

Professional Standards Project

L A N G U A G E S

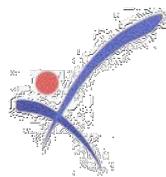


Teacher participant investigation

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Indonesian, Years R to 7

South Australia




UniSA

Research Centre for
Languages
and Cultures

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TEACHERS' CLASSROOM-BASED INVESTIGATIONS

Welcome to the examples of teachers' classroom-based investigations that have been drawn from their work in the Professional Standards Project. Teachers were asked to conduct an investigation into their own practice based on their work with the Standards.

A range of investigation topics and processes from across the states and territories of Australia have been chosen, although not all investigations that teachers provided have been posted on this website. These examples are provided for you to consider and use, while expanding your own understanding of the Standards and their use in the teaching and learning of languages.

However, you will not find examples of programming or practice that you can instantly adopt and use in your teaching. That was never the intention.

Furthermore, you will not find 'best practice' or exemplars of definitive investigations of languages teaching and learning.

So, what kinds of materials can you expect?

- You will find ideas about practice that teachers have investigated. You can use these ideas to stimulate further thinking when working in your own context.
- You will find some outstanding approaches to thinking about practice that advance our understanding of how to make teaching and learning languages a rich and effective learning experience for students, and a satisfying professional experience for teachers.
- You will also find professional educators striving to make sense of their work in teaching and learning languages. You will find a great deal from which you can learn.

What these programs show are 'teachers at work', examining their practices and pedagogies in relation to the Standards. The teachers responded to their particular contexts, the curriculum and assessment frameworks in which they work, the particular demands they and their students face in languages education, and their own 'learning-by-doing' from using the Standards in teaching and learning languages. The details about the specific context and the elaboration of the teachers' investigations give professional insights into the interaction of thinking and practice.

Reading across the full set of investigations you will get a sense of the ideas and issues that the Standards raise about languages teaching for teachers, for students, for whole schools, and for communities, across languages and age groups, and in the range of contexts in which languages are taught in Australia.



Australian Government
Department of Education, Employment
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PROFESSIONAL STANDARDS PROJECT CLASSROOM-BASED INVESTIGATION REPORT

TEACHER	SCHOOL	LANGUAGE	YEAR LEVELS
Barbara Eldridge	Truro Primary School, Burr Street, Truro SA 5356 (08) 8564 0212	Indonesian	R to Year 7

CONTEXT

Truro Primary School is a small country school in South Australia with three multigrade classes, Reception and Year 1 (junior primary), Years 2, 3, and 4 (middle primary), and Years 5, 6, and 7 (upper primary). There are sixty-nine students in the school aged from 5 to 13 years. I teach Indonesian across the school for one day and I am a classroom teacher for the middle primary class for about 2.5 days each week. Each classroom has a wide range of abilities and a very broad range of language levels. For example, in the upper primary class a student has just started learning Indonesian this year, having recently transferred into the school, while some students are in their eighth year of learning Indonesian. Students have 90 minutes of Indonesian language each week.

AREA OF INVESTIGATION

‘How do you use technology in your teaching?’

‘What factors influence your decisions?’

I am taking these two questions on the use of technology in the classroom from the Language Pedagogy dimension of the Professional Standards and will consider the interactive whiteboard’s use and effectiveness in helping students to have a more enriched and informed Indonesian language learning and cultural lesson experience. I plan to document, journal, and evaluate my progress in learning to use the interactive whiteboard. I will also evaluate its usefulness in teaching Indonesian as well, noting factors that influence my decision-making. Interactive whiteboards are now in the three classrooms to help in teaching Indonesian language and culture as well as other learning areas.

Soon after the interactive whiteboards were installed, a trainer gave us 5 hours of introductory training on how to use MultiMath and Easiteach software. Thus the reason for this choice of investigation is that learning to use the whiteboard efficiently in Indonesian and general classroom use is my immediate challenge in the school. After their much-anticipated arrival for many months, the whiteboards are now ready for use in the classroom. They are a large financial investment for a small school and there is both expectation and excitement in students to see them function, as well as use them, in the classroom.

