



**Enhancing Teaching Language Skills and Designing Instructional
Materials to Improve Literacy and Numeracy Skills Program**

For Indonesian Secondary School Staff

Supporting struggling learners and differentiating instruction (Part 2)

Today's slides are available at
[https://melteducation.wordpress
.com/](https://melteducation.wordpress.com/)

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Thursday & Friday Mornings Learning Intention

- Plan several strategies that support struggling learners by differentiating instruction (to be used on your return to Indonesia)

Thursday: Reading and Writing

Friday: Speaking and Listening

- Consider emailing me and tell me what happens!



Today's Program

- **9.00 Recap** of Thursday through the lens of MELT
- **9.30 Ricky Fernandes:** Differentiation through Listening and Speaking tasks
- **10.15 'Ponderosity'**
- **11am Raissa Mataniari:** Differentiation Indonesian Style
- **11.30 Plan for Differentiating one class**



Graphic Organiser

Structured Overview

Part 1. Purpose of the text

Find the key ideas from the text, and their meaning in the context of the experiment. Organise below.

a. Title (purpose)

Key
word(s)

Line no.s

Meaning in
context

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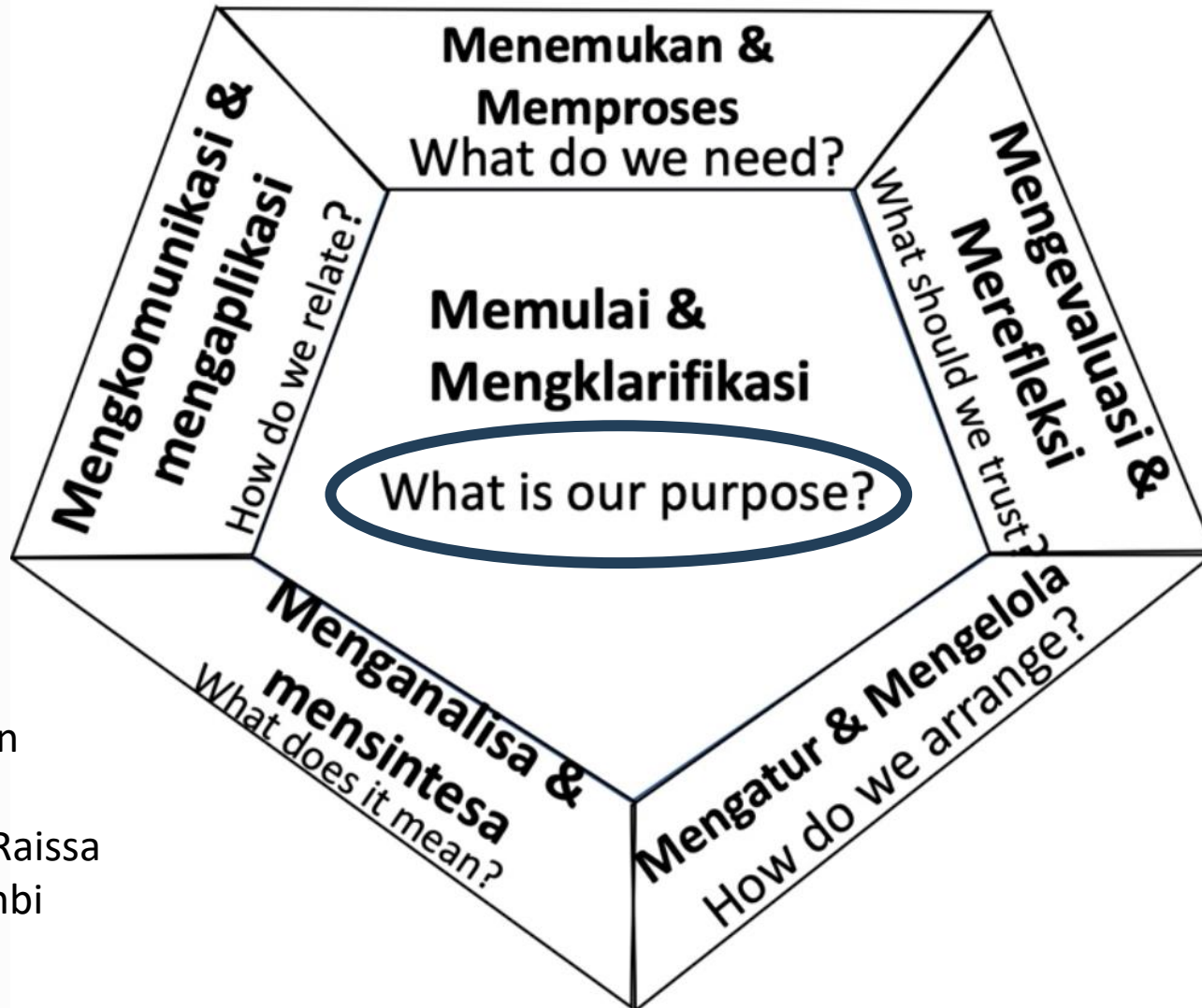
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Models of Engaged Learning & Teaching Facet in Pentagon form

