integrate these objects into your teaching program at the appropriate year level?
- How would they enhance your teaching of your language?
- What issues arise in your teaching context (beside access to ICT in the classroom)?



In groups, discuss the ICT resources you use from an intercultural perspective, in relation to the principles of intercultural language learning.



Further questions to consider

Evaluate your own context and reflect on how you might use ICT to enhance your students' learning experiences.

*26*

*Key ideas / learning*
**Using ICTs in the languages classroom**

| | |
|---|---|
| **Small group task 2**<br><br>In groups, examine some online learning objects from the Learning Federation. Using the principles of intercultural language learning, make observations about the nature of interaction within the learning objects. Reflect on your own use of ICTs for enhancing student learning and share your own experiences of technology with the group as a whole.<br><br>This task may be completed independently, between sessions, if Internet access is not available, or time restraints limit Internet exploration time.<br><br><br><br>Anticipated time: 15 minutes | PowerPoint slides<br><br>5.35 – 5.38 |

**NOTES**
*Section 4:* **Authentic resources – texts and people**

**Section 4: Authentic resources**

- 'Authentic' resources may include
  - texts, including audio, visual, print and electronic texts
  - people, including the teacher, students, and other users of the language

© Commonwealth of Australia 2008          5.39

'Authenticity' is a contested term (when is a text 'inauthentic'?), but is used in this context to include a broad understanding of the term.

**Authenticity …**

- of the resource
  - of context, purpose, format
  - of language, cultural relevance

- of the use that learners make of it
  - of context of use, of purpose

© Commonwealth of Australia 2008          5.40

Authenticity can be viewed from two perspectives:

- authenticity of the resource in terms of context, purpose, format, language, cultural relevance

- authenticity of the use that learners make of the resource, including the context of use and the purposes for which students use the text/resource.

**Considerations**

- How useful are authentic resources in language teaching and learning in the classroom? What do they offer?

- What insights about language, culture, and communication in context do authentic resources provide?

- How do authentic resources enhance learning opportunities in the classroom?

© Commonwealth of Australia 2008          5.41

Each of these considerations is likely to draw out diverse views from teachers. The questions are designed to promote reflection and discussion, comparing the range of perspectives.

*Key ideas / learning*
**Using and evaluating authentic resources**

| | |
|---|---|
| **Facilitator presentation**<br><br>The presenter will outline key considerations related to authentic resources for language learning in the language classroom.<br><br><br><br><br><br>Anticipated time: 30 minutes | PowerPoint slides<br><br>5.39 – 5.52 |

**NOTES**
*Section 4:* **Authentic resources – texts and people**

**Considerations**

- What classroom interactions, learning activities and communication tasks might arise from the use of authentic resources?
- What teacher mediation is necessary to make authentic texts work effectively in classroom interactions?
- What additional resources might be necessary to improve learning opportunities from authentic resources? What scaffolds/supports may be necessary?

© Commonwealth of Australia 2008          5.42

If authentic resources are accepted as an important component of teaching, a number of considerations arise. The purpose of suggesting these considerations (there may be others, too) is to stimulate discussion about practice and priorities in languages teaching.

**Authentic resources**

- provide access to examples of real life language in context – including influence of culture on language use
- provide a window on contemporary life in the target culture through the language
- operate as a stimulus to intercultural enquiry and classroom interaction, text interpretation and meaning making
- reflect real life examples of the particular language, cultural or cross curricular concepts under investigation

© Commonwealth of Australia 2008          5.43

There are powerful arguments for the inclusion of authentic materials in classroom practice, some of which are discussed here. Can you think of others?

**People as resources**

- What sources of interaction with other users of the language are available to your learners?
- What are the implications of these interactions for your teaching?
- What are the potential benefits and challenges you face in maximising learning opportunities in these contexts?
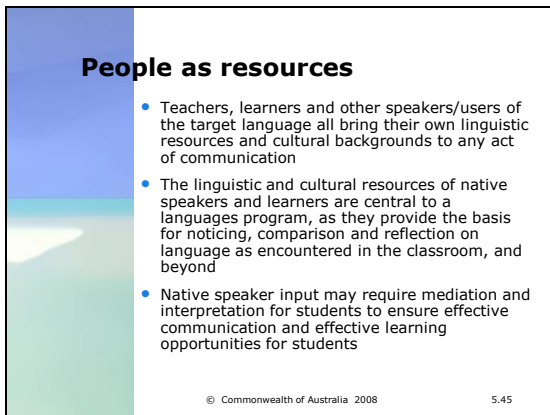
© Commonwealth of Australia 2008          5.44

An additional resource often not considered in discussions about resources for teaching are people themselves, with their rich and authentic linguistic and cultural histories.