At this point I had very basic computer skills and began by learning how to turn on the new computer and projector, to note the interactive whiteboard's automatic calibration, and to get the Easiteach software on the screen. It was necessary to admit my apprehension, to face my fears, and to begin the task of learning to use and prepare more attractive and stimulating lesson material. This was my starting point after the session with the trainer. The adventure had begun.

At this point I set the following goals to make progress in over the next six weeks.

My aim has been to use the interactive whiteboard in at least one way each day and to prepare lessons using both Word documents and the Easiteach software at least three times a week.

I will search out the relevant websites, document and list them in a booklet, preferably an interactive one, to make lessons more attractive.

I will use the Victorian Education Department online language games, Indonesian, number 23, (<http://www.education.vic.gov.au/languagesonline/indonesian/sect23/index.htm>), to extend the students' reading and speaking skills in Indonesian on sport.

I will seek out the Hebat interactive digital learning tool for weather from the Digital Learning Bank to revise the weather topic from Term 1.

I will download descriptions on how to use the Easiteach software from their discs, to make booklets so I can readily find the pointers for learning different tasks and features of the software and whiteboard.

I plan to learn the layout of the Easiteach screen and toolbars and how to write and draw on the screen in an interactive way.

I will be able to add pictures to a text page using the Easiteach graphics as well as import relevant Asian graphics from other file sites, and have these images 'lock in' so they do not move when being transferred from my home computer via a memory stick to a school computer.

I will learn to 'hide and show' objects on a 'click' for games as well as make copies of the Easiteach text and images I have produced.

I will use the literacy tool to form and make Indonesian sentence word card games, so students can understand Indonesian sentence construction.

In seeking to use this new approach I am discovering many aspects of computing that are new to me. I will endeavour to become familiar with these.

I will evaluate and note aspects of intercultural language learning, by learning how to include relevant Indonesian and Asian graphics in lesson materials, and evaluate student responses to the Indonesian images.

I planned to allow a minimum of 2 hours each night to learn new aspects of the Easiteach and computer software, to more effectively prepare aspects for lesson material. This is an increase in the amount of time I would normally spend on using the computer in lesson preparation.

CLASSROOM PRACTICE

I have prepared lessons using Word documents and the Easiteach software at least three times a week and I have used the projector and whiteboard to show relevant websites in Indonesian, maths, and English lessons. I have searched out and used interactive websites to make the learning more interesting in maths while learning fractions. I have used websites from Indonesia, such as Indonesia's Wikipedia, to highlight the progress in their Olympic campaign. The class has reacted positively to being able to have direct information from Indonesian sporting achievements clearly visible on the screen.

Initially I prepared a lesson using a Word document on Indonesian animals and imported images from the Internet at home. It took at least 2 hours to do this. I saved it onto my memory stick and inserted the stick into the interactive whiteboard computer. The text remained in the correct position, but some of the images merged. Feeling frustrated, I mentioned the problem to a staff member who told me that we could install Easiteach software on our home computer to prepare lessons. Thus began the challenge to learn the Easiteach software.

The next week I prepared the second part of the Indonesian animals lesson using the Easiteach software. The text preparation was straightforward but I could use only a few of the Easiteach animal graphics to highlight the text, because the software (British) had very few Asian animal images. I had to find out how to import images from the Internet or my own picture files. Although I tried, I was not successful at that time. However, I did learn from the Easiteach resource descriptions how to lock in the image onto the page so it did not move and the text did not merge onto another image. That was an achievement.

The middle primary Indonesian class appreciated reading the animal story text from the whiteboard and were intrigued with learning some of the new Indonesian animals from the images included. This certainly extended their cultural awareness of the similarities and differences between some Australian and Indonesian animals.

