

# **Catering for Learner Diversity in the English Language Curriculum: Reading and Listening Skills**

# Introductions

**What do you want to get out of  
this workshop today?**

**Have you been to a workshop on  
learner diversity before?**

**How do you currently address  
learner diversity in your classes?**

**Raising awareness of strategies to cater for students' diverse interests and abilities in the classroom**

**Exploring activities and materials for lesson planning**

**Examining considerations when addressing learner diversity in the development of receptive skills**

# Outline

**Part 1: Overview of key concepts**

**Part 2: Reading activities**

**Part 3: Listening activities**

**Part 4: Consolidation**

# How far do you agree?

All students should be expected to aim for the same level of achievement.

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1

5

# How far do you agree?

Catering for learner diversity requires more lesson planning and more materials design.

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1

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# How far do you agree?

Catering for learner diversity means more complicated teaching methods.

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1

5

**What is learner diversity? In what ways do learners differ from each other?**

**mixed ability  
(in each  
different skill)**

**different  
interests**

**different  
learning styles**

**different  
amounts of  
world  
knowledge**

**different  
learning  
pace**

**mixed ability  
(in each  
different skill)**

**different  
interests**

**What is learner  
diversity? In what ways  
do learners differ from  
each other?**

**different  
learning styles**

**different  
amounts of  
parental  
support**

**different  
levels of  
motivation**

## Student (age 13)

*Teacher is telling me meaning but only one time.*

*It is go into my ears and then fall out.*

*I try to pick up meaning but already fallen on floor.*

*I look under my chair, but teacher is punish me because I don't sitting.*

*Then I sitting and teacher is happy but my word falling on floor.*

*Maybe other student find it and pick up it and he can be happy. But I never find it.*