Working with people as resources raises some issues, including ethical responsibilities. Some key questions are raised here, for consideration.

The purpose of these questions is to stimulate discussion about key concerns or approaches to enhancing the use of people as language users in the classroom.

## NOTES
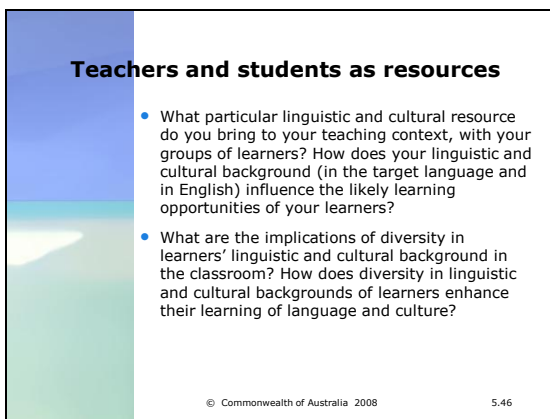### *Section 4:* Authentic resources – texts and people

**People as resources**

- Teachers, learners and other speakers/users of the target language all bring their own linguistic resources and cultural backgrounds to any act of communication
- The linguistic and cultural resources of native speakers and learners are central to a languages program, as they provide the basis for noticing, comparison and reflection on language as encountered in the classroom, and beyond
- Native speaker input may require mediation and interpretation for students to ensure effective communication and effective learning opportunities for students

© Commonwealth of Australia 2008          5.45

People play a critical role in teaching. However, it needs to be recognised that not all native speakers provide positive linguistic input or learning opportunities for students. Just as with authentic printed texts, teacher mediation and interpretation may be required.

**Teachers and students as resources**

- What particular linguistic and cultural resource do you bring to your teaching context, with your groups of learners? How does your linguistic and cultural background (in the target language and in English) influence the likely learning opportunities of your learners?
- What are the implications of diversity in learners' linguistic and cultural background in the classroom? How does diversity in linguistic and cultural backgrounds of learners enhance their learning of language and culture?

© Commonwealth of Australia 2008          5.46

Teachers and students are themselves important resources for language learning and use.

Consider:

- the particular linguistic and cultural resource you bring to your teaching context
- whether your linguistic and cultural background (in the target language and in English) influences the likely learning opportunities for your students
- the implications of diversity in learners' linguistic and cultural background in the classroom
- how diversity in linguistic and cultural backgrounds of learners enhances their learning of language and culture.
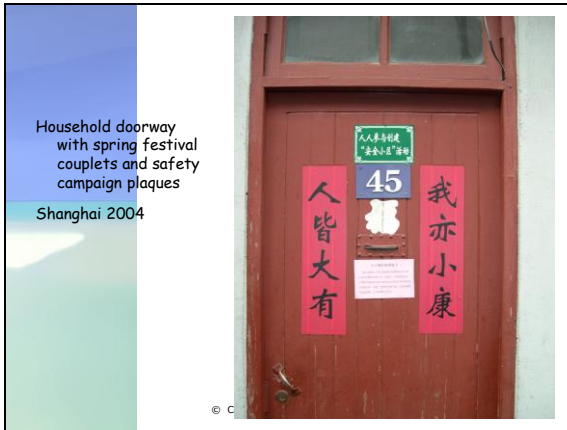
A number of issues arise here, e.g.:

- being a second language/native user of a language
- the amount and quality of in-country experience
- the range of experience with the language that learners bring to the classroom.

All of these create a complex context in which decisions about teacher and learner backgrounds need to be considered.

## NOTES
### *Section 4:* Authentic resources – texts and people



Examples of authentic texts for discussion:

- Household doorway with spring festival couplets and safety campaign plaques (Shanghai 2004)
- Supermarket specials (Shanghai 2007).