At our next staff gathering to practise whiteboard skills, I mentioned the dilemma of how to import the images onto the Easiteach software. We found a way through using browse on the multimedia toolbar that will bring up 'jpeg' images but not others. So I now needed to find a way to always convert the image into a 'jpeg' image. Later at the 29 July gathering in Adelaide, a fellow participant in the PSP course was able to show me how to use the Easiteach 'glass' mode to import images and fix that onto the Easiteach text screen.

I have found it valuable to be able to use the literacy toolbar to form simple word cards for beginnings and endings of words to help students to learn how to form Indonesian sentences. They need to identify nouns and verbs and adjectives and appropriate word order. I have also learnt to use a button on the tool to make the words smaller so more words can be used to form more complex sentence constructions. Students enjoy using the interactive whiteboard to drag words into the possible sentence word order.

During an Indonesian lesson I used the Indonesian online activity number 23, Pets and Pastimes, *Melakukan Apa?* (What do you do?) This was well received and students eagerly joined in.

During Week 6 I practised the 'hiding and showing objects on click' using the Easiteach, Easistart, downloaded resource. From this I managed to make a game for the middle primary class, to identify, read, and name Indonesian animals. This requires them to find the missing animal by tapping or clicking on the board at the right place, reading the correct name, and dragging it to the appropriate picture. Again, I used the 'glass' mode to work behind the puzzle page and find correct Indonesian animal images from the Internet, and import them forward onto this puzzle page.

DATA OR INFORMATION GATHERED

Initially I was a little intimidated by the challenge ahead, as I had to begin by learning to turn on the computer, projector, etc. I have found that with consistent practice I have made progress, feeling more confident to try new features on the whiteboard. I am learning new aspects each day.

The Victorian online Indonesian language activity *Melakukan Apa?* (What did you do?) was useful in one classroom, as the Indonesian speech was clear and appropriate. The students could copy it and repeat it back, developing an understanding of the meaning and correct pronunciation. This has been both a boost and a stimulus for students to listen and speak in Indonesian. However, in another class the activity was less effective because the sound was not working properly. Although we had movement and interactivity, the sound component to say the words was not there. Either the teacher or other students had to read out the sentences. This problem has now been rectified.

From the 29 July PSP gathering a fellow participant in the PSP course was able to show me how to use the Easiteach 'glass' mode to import images and fix them onto the Easiteach screen. Since then I have been more confidently searching for Asian images from the Internet, my own picture files, or scanning images from printed material. This was a real confidence booster in how to go about preparing appropriate and relevant Indonesian teaching materials for the interactive whiteboard. I was also able to give her a few clues on how to lock in images onto the Easiteach document, so together we helped each other.

FINDINGS

I have recognised that using the interactive whiteboard enables students to more effectively see projected images and processes from prepared teacher material or websites.

To see the projected image clearly requires good blinds on the windows to keep out excess light, so the projected image is not too faint. Extra time and practice are also required by the teacher to ensure that the whiteboard technology and software will work effectively. This often means going to each of the rooms where there is a whiteboard and practising using the software before the actual lesson. Although they are the same brand, each whiteboard can work differently in each classroom. To be well prepared I need to check this out each time I wish to use various types of software on a particular whiteboard. I had to purchase an extra USB memory stick, because on one whiteboard and computer that I use in one class, the computer will not recognise a particular brand of memory stick. Purchasing a second memory stick and transferring the same lessons onto it at home has meant that I can use the Easiteach software and my prepared lesson activities with that class.

Reliability of the technology can be an issue, so it is essential for the teacher to have an alternative plan when the technology of the interactive whiteboard, software, or surrounds does not work appropriately. It has worked well most of the time, but in at least one in four situations there has been a technical difficulty. It is incumbent on the teacher to continue to make time to practise learning to use the whiteboard, as well as prepare alternative lessons for the times when the technology lets us down. All these aspects require extra preparation time, creative ideas, and effort, so considerably more time for preparation and implementation should be set aside to cover all contingencies.

