



**Australian Government**

**Department of Education, Employment  
and Workplace Relations**

# **Teaching and Learning Languages: A Guide**

**Practice example**

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**Assessing through learner reflection**

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#### Disclaimer

The views expressed in the publication do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

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## Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

## Programs

The collection of programs includes primary, middle and senior secondary long- and short-term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the *Guide*.

## A selection of teachers' work

This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing, and evaluating what they teach, how they teach and who they teach.

## About the examples

- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.
- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, classroom teaching, learning and assessment practices that you can use in your own context.
- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.
- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

<b>Example</b>	Assessment of learning through student reflection tasks
<b>Language</b>	Indonesian
<b>Level</b>	Kindergarten to Year 4
<b>Teacher</b>	<p>Karen Anderson (ACT)</p> <p>In this example the teacher plans and sequences activities towards clear goals of teaching and learning, and incorporates interactions and reflective tasks to assess student learning.</p>

<p><b>Assessing</b></p> <p>Assessment and learning</p> <p>The assessment cycle</p> <p>Eliciting evidence of students' language learning</p> <p>Judging: considering criteria</p> <p>Validation</p>	<p>The teacher plans and teaches this unit of work, clarifying the aims and connecting activities of the lessons. She elicits prior knowledge through brainstorming and reviewing, and incorporates ongoing interactive questioning and discussions. The teacher's observation of the students' interactions shows the constant assessing that takes place. Although this process occurs mostly without being recorded it does influence the teacher's input and behaviour based on what they see and hear. The assessment tasks are placed in the second half of the program to allow for understanding and learning through a variety of formative activities and discussion and the practice of macro skills at the students' level of development.</p>
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## Indonesian K to Year 4

### The unit of work

In Terms 1 and 2, Indonesian lessons for Years 1/2 were based on the theme *Sekolah* (school) and this unit continues the theme of children at school by exploring the games that are played during break times and when the children return home. My aim was to get the children to use some simple target language while playing traditional Indonesian games that are often played during school breaks as well as after school. By the end of the unit I also wanted the children to have some appreciation of the socio-cultural differences and similarities in play between the two countries expressed in children's games. I wanted them to understand that Indonesian children have to be much more resourceful in their play because the majority of their parents do not have the same level of disposable income as Australian parents and therefore cannot buy their children as many toys. I hoped that by the end of this series of lessons they would be confident and fluent when responding in the target language to questions about their favourite games.

### Classroom practice

Lessons 1-3 are set out in detail; the remaining twelve are outlined briefly.

#### LESSON 1

##### Pedagogy:

Start from the familiar. What do you like to play at school? Provide the basis for children to compose a simple Indonesian sentence. Illustrating the sentence provides support for recalling the meaning and also some memorisation of vocabulary.

##### Aims:

- The children start to think about their own games.
- The children are exposed to some Indonesian vocabulary associated with play.
- The children make up an Indonesian sentence using words from the list and based on a model provided by the teacher.

##### Activities:

1. Brainstorm a list of Indonesian words for games
2. Have children write their own sentence, read it aloud to each other and, as many as possible, to the teacher, then illustrate.

##### Language elements:

*Lompat tali, alip-alipan, patung, sepak bola, menganggap diri, bola tangan, kelereng, mengejar, congklak. Saya suka bermain \_\_\_\_\_ di sekolah.*

##### Resources:

Echols, John M. and Shadily, Hassan, *Kamus Inggris Indonesia*  
Echols, John M. and Shadily, Hassan, *Kamus Indonesia Inggris*  
Quinn, George, *The Learner's Dictionary of Today's Indonesian*

#### LESSON 2

##### Pedagogy:

The children will focus on visual cues to notice significant aspects of Indonesian children at play. In the discussion and question time following the video, they will be asked to reflect on the differences and similarities between what they do and what Indonesian children do while playing.

**Aims:**

- The children should recognise differences and similarities between the games they play and those played by Indonesian children.
- The Indonesian sentence introduced in the previous lesson is reviewed and consolidated.

**Activities:**

View the video, *Pulang dari Sekolah*.

Discussion and questions:

What games did the children in this video play?

Do they seem to have as many toys as you do?

Can you think of a reason for this?

Listen to the reading of three pages (96–98) from *Membaca Bersama-sama*

Look at the pictures. What do the sentences mean?

Using the model introduced last week, have children complete the sentence,

*Saya suka bermain* \_\_\_\_\_.

Children fill in the word on whiteboard and then read to the class. The class follows up by reading the sentence with the child.

**Language Elements:**

*Saya suka bermain* \_\_\_\_\_.

p 96 *Saya suka bermain kelereng. Saya suka bermain kasti.*

p 97 *Saya suka bermain lompat tali. Saya suka bermain sepeda.*

p 98 *Saya suka bermain layang-layang.*

**Resources:**

*Pulang dari Sekolah* a segment from 'A Look At Indonesia' Curriculum Corporation, 1998

The commentary on this video is in English which makes it more easily understood by beginners but some Indonesian dialogue can be heard in the background, giving the children some exposure to the target language in context.

