Personal Reflections – Bi Lingual Story - My Treasure

Authors: Yuting Wang, Shiq Li

**Yuting Wang**

Week 6

Creating the picture story book/ Learning about the genre I chose to write an adventure story called ‘The treasure’ In the story, my main character would be a panda. He will went to Australia to find a secret treasure. On his way, he will meet many friends such as a kangaroo, a koala and other animals with different culture background and nation essential to build the field and activate student’s prior knowledge before we expect them to write (Derewianka and Jones, 2012). During this stage, I would focuses on establishing students’ shared understandings of the field of study. Throughout the building of field, students should be engaged in extended discussion about their reading. As a teacher I should also works out what prior knowledge or understandings of the topic the class has and also knowing what needs to be explored more. Reference Christie, F. (2005). Language education in the primary years. Sydney: UNSW Press. Derewianka, B. & Jones, P. (2012). Teaching language in context. Oxford University Press.

Week 8

Supported Writing Derewianka and Jones (2016) include a stage in the TLC called supported reading, where a focus on reading skills is established through a range of supported activities and teaching practices. During this stage, one of the possible activity I would do is pre-teaching vocabulary. I would use visual material to make sure that students are able to say all the words they may need to use in their later construction of sentences. Then, I would write down the words on the board, pronounce the words slowly and have the students to repeat it with me. I would also explore some certain characters in ‘The treasure’ with students and do some reflection on these certain characters. Supported writing offers differing levels of support as needed, from teacher-led to guided to independent tasks, all contributing to building common understandings about the field, and also about the genre in focus.(Derewianka and Jones, 2016) Reference Derewianka, B. & Jones, P. (2016). Teaching language in context (2nd ed.). South Melbourne, Vic: Oxford University Press.

Week 9

Independent Writing Writing matters. Along with reading comprehension, writing proficiency predicts academic success (Graham & Perin, 2007), develops higher-order thinking skills (National Writing Project & Nagin, 2006), is an essential ‘threshold skill’ for hiring and promotion (National Commission on Writing, 2004). For this reason, it is important to enhance students’ independent writing skills since they are young. At the independent writing stage, ‘students are working mostly independently, however it’s really important to build their capacity to edit, proofreading and apply the skills they have been learning (Holliday, 2011). ’ In the independent writing, editing and proofreading are vital. Sometimes, they are used interchangeably but there are important differences between them. Proofreading is to correct errors in spelling,grammar,punctuation and formatting and is normally be the final step at the end of the writing process. Although editing includes all steps proofreading has, it takes a deeper look at how information are presented. ‘The treasure’ focus both Chinese and English language and the story is also written in both of the languages. When students are doing the independent writing, teacher will Guide students in their individual composition, supporting them to use “The treasure” to do an independent writing. For example, Students will revising the narrative structure of “The treasure”. They will revisiting the story and complete a cloze activity in which they have to add adjectives and adverbs to an narrative. Reference Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. Journal of Educational Psychology, 99, 445-476. Holliday (2011) Strategies for writing success. Primary English Teaching Association National Commission on Writing. (2004). Writing: A ticket to work...Or a ticket out. Retrieved from http://www.writingcommission.org/ National Writing Project, & Nagin, C. (2006). Because writing matters: Improving student writing in our schools. San Francisco: JosseyBass.

Week 10

Assessment is the process of identifying, gathering and interpreting information relevant to students’ learning and using this information for planning and teaching. (Holiday, 2011)’. In the stage of build the field, teacher could ask students to create a poster or a summary sheet for the main theme, characters, setting of the story ‘The treasure’ in order to access whether students could recognize the features of the narrative text. Peer assessment could also be one of the useful strategies that help students plan for narrative writing, write events in sequence and Write cohesive, well sequenced narratives. For example, in the stage of independent writing, teacher could ask students to ask at least one classmate to view their final draft and check for the grammar, topic sentences to ensure their written pieces are well enough to write. It can also help students to reflect and show their understanding level of the genre and what they had learned from the previous stages. Reference Holliday (2011) Assessment of writing success. Primary English Teaching Association

Week 11

Final Reflection about the project At the very beginning, we planned to write a story about anti-bullying but after I having a discussion with my group members, we want to write a story that is more creative. Me and Sisi eventually decide to write a story with a Chinese panda taking adventure and making friends in Australia. The most challenge things would be translated Chinese into English and I am very appreciated for my tutor’s help and the patient my group members have. The teaching-learning cycle curriculum helps me to have a clear process on teaching literacy including examining theme and characters, supported writing and so on. Throughout the project, I feel more confident on teaching Literacy because I’ve understand the basic process more than before.

