

# Making language learning pathways visible

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

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PA-LINGUI



*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.*

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

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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.

*Your card reads Simone.  
There's an "n". This is a  
girl's name!*

*No, it is not! I'm a boy!  
And it reads "Simon",  
not "Simone"!*

*No!! It ends with an  
"n". Just as "Joleen"  
ends with an "n"!! it*

*No! No! It's French. You  
don't hear everything  
you see!*



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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

Used by teachers on regular daily basis

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.