*Membaca Bersama-sama Suara Siswa* Stages A&B, Curriculum Corporation, 1992

**LESSON 3****Pedagogy:**

Start from the familiar. Have the conversation on a chart so that children can refer to it when playing the game. Keep the conversation very simple so that it maximises the chances of the children using it when they play the game.

**Aims:**

- The children will learn two very simple games played by Indonesian children.
- The children will use some of the target language while they are playing the games.
- The children will realise that some of the games they play to decide who will go first are very much the same as those played in Indonesia.

**Activities:**

What games or methods do you use to determine who will go first in a game?

List children's responses.

Choose three children to play with the teacher and demonstrate two simple games that Indonesian children use to decide who will go first.

Divide the class into groups of four children and get them to play the game, getting them to use the phrases *Aku nomor satu, Aku nomor dua* etc.

Ask the children if they can remember another word we often use instead of *aku*.

**Language Elements:**

Hana, Tini, Edi dan Yasin: *Hom pim pah!*

Hana: *Aku nomor satu.*

Tini, Edi dan Yasin: *Hom pim pah!*

Edi: *Aku nomor dua.*

Tini: *Yasin kita suten sekarang. Kita suten tiga kali, ya?*

Yasin: *Ayo kita mulai.*

For the *suten* game, introduce three additional vocabulary items: *Gajah* (elephant), *orang* (person) and *semut* (ant).

**Resources:** Sujatna, Dede *Indonesian Children's Games*, Paradigm Books (Curtin University)1996.

#### LESSON 4

Introduce letter in English from Indonesian boy explaining a game.

Play game.

Review last week's games.

#### LESSON 5

*Bermain kelereng* (playing marbles). Modified conversation from *Indonesian Children's Games*.

#### LESSON 6

Games from lessons 4&5 reviewed and played. Counting 1-10.

#### LESSON 7

**Reflection:** How are Indonesian children's games different from the games played in Canberra? Do you think Indonesian children are as happy as Australian children?

#### LESSONS 8 & 9

*Bermain congklak*. (Playing congklak) Modified conversation from *Indonesian Children's Games*.

Review: *Saya suka bermain....* New language element: *Kami suka bermain congklak*. Kami bermain *congklak dengan biji*. (We like to play *congklak*. We play *congklak* with seeds.)

#### LESSON 10

*Bermain Kobok* (a coin throwing game). Modified conversation from *Indonesian Children's Games*.

#### LESSON 11

Oral question and answer: *Apa permainan favoritmu?* (What's your favourite game?) *Permainan favorit saya adalah....* (My favourite game is....)

#### LESSON 12

Children will have been given an at-home task to make a toy from recycled materials. Children present their toys and write and illustrate a simple report. Language element: *Saya membuat mainan ini dari...* (I made this toy from...)

#### LESSON 13

Read book, *Keluarga Saya* by Chiau Gee. (About sports played by different family members, simple language structures appropriate to this level) Children add to the book by writing their own answer to the last question. *Olahraga apa yang kamu sukai?* (What sport do you like?) Children will have their own photocopied version to take home and read to parents.

#### LESSON 14

**Reflection:** What did you learn about Indonesian children's games and their toys? (Question and answer in English). Make a class list of Indonesian words relating to the unit of work.

#### LESSON 15

**Assessment:** Intercultural understandings will be assessed by looking at the comments made by the children in Lessons 7 and 14. For some children in Year 1/2 this assessment will need to be done orally. As there are no right or wrong answers here I will only seek evidence that the students have considered some aspect of the differences or similarities between their play and that of Indonesian children.

I have also devised some quick ways to assess their listening, speaking and reading.

- For listening, the children will have a worksheet with six pictures of children playing games. They will need to listen for the name of a game and mark the appropriate picture with a number.
- For speaking, children will be asked individually to answer a question with which they are already familiar. (See Lesson 11 *Apa permainan favoritmu? Permainan favorit saya adalah\_\_\_\_\_*)
- For reading, the children will each be asked to read two sentences from *Keluarga Saya*. (See Lesson 13) I will look for correct pronunciation and some fluency.
- Completing the listening, speaking and reading assessments will probably take three lesson periods and may have to be extended to four if children are absent when the tasks are presented.

### **Observations and comments on students' learning**

The children were engaged and enjoyed the activity for Lesson 1. They seemed to delight in the brainstorming activity in which the teacher becomes the 'dictionary' writing up words in the target language as fast as they can come up with them. I think it is useful for the students to see the teacher using a dictionary at times, too.