**Shiq Li**

Week 6

Creating the picture story book/ Learning about the genre The storybook ‘The Unique Treasure’ we wrote is in the first person, and it is written in both English and Chinese. The story is for students in year level 3 to level 4, and it is not only for students that speak native English but also for students who speak English as their second language. It is a story about a Chinese animal Panda, named Tuantuan, searching for treasure in Australia. Furthermo Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. Retrieved from http://www.ameprc.mq.edu.au/docs/prospect\_journal/volume\_20\_no\_1/20\_1\_1\_Hammo nd.pdf

Week 8

Supported Writing At the stage of supported writing, students are expected to create their texts using what they had understood and learned from the previous steps as well as the field that has been build up (Humphrey & Macnaught, 2011). In this process, I would ask students to developed and write their character for a selected stage of the texts. Before students started writing, I would quickly show students how to create a mind map to organise their ideas. Moreover, then I would show them a video about how to write a good paragraph. The ‘Paragraph Song and Lesson’ (2009) video provide an assessable and straightforward way for students to get a hand on writing a paragraph. By using mind maps and paragraph writing strategy, students can start their first draft writing. Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. Retrieved from http://www.ameprc.mq.edu.au/docs/prospect\_journal/volume\_20\_no\_1/20\_1\_1\_Hammo nd.pdf Paragraph Song and Lesson- intro to writing paragraphs. (2009). Retrieved from <https://www.youtube.com/watch?v=ivAvsXeJAqM>

Week 9

Independent Writing According to the Victoria Education and Training Institute (2018), “Independent writing is, therefore, a time to write and utilise the strategies and understandings gained through the whole class, small group and one-to-one instruction.” Therefore, I would first ask students to do their final edition on their texts apply with what they had learned. When students are writing independently, the teacher’s role is to guide students in their composition and to help compose their texts independently and creatively. In this stage, students are asking to polish their texts, check their spelling and punctuation. After self-revision, I would ask students to share their writing with a partner. Peer review would give students additional support for both the writer and the person who is reviewing. The strategies I consider using are to help students reflect on their work and to give others feedback. Education and Training (2018). Literacy Teaching Toolkit: Independent writing. Retrieved from https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/lit eracy/writing/Pages/teachingpracindependent.aspx

Week 10

Assessment When I’m studied in the unit of EDF1304 and EDF1205, both units have covered how assessment help teaching taking places to encourage students to learn. Moreover, Johnston and Costello once stated that assessing writing is “a social practice that involves noticing representing and responding to children’s literate behaviours, rendering them meaningful for particular purposes and audiences (2005, p. 258).” The class activities I had assigned students to do were self and peer assessment, which were both formative assessment that occurs during the topic. As results, such class activities like self and peer assessment helps students to incorporated with writing, encouraged them to learn, and allowed opportunities for students to show the extent of their knowledge on writing. The self-assessment would be developing the self- awareness and critical reflection skills on writing for students, while peer-assessment also reflected on how students had learned from the previous lesson and others by evaluate other’s work and listen to feedback from others ("Teachers’ Guide to Assessment", 2016). Johnston, P. & Costello, P. (2005). Principles for literacy assessment. Reading research Quarterly. 40(2), pp.256-267. Los Angeles, CA: SAGE. Retrieved from http://www.literacylearning.net/uploads/3/7/8/8/37880553/assessment\_johnston.pdf Teachers’ Guide to Assessment. (2016). Retrieved from <https://www.education.act.gov.au/__data/assets/pdf_file/0011/297182/Teachers-GuideTo-Assessment.pdf>

Week 11

Final Reflection about the project When translating the story from Chinese into English, we were translated words to words and sentences to sentences. As a result, the English version did not seem entirely native and reasonable. However, with help from our tutor, we solved the problem. As we were completing our picture book across those weeks, we also learned about the Teaching and Learning Cycle, as well as teaching the Teaching and Learning Cycle, and teaching through the Teaching and Learning Cycle. The Teaching and Learning Cycle is a well function teaching model that “help instructors align learning goals with classroom activities, create motivating and inclusive environments, and integrate assessment into learning (Teaching and Learning Frameworks, 2018).” The strength of the TLC is to helps students scaffolding their learning from understanding to developing. After learning the TLC, I realised that learning is interconnected with teaching, and to approach effective teaching and learning teachers must understand and use widely classroom activities and assessment to help teaching and learning. Teaching and Learning Frameworks | Center for Teaching and Learning. (2018). Retrieved from <https://ctl.yale.edu/BackwardDesign>