The door is an 'unfamiliar text type', but is rich in cultural messages. One way to stimulate discussion with learners would be to consider how 'we' see our door as a representation of who 'we' are, and how it may represent a text in Australian terms; or, alternatively, why in other cultures the front door has so much greater a role in identity formation than in our lives.



The supermarket brochure is a readily accessible text, a familiar text type easily interpreted, but learners bring a full set of assumptions about what 'we' eat, and therefore what they anticipate finding on such a familiar text type. One way to stimulate discussion with learners would be to consider:

- which items are unfamiliar on this brochure (turtle, some vegetables, a range of mushrooms and fungi)
- what might be the value of '6 Yuan' to locals, and to us in Australia
- what kind of budget might shoppers in this context have?



**Authentic texts**

- The door
  - An 'unfamiliar text type', rich in cultural messages
  - How do 'we' see our door as a representation of who 'we' are?
- The supermarket brochure
  - A familiar text, easily interpreted, but full of assumptions about what 'we' eat
  - What items are unfamiliar, what is the value of '6 Yuan'? What sort of budget do shoppers have?

© Commonwealth of Australia 2008      5.49

# NOTES
## *Section 4:* Authentic resources – texts and people

**Issues**

- Authentic resources may require
  - extra preparation, as they don't follow textbook sequence of grammar and vocab introduction
  - too much grammar, vocab and prior knowledge for learners to engage with them
  - enhanced development of strategies for comprehending/dealing with unfamiliar language, in order to manage what learners 'learn' from the experience of interpreting and making use of authentic resources for their own language learning and use

© Commonwealth of Australia 2008     5.50

Many teachers may be concerned that authentic resources may require extra preparation, as they don't follow textbook sequence of grammar and vocab introduction and may require too much grammar, vocab and prior knowledge for learners to engage with them.

Authentic texts require development of enhanced strategies for comprehending/dealing with unfamiliar language, rather than assumptions that all language should necessarily be known or introduced before learners engage with such texts.

The critical issue for teachers is to determine the nature of scaffolds and supports necessary in order to manage what they want learners to 'learn' from the experience of interpreting and making use of authentic resources.

**Nature and accessibility**

- Authentic resources need to be adapted or scaffolded in order to be
  - accessible in terms of their language content and complexity of ideas
  - appropriate to the needs and stage of language development of learners in terms of content and concept
  - manageable in terms of providing suitable stimuli for language learning and communicating

© Commonwealth of Australia 2008     5.51

Authentic resources do need to be adapted or scaffolded in order to be accessible in terms of their language, content and complexity of ideas, and so that they are appropriate to the needs and stage of language development of learners. The key objective is to make such texts manageable in terms of providing suitable stimuli for language learning and communicating.

**Opportunities for learning**

- Authentic resources require tasks (framed as questions that stimulate noticing, comparison and reflection) that provide opportunities for learners to
  - apply content/perspectives from these texts for their own communication purposes (i.e. tasks that are meaningful for learners)
  - respond productively in English (or other L1) or in L2
  - compare/express their interpretation of texts
  - reflect on the nature of language and culture in the particular context

© Commonwealth of Australia 2008     5.52

Texts, through appropriate interactions and tasks, can be a rich source of learning and provide enhanced opportunities for self-expression in the language.

# NOTES
## *Section 4:* Authentic resources – texts and people

**Task 3**

- Consider the texts you use, or those you have access to, from an intercultural perspective

- In what ways can they promote
  - **active construction** of learning/ideas
  - **making connections** with prior learning, new knowledge, across languages and cultures
  - **interaction** – between learners/users of the language
  - **reflection** on language learning and use
  - **responsibility** for learning and for appropriate communication across cultures?

© Commonwealth of Australia  2008          5.53

---

**Reflection**

- Resources for language learning are diverse and full of potential

- Language programs require
  - diverse resources, used creatively to engage students productively, and respond to their diversity of knowledge and experience
  - diverse teacher-created resources which scaffold learning for particular learners in particular learning contexts

- Resources require ongoing appraisal to ensure
  - they provide appropriate learning opportunities based on principles of intercultural learning, and your own criteria/values
  - the program maintains its contemporary relevance, to engage with the target language and culture as it is lived and used today

© Commonwealth of Australia  2008          5.54

At the conclusion of the session, review the main points raised in the module and reflect on the understandings and thoughts that have arisen for you throughout this module.