Although keeping the goals before me, that is to progress with learning and using the interactive whiteboard technology, I can relax and use alternatives (already in my prepared 'Plan B'), whenever technical or other issues arise.

As the data projector can present a large visual image or graphic boldly onto the screen, it enables students to have the opportunity to more clearly engage, or interact, with intercultural

understandings. For example, an image of an Indonesian family having a meal or children at school could encourage discussion enabling the teacher to stimulate discussion and thinking along the lines of:

- What would be important to you, or us as a group?
- What is there that is similar in our way of life?
- Is that any different to us?
- What is important to us all?

By learning how to import relevant Asian and specifically culturally appropriate Indonesian graphics relevant to sport and animals from the Internet or my own picture files into the Easiteach software lesson package has meant that I can display large images of relevant material in the classroom. This has become the stimulus for deeper cultural understanding and learning, enabling further student discussion, dismantling of stereotypes, and appreciation of similarities and differences across cultures.

Similarly, having the large, impacting image displayed with an effective sound system and animation from the Digital Learning Bank resource, Hebat, and the Victorian online language resource for Indonesian, Number 23, were wonderful motivations to encourage further speaking and listening in the classroom. The use of this culturally appropriate technology enabled greater encouragement and opportunity for students 'to give it a go and speak'. This prompted a change in my teaching practice to allow more time and opportunity for relevant listening and speaking with appropriate images where a native speaker's correct pronunciation enabled students to both listen and speak in Indonesian in what appeared as a relevant context.

When it is working well, the interactive whiteboard allows for effective, interesting, large, and relevant images presenting accurate, Indonesian language pronunciation, which can be very valuable for stimulating appropriate listening and speaking activities. Digital Learning Bank activities and the Victorian online Indonesian language activities have been very useful and significant aids to motivating and stimulating more listening and speaking of Indonesian in the classroom. This engenders greater confidence and relevance in language learning among the students.

INTERPRETING THE INFORMATION

From my observation, the students' verbal responses and their enthusiasm, I can say that the classes have responded very positively to playing games where they can learn or revise new sentences and vocabulary by dragging the correct vocabulary to an appropriate hidden picture. It's a version of 'memory' on the large interactive screen. Having been introduced to the game, several children can play in small groups, while other children work on other activities at their desks. It gives a positive incentive to be on task and work well, because they are motivated to complete their written work well and then play the 'memory' game on the whiteboard.

It was also very effective using the literacy toolbar to form words and sentences on cards. By having words out of order, I was able to effectively show students how to form correct Indonesian sentence order. Students then dragged the individual words into the correct order with other examples. Similarly, using the same tool, students formed a dialogue of six sentences into the correct order from six jumbled sentences. Seeing it large and clear up on the board made it more obvious and useful for the students. They also enjoyed the fun of trying to drag the sentences into order, and interpreting whether it made a jumble or sense.