*I think have many words messing in the floor.*

# Common student complaints

~~too hard~~

**I can't do this task!**

~~boring~~

**I don't want to do this task!**

~~too easy~~

~~disruptive~~

**I can't do the task *in this way!***

~~not motivating~~

**I don't want to do the task *in this way!***

~~stressful~~

**I can't work in this atmosphere!**

~~not useful~~

**I don't want to work in this atmosphere!**

~~not inspiring~~

~~not encouraging~~

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Product

Process

Learning Environment

Product

Process

Learning Environment

# Product

## Student Problems

**“I can’t do this task!”**

**“I don’t want to do this task!”**

Product

Process

Learning Environment

# Process

## Student Problems

**“I can’t do the task *in this way!*”**

**“I don’t want to do the task *in this way!*”**

Product

Process

Learning Environment

# Learning Environment

## Student Problems

**“I can’t work in this atmosphere!”**

**“I don’t want to work in this atmosphere!”**

**Product**

**Process**

**Learning Environment**

**Content**

**Activities**

**Resources**

**Product**

**Environment**

**Teaching strategies**

**Pace**

**Assistance**

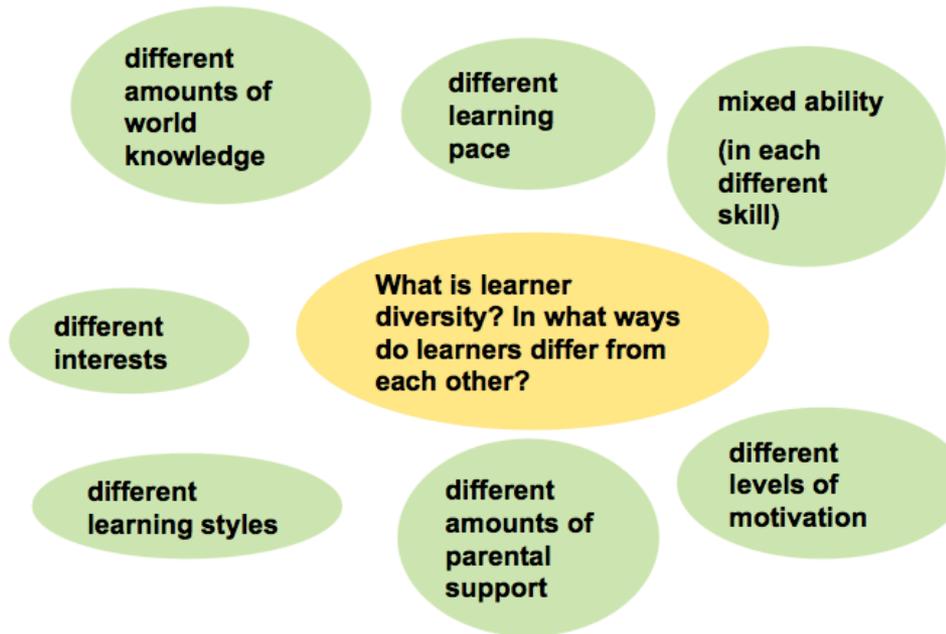
**Testing**

**Class**

**Homework**

# carpet patch





**Product**

**Process**

**Learning Environment**

- Content**
- Activities**
- Resources**
- Product**
- Environment**
- Teaching strategies**

- Pace**
- Assistance**
- Testing**
- Class**
- Homework**

# Reading activities

# [accelareader.com](https://www.accelareader.com)

- 1.What record did he break?**
- 2.How did he travel?**
- 3.How long did the journey take?**

# Colour coded reading

1. Take any 4 colours and use them to underline parts of your text. Write your colour code *on the back* of your paper (so the next group *can't see it*)

colour A: worried, concerned

colour B: cautious, sensible

colour C: excited, amazing

colour D: humble, modest

2. Swap texts with another group and try to work out their code.

3. Watch the [video](#)

# Transparency reading

**1. Underline 3 key ideas in your text (on the transparency).**

- **Alternatives:**

- underline 3 new facts you'd like to remember
- underline the main idea from each of the 3 paragraphs
- underline 3 opinions you agree/disagree with
- underline 3 ideas you want to find out more about

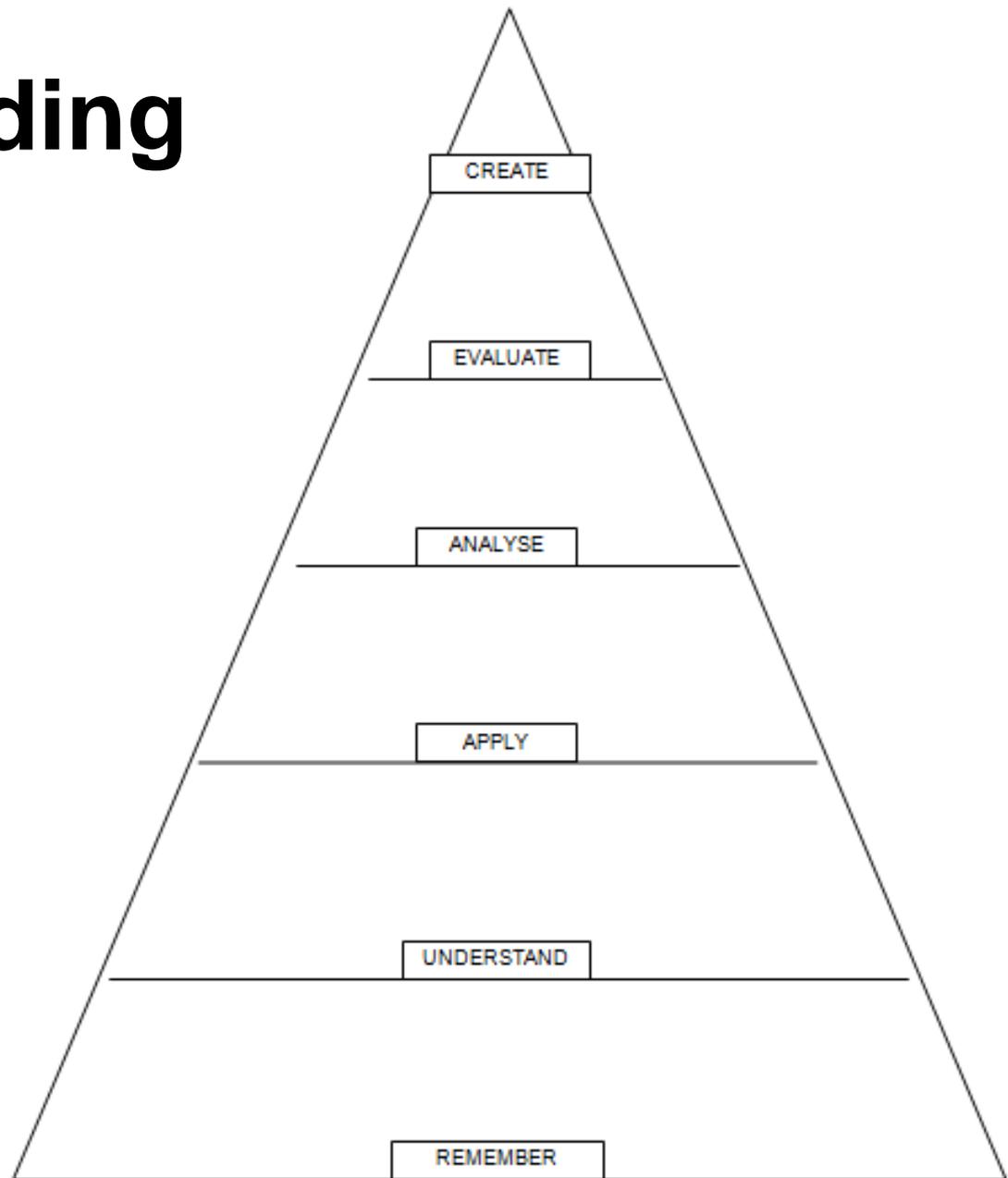
**2. Remove the transparency, turn over the text so you can't see it, and re-write or paraphrase the idea you underlined.**

