

ILTLP CLASSROOM-BASED INVESTIGATION REPORT

TEACHER'S NAME Kerry Franklin	SCHOOL Eaglehawk Secondary College 54468099	LANGUAGE Indonesian	YEAR LEVEL(s) Year 9
<p style="text-align: center;">CONTEXT</p> <p>I am concerned about the number of students learning a language because they have to rather than because they want to. The number of students drops off over the years at my school because they can't see the relevance of knowing another language or about another country.</p> <p>To address this I wanted to share and show my students more about how learning a language involves more than just learning words. In order to do this you have to learn why, where and when to use words in the proper context.</p> <p>This involved me changing the way I teach in the classroom and getting students to think for themselves to find out about Indonesia and the language.</p>			
<p style="text-align: center;">AREA OF INVESTIGATION</p> <p>In my investigations I aimed:</p> <ul style="list-style-type: none"> • for the students to notice similarities, differences and aspects of the Indonesian culture and language formally and informally; • to inform students of cultural and linguistic connections in learning a language; • for the students to reach their own conclusions from information given and to have a desire to find out more and hence remember more. 			
<p style="text-align: center;">CLASSROOM PRACTICE</p> <p>Brainstorming</p> <p>The students listened to a CD photo story and then brainstormed ideas and words on the board and in their exercise books. They then worked in groups putting cut-outs together and translating what was happening without dictionaries.</p> <p>Listening</p> <p>The students listened to the way questions were asked – intonation – and realised that it is the way you say things rather than the words you use, that conveys meaning.</p> <p>Speaking</p>			

I taped students questioning and answering each other.

Letter writing

I found out how my students wrote letters and compared them to the way Indonesians write. The students wrote a letter and e-mail to me in correct format, and a fax to students at another school in Melbourne.

ID Cards

The students used computers to design and complete their own ID card.

Contact with KGRE (<http://www.kangguru.org/>)

We made contact with Kang Guru Radio to locate a school to correspond with my students. My class then

- sent letters and ID cards to students in Kalimantan.
- received responses (personal) from individual students.
- made jigsaws and responding to letters.
- completed surveys for Chatting club from KGRE.

Publishing written work

The students' finished work was published in school newsletter. Their letters were printed in the local newspaper.

Assessment

I used different assessment sheets for students' oral skills and comparing their retention and skills before and after we started to do these activities.

I found that the students are intrigued and curious about Indonesians and the way they say and do things.

I also found that the students had enquiring minds and were interested in knowing about Indonesians in order to learn the language.

DATA OR INFORMATION GATHERED

- Students picked up different ways sentences were written when questions were asked and how to use their voices when asking a question.
- Students asked questions about Indonesians and how they described things or people that they didn't know.
- Students were not familiar with how we write a letter, let alone Indonesians.
- Students enjoyed writing airmail letters, faxes and doing ID cards on computers because they hadn't done them before.
- Students were very excited when they got their own personal letter from Indonesia and wanted to compare what they knew with themselves and to continue to keep in contact.
- Students remembered more vocabulary because they could see the relevance of learning and using it – they could see the context of it.
- Students had a real desire to learn more and use the language more often in the classroom and in writing more.

FINDINGS

I found that students have a real desire to learn if they can see the relevance of what they are learning. They need to find out things for themselves and then respond to this.

Students needed the one to one response from the students in Indonesia to make it "sink in". They realised that there are people who speak the language that they are learning and that they are

interesting and interested in them.

My students then had a desire to find out more about these students – where they come from, how they think, what they do for pleasure etc – which they obtained from sending an ID card and their pen friends sending them a Bio Data card. My students compared their own aspirations with those of their Indonesian pen friends and were amazed at the differences.

I have been amazed at my students' recall of vocabulary and how to say things in certain situations. They are quick to point out my mistakes – which is great.

As a result of teaching this way and getting the students so involved with what they are learning, they have all decided to do Indonesian in Year 10 – all twelve of them. It is the biggest class we have ever had – which is usually two. They are wanting to do more – go places, cook, find out more and really learn about Indonesians along with the language. Everything is jelling, coming together for them.

INTERPRETING THE INFORMATION

Students have become more enthusiastic about their learning because they have had personalised contact with Indonesians. They have a real desire to learn about the Indonesians and their culture – why and how they do things – along with the language. The language is falling into place – it is not isolated. They can see a relevance to it.

My students knew that they were learning something when Indonesian students could understand what they had written and respond to them. They are now starting to read and comprehend without the use of dictionaries – they can see the context of the written word rather than knowing the meaning of every single word. They are now responding verbally, without prompting, to questions and statements because they can understand how things are said.

At the moment a lot of this is informal but it will develop the more they use their Indonesian.

MATERIALS AND EXEMPLARS

I have included the instructions sheet I provided to the students for them to produce their personal Indonesian ID card to send to their pen friend (reproduced below).

I have also collected:

- photos of students brainstorming in class groups;
- an example of a student's ID card and the accompanying letter she sent to her pen friend;
- a copy of a newspaper article about the pen friend project which featured a student's letter to Indonesia and the Indonesian pen friends' reply;
- a student's completed assessment sheets used to rank oral skills
- and a response from a class teacher in Indonesia.

Just as my students enjoyed receiving positive responses from the Indonesian pen friends, I too, was pleased to make a contact and receive encouragement. The English teacher of the Indonesian students wrote to me and said, "...they (Indonesian students) are really excited to have the letters from your students. They claimed they understand your students' language. They are clear and understandable."

(Editor's note: The examples provided give names and therefore cannot be reproduced here)

EVALUATION

I have found that to learn students need to see the relevance of what they are learning. They need to see it in its context and not just learning for the sake of learning.

With personalised contact, the students could see a relevance to the knowledge they had acquired and a reason for new learning– someone wanted to know about them.

I found that the students are enthusiastic to find out more and are remembering more – it is starting to come automatically, rather than them having to think about it.

As a result of what has been achieved with my Year 9s, I am doing modified versions with the junior

years and achieving some results.

I will be continuing this style of teaching next year when I am teaching them as I hope the enthusiasm continues with them going on with their learning in the Senior years – or in the future.

REFLECTION

I have valued this investigation because I have had to rethink my teaching strategies – often we take things for granted.

My students have shown that if I bother then they will too. They have retained a lot and what they have been learning is carried over into other areas. They are reflecting constantly and know that learning a language involves a whole lot more than just learning vocabulary.

Because my students have been motivated, I have been re-energized and there are still many more areas to probe.

My students have a desire to learn and I have a desire to teach.

Indonesian ID Card

 **Open Publisher**

 **Click Publications for Print**

 **Scan down and select Postcards**

 **Choose one of the templates.** (You will probably change most features so anyone will do.)

 **Design your Card, adding the information** required. You will need to use the text box to insert information. (On the **Objects** toolbar, click **Text Box** .)

You could use WordArt to insert a fancy heading. (On the **Objects** click **Insert WordArt** .)

 **Insert Photo**

Select Insert from the menu bar.

Insert Picture

From File

Find your picture and click OK

 You could add a **background** to your ID card but remember that the text must be easy to read.

Information required on your ID Card

Kartu I.D.

-  Nama
-  Alamat
-  Umur
-  Nomor Telepon
-  Sekolah
-  Kelas
-  Warna mata
-  Warna rambut
-  Tinggi
-  Bagaimana anda?

Please use page 88 in your workbook to help you make this card.

When you are finished : send an email to me with this as an attachment. I will print it in colour at home.

Email franklin.kerry.e@edumail.vic.gov.au