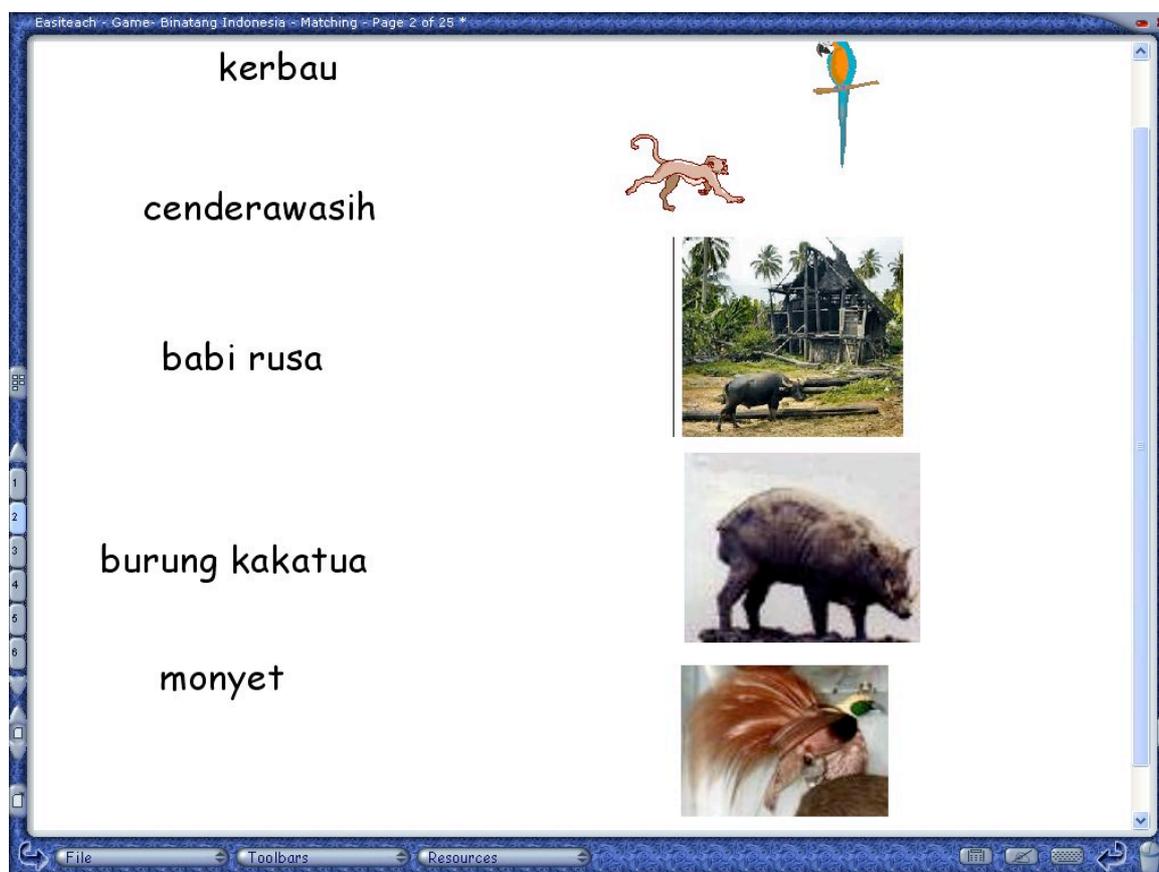
It has been worth the effort to learn how to import the appropriate Indonesian images of animals and sporting games such as Sepak Takraw, because the students were very enthused on seeing them. They were keen to try aspects of the game themselves and have extended their intercultural learning and appreciation of sporting activities in Indonesia. While practising Sepak Takraw, themselves, some of the class have come to marvel at the skill of young Asian students who can keep the Rotan ball (lightweight, woven, bamboo ball) flying in the air without it being touched by hands, but only by feet, elbows, head, and shoulders. A new appreciation of their skill has been recognised, and another aspect of intercultural learning has been identified. These students are some who require a kinaesthetic experience and, once engaged, the teacher can more effectively slip in appropriate language vocabulary learning for that activity, all stimulated from a large graphic image imported from relevant Asian sporting activities.

Similarly, there is a direct link to students' intercultural language learning as they take steps outside their comfort zone in speaking Indonesian in conversation using culturally appropriate images and audio from the whiteboard as stimuli, while reaching into new areas of learning about and beginning to appreciate another perspective or way of life.

MATERIALS AND EXEMPLARS

Two of my lesson activities are attached.

Example 1 was the first 'click and hide' memory game that I used with middle primary students to reinforce vocabulary in a fun way, and to continue to encourage interest in Indonesian animals.



I used two graphics from the Easiteach software, the monkey and the parrot, yet had to find relevant Indonesian animals' images from the Internet and import these into the Easiteach software using the 'glass' mode for the other vocabulary.