**Shengda Jin**

Week 6

Creating the picture story book/ Learning about the genre The storybook ‘The Unique Treasure’ we wrote is in the first person, and it is written in both English and Chinese. The story is for students in year level 3 to level 4, and it is not only for students that speak native English but also for students who speak English as their second language. It is a story about a Chinese animal Panda, named Tuantuan, searching for treasure in Australia. Furthermore, in its path to finding the treasure, it meets many other animals from different countries. In the end, those animals discover that the treasure is the friendship they have. It is a creative story about friendship and its genre is narrative. The modes of the texts can be in both written and digital. The texts appear in forms of a short picture story book. The purpose of using this storybook is to teach students the genre, understand writing, and use skills to write. The teacher can use the Teaching-Learning Cycle curriculum approach (Derewianka and Jones, 2012) to explain and discuss the genre with students. In this journal, I would consider teaching this book for students that are native English speakers. Derewianka, B. & Jones, P. (2012). Teaching language in context. Oxford University Press. Retrieved from https://www.bc.edu/content/dam/bc1/schools/lsoe/faculty%20%26%20research/ISFC%202 018/Derewianka%20%26%20Jones%20BOOK.pdf

Week 7

Building the Field According to the Teaching-Learning Cycle (Derewianka and Jones, 2012), teachers should first introduce students to the topic before building the field. I chose the book ‘The Unique Treasure’ as an initial mentor text for students. It is important for students to use their prior knowledge to understand the meaning of the narrative and the theme of the book. The strategies I would use to help scaffolding student’s understanding are to have a class discussion, and asked students to take notes. However, Hammond and Gibbons (2005) stated that teachers should provide various resources and approaches for students in acquiring knowledge. As a result, I decided that more range of texts should be used to help students to build up their knowledge field and have understood the use of various texts types and modes. Derewianka, B. & Jones, P. (2012). Teaching language in context. Oxford University Press. Retrieved from https://www.bc.edu/content/dam/bc1/schools/lsoe/faculty%20%26%20research/ISFC%202 018/Derewianka%20%26%20Jones%20BOOK.pdf Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. Retrieved from http://www.ameprc.mq.edu.au/docs/prospect\_journal/volume\_20\_no\_1/20\_1\_1\_Hammo nd.pdf

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Sisi Jin

Week 6

Creating the picture story book/ Learning about the genre I chose to work with an adventure story book ‘The treasure’ because it is a Chinese-English book which can provided student an opportunity to explore how language and culture are interrelated and expressed in context. It is a narrative and it is suitable for primary students since the vocabulary and sentences in the book are easy to understand. Our story book is about a Chinese panda ‘TuanTuan’ went to Australia to find a unique treasure in the world and on the way to find the treasure, a serious of interesting thing happened. The text is multimodal, especially reflected in the colorful and vivid pictures in the book which can bring students into the story. Encouraging students in multimodal storytelling can build rich contexts for their literacy learning (Lenters & Winters, 2013). In order to enhance their understanding of the book and rich context during literacy learning, we decide to apply the teaching-learning cycle curriculum approach (Derewianka & Jones, 2012). References Derewianka, B. & Jones, P. (2012). Teaching language in context. Oxford University Press. Lenters, K. & Winters, K. (2013). Fracturing writing spaces: Multi-modal storytelling ignites process writing. In the Reading Teacher, 67 (3), 227-237 Week 7 – Building the Field Finding out students’ prior knowledge is one important step in building field knowledge stage of the teaching learning cycle (Derewianka & Jones, 2012). Before my students read “The Treasure”, they need to understand the meaning of the word “treasure” and which genre/ text type the book belongs to. They also should know that Australia is a country with cultural diversity and it is essential that people from different countries could help each other and live in harmony. To extend their understanding, I would like them to glance through all the pictures in the book first so that they can have a preliminary understanding of the content. Then, when they are reading the texts, reminder them to connect images so that they can get into the story and understand the mental activities of each character easier. Explaining the vocabulary that they do not know and show them related books which are about the culture about China and Australia. Finally, relevant questions can support students thinking and discussing in groups. This could encourage them to share their knowledge with partners. An equitable share in talk will bring them a great sense of accomplishment, participation and control of their learning. References Derewianka, B. & Jones, P. (2012). Teaching language in context. Oxford University Press. Orchestrating dialogic pedagogies: talk practice for learning-focuses teaching [Chapter 4]

