

Making language learning pathways visible

Different learning pathways: Through observation to
Differentiation and individualization of teaching and
Learning

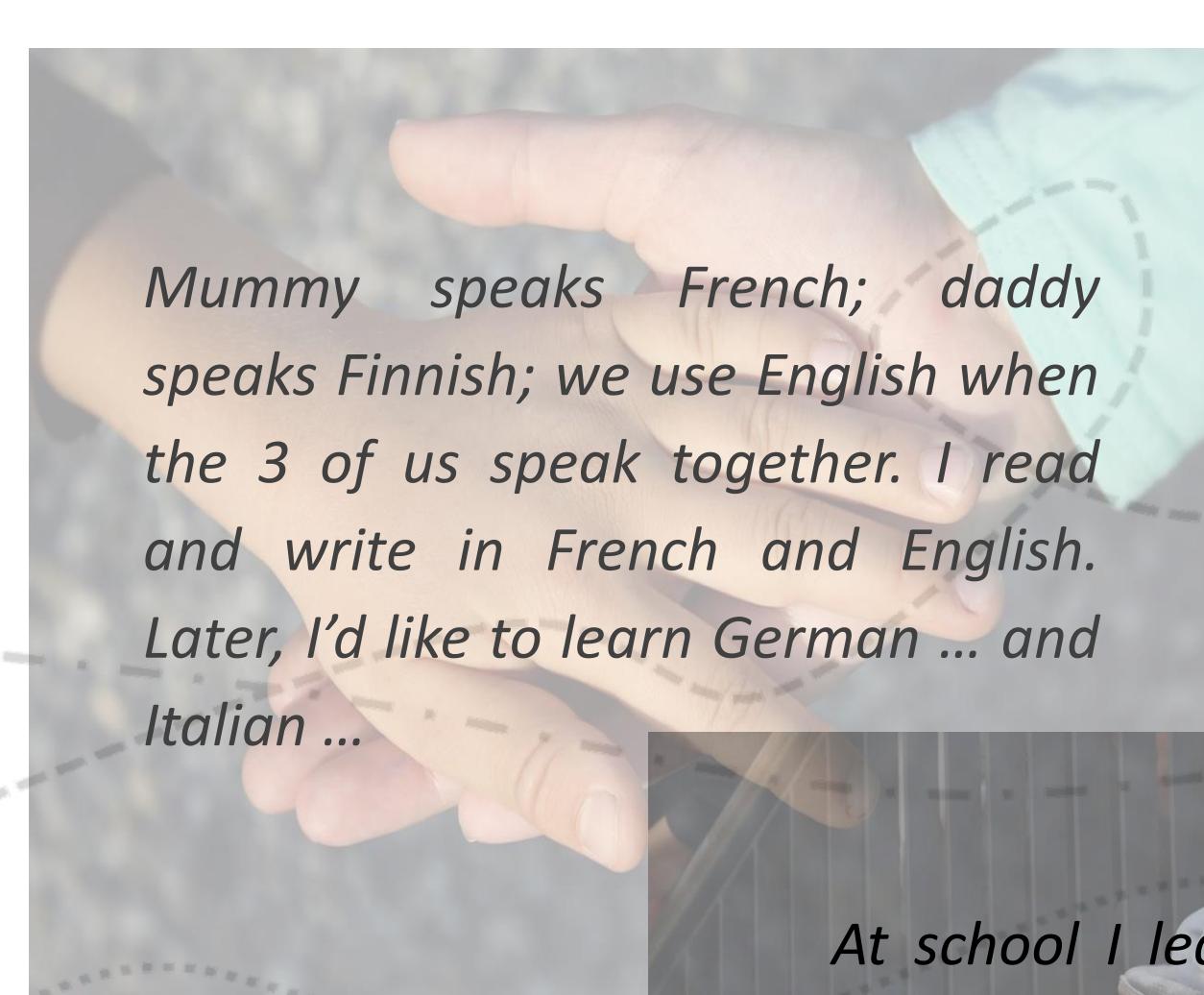
Graz, Network meeting

16 March 2022

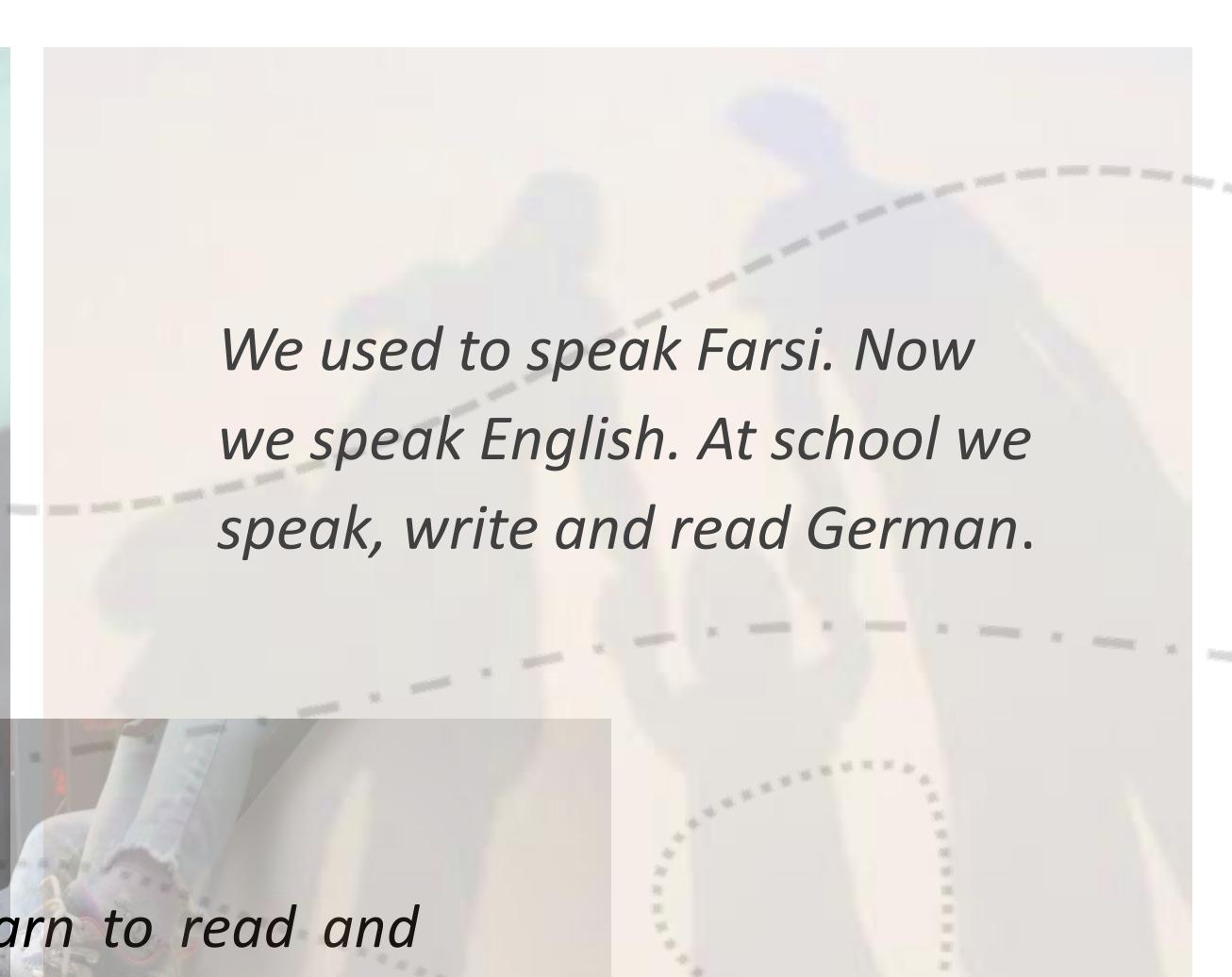


Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution





Mummy speaks French; daddy speaks Finnish; we use English when the 3 of us speak together. I read and write in French and English. Later, I'd like to learn German ... and Italian ...



We used to speak Farsi. Now we speak English. At school we speak, write and read German.



At school I learn to read and write my home language, but I also learn English. I like to listen to songs in English.

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Ways in which individuals can differ when learning