When in doubt, go to the centre...



The Indonesian version was translated by Raissa Mataniari, Jambi University.



Focus on Content vs Focus on Skills

- Thinking about struggling learners...
- What is more important:
 - A complete knowledge base for a subject
- Or
- A well-developed skill set?
- Discuss in your table groups
- Be ready to report back



Ricky Fernandes

Differentiation through Listening and Speaking tasks



The script of critical thinking facilitation in English as an additional language for speaking and listening: A local Indonesian high school of grade 10

Elisa played a video for students to help them understand the content. The content of the video was about moving the capital city of Indonesia to Borneo. After watching the video, Elisa discussed the content with her students.

Ms. Elisa: "Now, let's discuss what happens when the capital city of Indonesia is moved. Hansen, please share your thoughts."

Student (Hansen): "Moving the capital city will solve Jakarta's problems because Jakarta needs better irrigation system to process clean water. Jakarta also needs to store plants and rainwater too. We can use filter to make the rainwater clean."

Student (Felicia): "What if there is no rain in dry season?" (Shouted spontaneously)

Student (Hansen): "We can store the rainwater in a storage place to keep the water in dry season. As a preventive act, if we want to use rainwater, we need to use filter."

Student (Vincent): "I don't think rainwater is good enough to be consumed because of the industrialisation and acid rain." (Shouted spontaneously)

Ms. Elisa: "Well, when you consider storing the water, think about mosquito larvae that can infect the water."

Student (Hansen): "Yes, that's right, Ms. So, we need to use filter to make the rainwater clean." (Shouted spontaneously)

Ms. Elisa: "Yes, that might work. Noreen, please share your ideas to your friends."

Student (Noreen): "I believe that one of the reasons to move the capital city of Indonesia is economic equality. As the president said that it shows how much the stable capital city is needed to have equal economy."

Ms. Elisa: "Do you guys agree with Noreen? How can this be called economic equality?"

Student (Victoria): "I think new capital city will offer jobs for the locals." (Shouted spontaneously)

Student (Jorgen): "Yes. And if we move the capital city sooner, the problem of sinking in Jakarta can also be avoided." (Shouted spontaneously)

Student (Nissen): "Objection, but it takes a lot of years to move the capital city. Think about the forests in Borneo." (Shouted spontaneously)