When using this activity, the screen came up and for a brief moment the graphics were there. With a few quick clicks they were hidden. The students then had to find the appropriate words and graphic and drag the word to its picture. They enjoyed this immensely and it stimulated discussion on similarities and differences among animals.

Example 2 is a role-play, sorting jumbled sentences from a role-play, using the literacy cards formed from the Indonesian Literacy toolbar. Having sorted the sentences into the correct meaningful order, they then practised speaking them, as well as later using them as a basis for their own written and spoken role-play. This involved a lot of classroom discussion, thinking, checking vocabulary, and sorting of ideas, as various students came forward to drag the sentences into a meaningful order.

Role Play for Olah raga Sport topic

Anto: Bagaimana hari Kamis jam empat sore?

Anto: Bagaimana kalau hari Sabtu jam sepuluh pagi?

Katie: Ya kapan?

Katie: Baiklah, kalau begitu. Sampai hari Sabtu.

Anto: Mau bermain bulu tangkis?

Katie: Aduh tidak bisa.

Put these sentences in the correct order. translate them, understand the meaning and write them out. Then with a partner, read it as a role play.

EVALUATION

I have found the investigation to be very valuable. It has made me give a strong focus, to explore for several hours over most nights for 6 weeks, new skills, both in computing and in learning the basics of the interactive whiteboard to prepare and present more interesting lessons. I have appreciated the mutual learning and cooperation among teachers, at my site and in the PSP group, and with the students as we discover together.

As a result of my learning to use these skills to prepare class language materials, my students are learning Indonesian language and intercultural insights more effectively. Although initially time-consuming to prepare, it is a means to more effectively bring the visual, sound, and interactive aspects of sport of the Indonesian way of life into the classroom. It has been a great asset to encourage

further Indonesian listening and speaking activities in the language classroom. I feel I am a few metres up the discovery mountain, so will continue the climb, being aware that it is not always upward, though the intention to keep on remains.

I feel I have been able to make progress in achieving the goals I set at the beginning of this investigation (see 'area of investigation'), and future practice will continue to reinforce these skills and progress further.

Doing the PSP course of stream B and the investigation has again highlighted to the students that we are all learners, and the challenge continues. Our willingness, for me as a teacher to be vulnerable, can bring positive benefits, as our students can show us new aspects of the whiteboard as well as new insights. Similarly, it highlights that we are always learners in discovering new methods and understandings.

Although I have always endeavoured to extend myself, the Professional Standards provide a very valuable framework for continuing investigation and endeavour in my continuing teacher learning and practice.

As my confidence grows I can learn more intricate aspects of the interactive whiteboard to include finding and incorporating relevant Indonesian sound files and animation, as appropriate.

REFLECTION

While holding onto the goals to continue my progress, I need to relax and balance this with flexibility to allow for contingencies. I feel that the woven threads are beginning to form into a solid cloth. The edging or framework has begun, and though I am finding gaps in my computer skills, once they are identified, answers and the appropriate skills are found. Thus the loose stitches and holes are closing and the cloth is progressing and extending. So is my confidence to keep trying new tasks in lesson preparation and the use of the interactive whiteboard in lessons. Along with this has been the joy of discovering new areas of collegiate support among a variety of teachers, websites, and books, to stimulate and encourage further learning.

I am keen to continue making progress so that lessons can be prepared more effectively and efficiently, and not be so time-consuming in preparation. The times when a lesson flows brilliantly, students' language and cultural understanding blossom before me, spurs me on to keep pursuing ways to make the lessons more relevant through this technology.

However, though helpful as a tool to make lessons and topics more interesting, it is not the answer to complete student engagement, progress, active learning, and positive behaviour as the promoters try to claim. Consistent, considered behaviour management and in-depth lesson preparation that is relevant to the individual student's interest are also vital.