**3. Use your transparency as notes to tell another group about 3 things you've learned from your text**

# Pyramid reading

**1. Answer the questions in your pyramid.**

**2. If you can't answer a question, write another question to replace it in the pyramid.**



# Listening activities

# Prediction tasks – pre-watching

**Pre-watching:** look at these expressions and predict what the video might be about.

- **We were watching from behind the fence.**
- **Definitely don't try this.**
- **Stop fighting.**

# **Box build brainstorm**

**A visual record of how knowledge and understanding builds up gradually through the lesson.**

# Prediction tasks – sound off

[Video](#) - Watch with the sound off (0:00 – 1:00)

- What did your expressions refer to?
- Prediction –
  - Who is this man?
  - Where is he?
  - Why does he have this relationship with the lions?

# Physical response task

- 1. Divide your cards into positive, negative and neutral.**
- 2. Looking at your cards, what do you think the rest of the video will tell us about?**
- 3. Watch the video (0:00 – 2:16) and put the cards in order while you watch**
- 4. You will be assigned 3 cards each. When you hear your expressions, raise your hand.**

[Video](#)

# Follow up questioning

Why are the lions so friendly with this man?

How does the reporter feel during this interview?

What is the man's attitude towards the danger he is in?

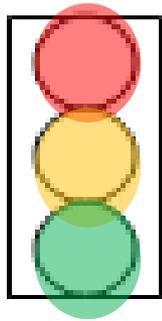
Do you think it is a good idea to treat animals like this?

Would you like to have this kind of relationship with lions?

How do you think we could better protect this species?

# Traffic light listening

How much do you know about the topics already? Colour the traffic lights.



**Red = I don't know anything about this topic**

**Orange = I think I know something about this topic already**

**Green = I know a fair bit about this topic already**

Listen to the [audio](#) (my weekend) and make notes. Then change the colour of your traffic lights if you want to.

Now answer the questions on the worksheet

# Differentiated support

[Audio](#) – my hero

Which language support card were you given?

- key words from most sentences
- key verbs from some sentences
- the people mentioned in the audio
- exact expressions you will hear in the listening, but not the whole audio transcript.

Compare your cards together and discuss how the different cards can support different students

# Cooperative listening

Audio – my hero

Thinking Hats (De Bono)



**difficulties, risks,  
weaknesses**



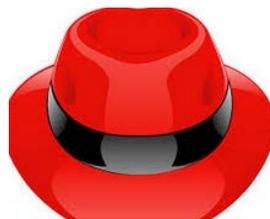
**facts, data**



**creative ideas,  
solutions, alternatives**



**benefits, positives**



**feelings, emotions**



**focus, summary**