---

**Choosing an investigation**

- Suggestions for school-based investigations
  - Textbooks: evaluate your textbook from an intercultural perspective. What conception of language, culture and communication are represented by the text?  How effective is the resource in achieving the principles of intercultural learning?
  - Authentic resources: investigate some authentic resources that may be included in a current module. What task could be set to assist learners engagement with the text, and what types of scaffolds and supports would be necessary to assist learners complete the task?
  - ICT: implement some of The Learning Federation (TLF) learning objects with different classes. How do learners respond to these online learning experiences? What do they contribute to your language program?

© Commonwealth of Australia  2008          5.55

Considering resources for language learning raises many possible further questions for investigation. These are some suggestions. You may wish to develop your own investigation based on selection and use of resources in your own context or your own classroom.

The fertile ground of the use of technologies to enhance student understanding, meaning making and engagement in the languages classroom also provides many potential questions for investigation.

---

**References**

- Cunningsworth, A. (1995). *Choosing your course book,* Great Britain: Heinemann.
- Hadley, A. (2001). *Teaching Language in Context,* Boston, MA: Heinle & Heinle, pp. 459-60.
- Liddicoat, Papademetre, Scarino and Kohler. (2003). *Report on intercultural language learning*. Canberra: DEST.
- Richards J.C. (1993). 'Beyond the textbook: the role of commercial materials in language teaching', RELC Journal 24/1: 1-15.
- Richards J. (2001). *Curriculum development in language teaching* C.U.P (Chapter 8)
- Tomlinson, B (Ed) 2003 *Developing materials for language teaching*. London: Continuum.
- Foreign Language Textbook Selection http://www.doe.state.in.us/super/2001/11-November/111601/flattchmnt.pdf

© Commonwealth of Australia  2008          5.56

*Key ideas / learning*
**Using and evaluating authentic resources**

| | |
|---|---|
| **Small group task 3**<br><br>In groups, examine some authentic texts. Using the criteria provided, make observations about the nature of such texts and share your own experiences using authentic texts with the group as a whole.<br><br><div align="right">Anticipated time: 15 minutes</div> | PowerPoint slide 5.53 |
| **Reflection**<br><br>Reflect on your own use of resources and how they enhance language learning for your students.<br><br><br><div align="right">Anticipated time: 10 minutes</div> | PowerPoint slide 5.54 |

### *Suggestions for school-based investigations*

- Textbooks: evaluate your textbook from an intercultural perspective. What conceptions of language, culture and communication are represented by the text? How effective is the resource in achieving/reflecting the principles of intercultural learning?

- Authentic resources: investigate some authentic resources that may be included in a current module. What task could be set to assist learners' engagement with the text? What types of scaffolds and supports would be necessary to assist learners complete the task?

- ICT: implement some of The Learning Federation (TLF) learning objects with different classes. How do learners respond to these online learning experiences? What do they contribute to your language program?

### *References and further readings*

Cunningsworth, Allan. (1995) *Choosing your coursebook*. Oxford: Macmillan Heinemann

*Foreign language textbook selection*. (2001). [Indiana Department of Education]. Retrieved from http://www.doe.state.in.us/super/2001/11-November/111601/flattchmnt.pdf

Hadley, O. (2001). *Teaching language in context*. Boston, MA: Heinle & Heinle

Kramsch C. (1993). *Context and culture in language teaching.* Oxford: Oxford University Press

Liddicoat, A.J., Papademetre, L., Scarino, A., Kohler, M. (2003). *Report on intercultural language learning.* Canberra: Commonwealth of Australia Department of Education, Science and Training. Retrieved from http://www.curriculum.edu.au/nalsas/pdf /intercultural.pdf

Richards, J. C. (1993). Beyond the textbook: the role of commercial materials in language teaching. *RELC Journal of Language Teaching and Research in Southeast Asia*, *24*(1), 1-15

Richards J. C. (2001). *Curriculum development in language teaching* (Chapter 8). Cambridge: Cambridge University Press

Tomlinson, B. (Ed.). (2003). *Developing materials for language teaching*. London: Continuum