Questions

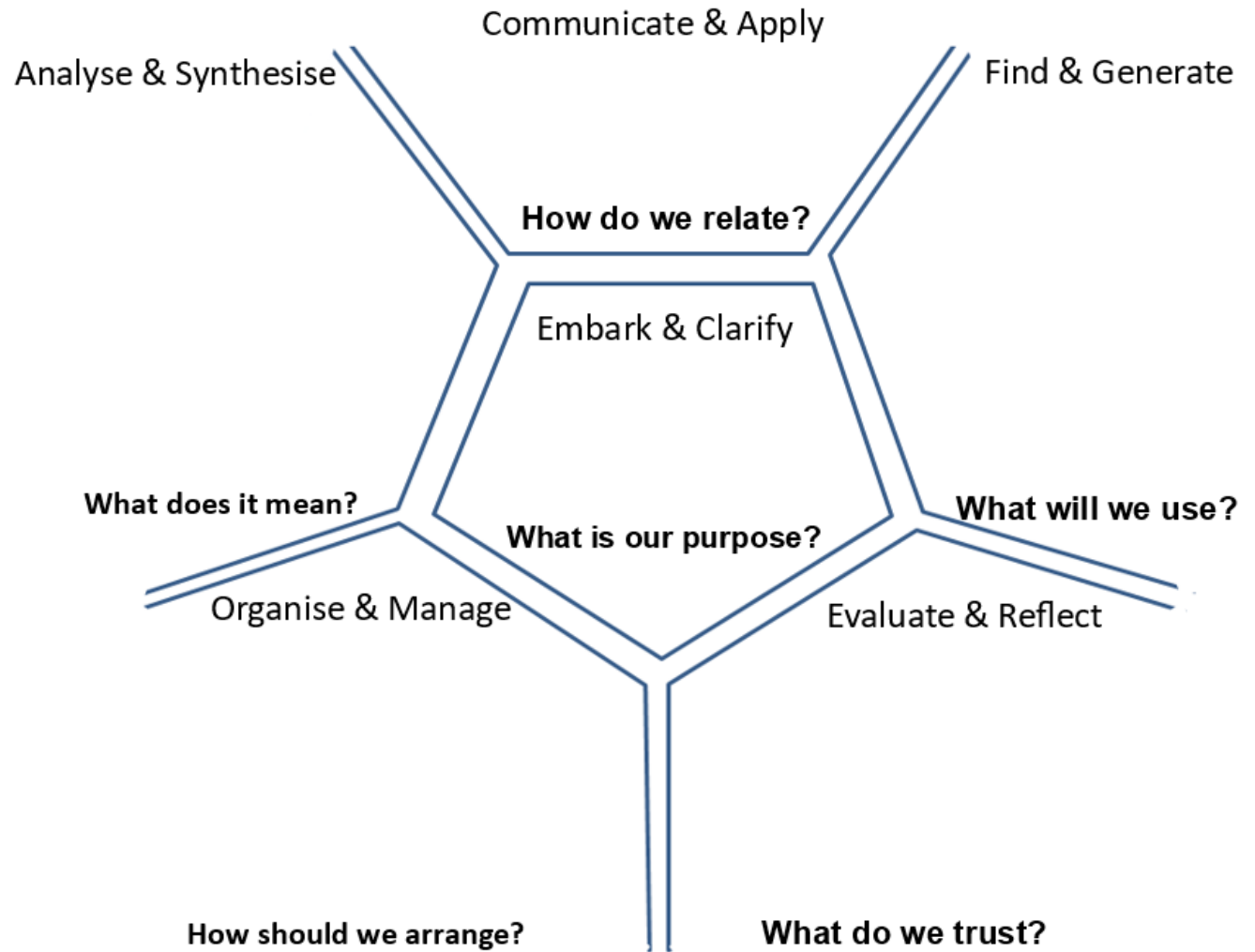
1. What evidence is there in the text of student listening?
2. What evidence is there in the text of student critical thinking?

Write in evidence for each facet (sisi) in the MELT pentagon



Models of Engaged Learning & Teaching: The MELT Pentagon

The Pentagon shape was designed by Mechanical Engineering students. The Open-sided pentagon was suggested by a Year 10 student. The Indonesian version was translated by Raissa Mataniari.





Activity 2: Ponderosity

- To ‘ponder’ is to think deeply
- To walk ‘ponderously’ is to walk slowly
- Talk together or walk silently
- “List categories of students that may benefit from speaking and listening tasks.”
- E.g. one category is ‘students

With reading difficulties’

- One slow lap around the block
- Be ready to report back



Report Back

'List categories of students that may benefit from speaking and listening tasks.'

And

Anything else you discussed about differentiation



Raisa Mataniari:

**Designing Instructional Activities
to Improve Literacy and
Numeracy Skills**



Activity 3: Differentiating one class

In your Thursday morning group, revisit your ideas from yesterday. What would you:

- Add?
- Change?
- Remove?

or

Take time to quietly reflect on the **most important thing that you learned this week** about differentiation for struggling learners.

Consider what you could do to differentiate a class for **struggling and for strong students** when you return to Indonesia.

Potential Action Research topic?



Terima kasih!

- Feel free to contact me if you have MELT-related questions or let me know if you use MELT
- John.Willison@adelaide.edu.au
- www.melt.edu.au
- MELT book (Open Access)

<https://link.springer.com/book/10.1007/978-981-15-2683-1>