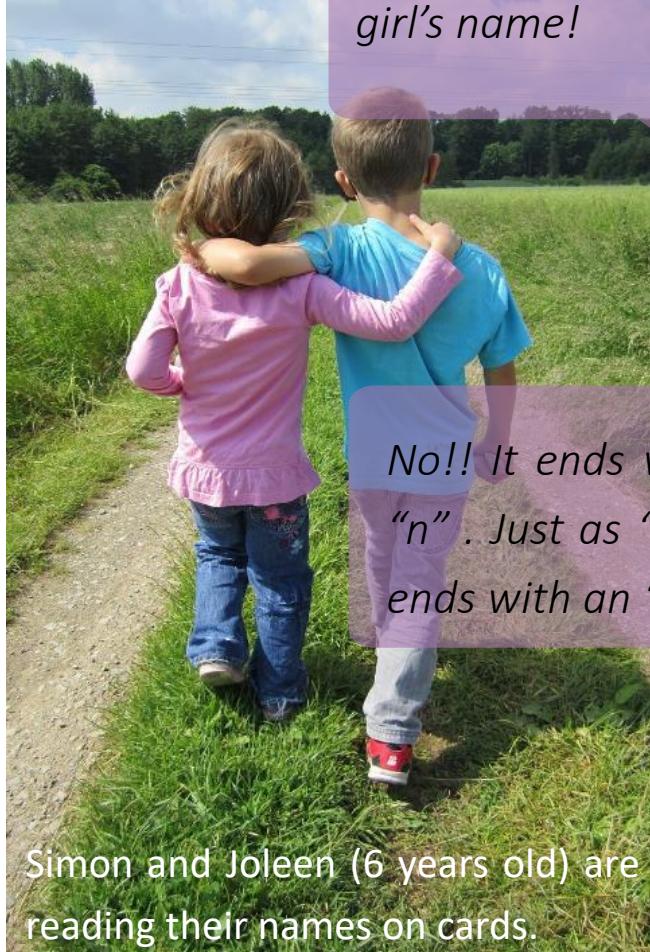
- Prior knowledge or skill expertise
- Learning rate
- Cognitive ability
- Learning style preference
- Motivation, attitude, effort
- Interest, strength, or talent



Identifying – first step to differentiation

Identifying and becoming aware of language learning

- By looking at and listening to, what young children can achieve
- By supporting young children to reflect on what they are able to achieve
- By understanding and helping children to understand why and how they act like they do



Simon and Joleen (6 years old) are reading their names on cards.

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Differentiation as a basis for successful teaching and learning

➤ Differentiation is the planning and execution of teaching and learning for all children which take account of individual differences in

- linguistic repertoires
- learning styles
- interests, motivation and aptitudes

and reflecting these differences in the classroom

What about your Pupil?

- **WHAT:**
skills/concepts/behaviors/strategies
does the s/he currently have?
- **WHAT:**
skills/concepts/behaviors/strategies
does the s/he need to learn?
- **HOW:** does the s/he learn best?
- **HOW:** will s/he know when the s/he is progressing?





Four keys to differentiation

- Know your pupils and yourself as a teacher
- Know your curriculum
- Develop a repertoire of strategies for effective differentiation
- Keep it Simple, Start Slowly, and be social

Learning happens everywhere



- When children's interests are aroused, they will push their own boundaries, giving time, concentration, and effort to what they enjoy
- Encouraging children to work on what they like, can help to enhance their learning



How to support language learning at home?



- Talk, discuss, reflect
- Tell stories
- Read books
- Encourage your children to question
- Listen
- Play with pupets, play roles
- Give riddles, rhythms and songs

Learn and enjoy together!

OBSERVE your child's learning.

Share experience with the teacher



OBSERVATION as a basis for

- Identification of
 - Linguistic repertoire
 - Abilities and needs
 - Learning styles
- Differentiated and individualised teaching and learning
 - Understanding of pupils' learning pathways
- Formative and summative assessment
 - Making learning visible

Observation

Assessment

Documentation

Relations

Identify:

Linguistic repertoire
Abilities and needs

Understand:

Stage of development
Learning styles and pathways

Support: Social,
multicultural and multilingual
learning ...

Show:

Process and results,
progress...

Some questions.....

- DEFINITION: What does observation mean
 - for teachers?
 - for pupils?
 - for parents?
- Why should pupil's learning be observed?
- Who observes?
- What should be observed?
- When should the children's learning be observed?
- How/where should the observation be recorded?
- With whom should the observation be shared?

What do we observe?

- The pupil as individual
- Learning pathways and processes
- Results of learning



Observation

Scheduled

Spontaneous

Directed

Non directed

Recorded

Non recorded



Observation leads to

- better understanding of the pupil/class
- support appropriate development of the pupil's learning potential, individual abilities and interests
- differentiation
- adjustments that encourage the pupil to engage and progress in learning
- sufficiently ambitious situations that stimulate the desire to learn and progress
- development of the pupil's ability of self-reflection and self-evaluation
- teacher self-evaluation: What I have learnt when teaching?



Observation may focus on

- cognitive level
- linguistic ability
- progress made
- psycho-affective, socio-affective functioning (well-being of pupil)
- behaviour
- attitude and engagement to learning
- ability to self-assessment
- autonomy and independence in the process of learning
- relationship to their peers in the classroom/playground
- any other area the teacher considers important/relevant

Context

It is necessary to observe pupils in different situations

- exploration
- practical situations
- application of acquired knowledge/skill to a new situation
- assessment

The situations mentioned above can take place individually, with partners, small group, or collective situations.

Thank you for your attention.