There was a lot of interest in the video which was shown for Lesson 2 and the students accurately reported back on the games which the Indonesian children were playing. They noticed a number of things which were peripheral to the topic but which, nevertheless, gave added insights into living conditions for Indonesian children. This lesson was delivered to five classes and they all commented on the children in the video riding their bikes without shoes and not wearing helmets. The children also mentioned the condition of the pot-holed street and queried that the children in the video were allowed to play on the street. We talked briefly about safety concerns, as we know them, realising that they are not a high priority for Indonesian families. Using *Pulang dari Sekolah* made me realise that this unit of work could not be solely about games played at school, as there is a lot of cross-over between games played at home and at school. The children were keen to take turns filling in a word to complete the sentence on the whiteboard and then getting the rest of the class to read their sentence. This activity and reading from *Membaca Bersama-sama* provided good opportunities to reinforce the language elements from the previous lesson.

The children were very enthusiastic about Lesson 3 and loved playing the game. As I moved around the room to watch them, I heard most using the phrases from the conversation we had practised. An Indonesian child is in one of the classes and demonstrated another game she knew to her class. She seems to be participating in the lessons more but this might also be due to the fact that she has been at the school for two terms now and is at last comfortable with the way we conduct ourselves. Another child told me that she had gone home and taught her family how to play the new game. The conversation used in this lesson was adapted from that in *Indonesian Children's Games* because I wanted to keep it as simple as possible in the hope of getting the children to use some of the phrases in their own play.

Due to very cold weather at the time of lessons 4 and 5 the children were not taken outside to play the games, but we did play them as 'demonstration' games in the classroom. The children were very accepting of this and joined in enthusiastically as players were swapped quickly to give as many as possible a turn. Lesson 6, in which the games were played outside, worked well. It is better to play these games on asphalt or concrete surfaces, as tufts of grass and uneven surfaces elsewhere created difficulties when playing marbles.

The children were quite thoughtful and reflective in Lesson 7 and were fairly evenly divided in their opinions as to whether or not Indonesian children would be as happy as them given that most don't have as many store-bought toys or as much electronic equipment. Lesson 8 and 9 focussed on a traditional game which the children knew about and were keen to have time to play again. A number of the children in one class had the game boards at home but quite a bit of time was spent clarifying the rules. Counting in the target language was practised again as the children needed to work out who had more seeds at the end of the game to determine the winner. I was pleased to see that, without



prompting from me, a number of children played *suten* to determine who would go first in the *congklak* game. I have also observed some children playing the games during recess and lunch breaks.

### **Comments resulting from Lesson 7's reflection**

*I think that Indonesian children are not so happy because they don't have as many toys as us.* Boy, Y2

*I think Indonesian children would be happier with more things.* Girl, Y2

*I think Indonesian children are as happy as Australian children because they are better at making toys but we have more electric things.* Boy Y1

*Indonesian children don't know about electronic stuff so they would be content with what they have.*  
Boy Y1

*I think Indonesian children would be as happy as Australian children because they have different ideas of having fun.* Boy, Y1

*I really think that Indonesian children are as happy as us because they think of other games that are different from ours.* Girl, Y1

*I think Indonesian children would be as happy as Australian children because they would not think about what Australian children have.* Girl, Y1

*In Indonesia people are healthy because they spend more time outside playing sport and games. Some people are happy and some are sad. Aussie people do not play outside. They have too many toys; they do not have time to play outside.* Boy, Y1

*I think Indonesian children would be as happy as could be because they have enough things.* Girl, Y1

*We're just as happy. They have more creativity with the games they play and we have more toys.*  
Boy, Y2

*I think Indonesian children are happier because they've made their own stuff and they would feel proud.* Boy, Y1

Those children who considered that Indonesian children would be less happy than Australian children all said much the same thing i.e. Indonesians couldn't possibly be as happy as themselves because they didn't have as much (toys, electronic equipment or money). The children who thought they would be just as happy had a wider range of ideas as to why. The children completed sentences, based on models I provided, and accompanied their writing with illustrations. I think the pictures help the children to recall the meaning at this beginning stage. There is not a lot of written work because much of the language practice and reflecting is done orally.

### **Evaluation and reflection**

On reflection, the children were fairly evenly split in their thinking about whether or not Indonesian children would be as happy as Australian children. Many were quite perceptive in their analysis. Playing the games made the children realise that there are a lot of similarities between the games which are played in the school playgrounds of both countries. While children in Canberra may have more toys at home, we actively discourage bringing them to school so they end up playing games like skipping, chasing, hide and seek and soccer which are common to children all over the world.

Expanding upon one theme and using the intercultural approach has allowed for more repetition of simple language structures than would previously have occurred. I think that this has in turn led to the children internalising some of the target language and I have observed children being able to substitute words and/or add to the simple structures provided. My students playing the games that Indonesian children use to decide who will go first, is an example of this internalizing process at work. Almost all the children understand the target language words and sentences and can respond appropriately more quickly than they would have using the older communicative approach. I think the children have enjoyed this approach more. At the end of lessons a number of children will now say, 'Thanks for that lesson. It was fun.'