Week 8

Supported writing

The focus on joint construction is due to its role in helping students move from speaking to writing. In doing so, teachers rely on the teaching and learning curriculum cycle as a framework for planning to support students engage in critical conversations about the text (Rossbridge & Rushton, 2014). It is obvious that it is now possible to support the student by jointly constructing the text, which shows the teaching method of checking through featured text and teaching about the writing process is an important part of the instructional exercise because teachers and students plan, discuss and modify the text. According to Pavlak (2013), we can see how a scaffolded approach to genre based instruction can enhance students’ writing and gives a conclusion that teaching students to write for multiple purposes is a challenging but necessary task. It gives us teachers ideas on teaching students to write for multiple purposes is a challenging but necessary task. References Pavlak, C. (2013). “It is Hard Fun”: Scaffolded Biography Writing With English Learners. The Reading Teacher, 66(5), 405-414. Rossbridge, J. & Rushton, K. (2014). The critical conversation about text: Joint construction. PETAA.

Week 9

Independent Writing

The purpose of any writing program is to let students be able to write an effective text independently. At this stage of teaching-learning cycle, it is important for students to have a good ability on planning, drafting, editing and proofreading (Holliday, 2011). Our story book “The Treasure” was written in first person and past tense. We use lots of adjectives, verbs and adverbs (e.g. unique, curiously, slither) to rich the contexts and make the story more attractive. Editing is a stage that focus on refining text structure and language choice with the intent to improve the flow and overall quality of our writing. However, proofreading is the process of examining the final draft of a text to ensure that there are absolutely no errors. It includes handling spelling errors and punctuation errors (Foley, 2010). There are some strategies that can help students edit their texts, such as using a specially constructed model text with errors in it to show them how to correct spelling and punctuation, asking them to read their text aloud to themselves or another student and circling any mistakes. In addition, annotating texts with highlighters and adding some sticky notes can improve proofreading. References Holliday (2011) Strategies for writing success. Primary English Teaching Association Foley, A. (2010). Editing vs. Proofreading: What’s the difference? [Blog]. Retrieved from <https://www.upwork.com/blog/2010/02/editing-vs-proofreadingwhats-the-difference/>

Week 10

Assessment

It is important information for the teacher to be aware of when planning and implementing curriculum that how one reads when curled up with a favourite book, when researching information for an inquiry project, or perusing the latest fashion magazine while waiting for the dentist. I recognize the differences between formative and summative assessments after reading this article. Flint (2016) outlines the differences between traditional and authentic assessment practices and explains how teachers gather information to be used for assessment purposes. And, as Scull (2018) stated that assessment practices are an integral part of teaching, informing the ways educators and teachers plan for learning, implement teaching tasks and monitor children’s performance. Examples of children’s written texts, teachers’ analyses of the texts and the teaching conversations that followed will be presented to demonstrate how the tool can be used to inform teaching decisions and support young writers. Assessment is foundational to the effective teaching of writing and is deeply connected to the ways educators and teachers design and deliver daily teaching programs to support children’s learning. References Flint, A. S. (2016). Literacy in Australia: pedagogies for engagement (2nd ed.). Retrieved from https://ebookcentral-proquest com.ezproxy.lib.monash.edu.au/lib/monash/reader.action?ppg=323&docID=4 748115&tm=1529901797448 Wiley.Scull, J. (2018). Assessing writing: Practices to support young writers [Chapter 9] in Understanding and supporting young writers from birth to 8.

Week 11

Final Reflection about the project

At the beginning of creating our story book, we decide to write a story about a Chinese girl come to Australia to study and describe how her personality changed by the different environment and culture. However, we changed the story in the next week. We replaced the Chinese girl with the most symbolic animal – panda because we thought using animal as the character would be more interesting and attractive for primary students. In addition, we changed the storyline to more excited and special way so that the readers might not expect such ending. It is challenging that we need to listen the ideas from every group member and reach an agreement. However, this process demonstrates the importance of expressing and sharing ideas in group work. Using the teaching-learning cycle curriculum can improve literacy pedagogy for young English language learners from socially disadvantaged backgrounds (Derewianka & Jones, 2012). Throughout the project, my literacy was enhanced by writing a completed story book, translating it and modifying it over and over again. Additionally, as our group are all Chinese students, we met some problems such as the words we used to describe our characters and plot of the story are boring and general. However, we had a little bit of editing and polishing every week with the help of our tutor, we finally finished it with the story book with good quality. References Derewianka, B. & Jones, P. (2012). Teaching language in context. Oxford University Press.