

Workshop on Catering for **Learner Diversity**
in the English Language Curriculum:

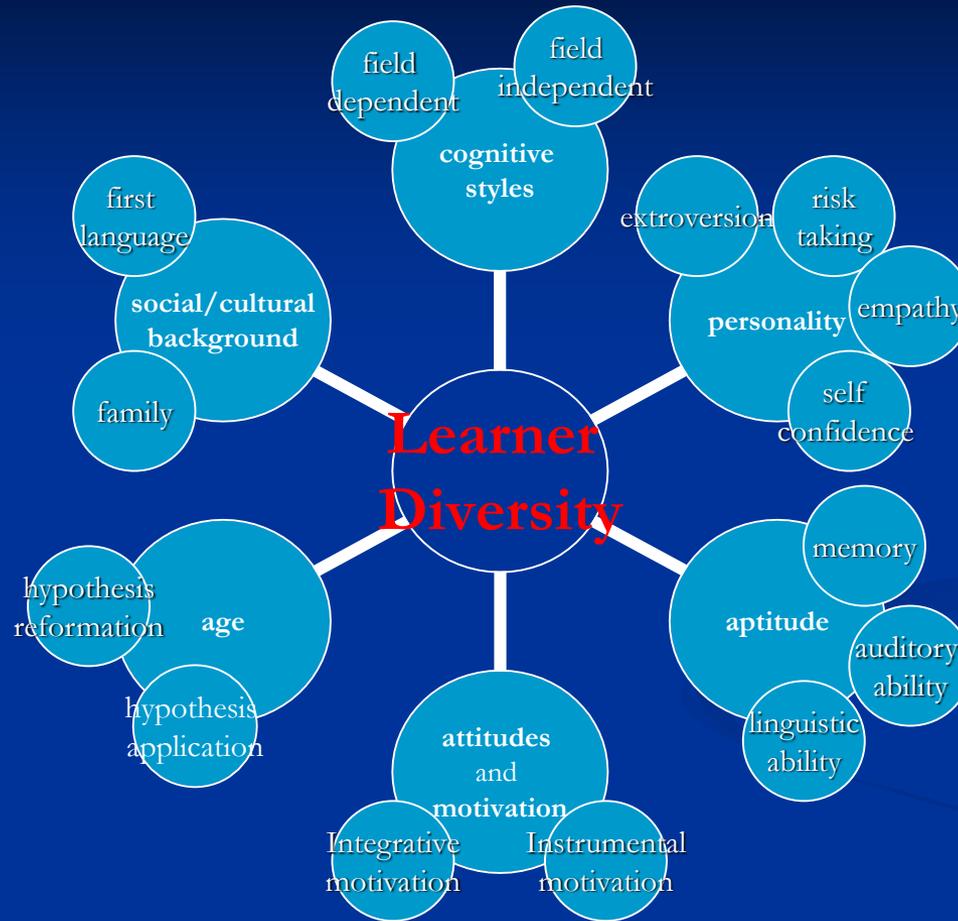
(I) Reading and Listening Skills

Brief Reflection:

Discuss the extent to which you agree with the following statements with a partner or in trios.

1. Learner diversity exists in my class(es).
2. Learner diversity is mainly reflected in students' target language proficiency
3. Learner diversity can be catered for only in small classes.
4. Learner diversity is most effectively addressed through designing tasks at different difficulty levels.
5. When catering for learner diversity, attention is often paid to weak learners.

Learner Diversity



How can our teaching of English reading and listening cater for these dimensions of learner diversity?

Learning Progression Framework (LPF)

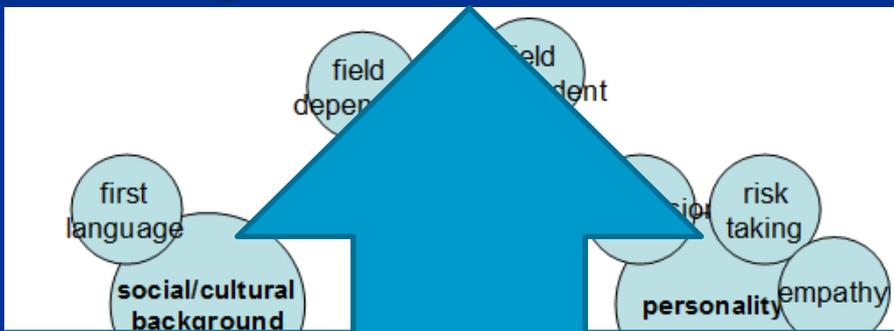
Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
<p>Understanding information and ideas in some short simple texts using some reading strategies as appropriate</p>	<p>Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate</p>	<p>Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate</p>	<p>Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate</p>	<p>Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate</p>	<p>Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate</p>	<p>Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate</p>	<p>Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate</p>
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> recognise some high frequency words (e.g. the, you) decode words by using knowledge of letter-sound relationships process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation) follow predictable texts by recognising the repeated use of sentence patterns follow instructions and signs by recognising key words with visual support master basic book concepts (e.g. titles and names of authors) locate specific information by recognising simple formats (e.g. birthday or invitation cards) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words by using knowledge of letter-sound relationships recognise common contracted forms by connecting them to their full forms process simple sentences by identifying meaningful main ideas locate specific information by identifying key words follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) identify characters, setting and sequence of events in stories make predictions about the content from the titles, illustrations or contents page 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) process some compound and complex sentences locate specific information by recognising simple text structures (e.g. ingredients followed by cooking procedures in recipes) identify main ideas and some supporting details explicitly stated in the text make predictions about the likely development of the text by identifying key words infer information, ideas and feelings by using clues in close proximity identify simple stylistic features (e.g. personification) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using semantic and syntactic clues locate details which support the main ideas from different parts of a text follow ideas by recognising simple text structures and understanding the use of cohesive devices infer feelings of characters from pieces of information in narrative texts deduce information and ideas by using semantic and syntactic clues 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues organise information and ideas in texts by using knowledge of text structure and visual forms (e.g. mind maps, character webs) distinguish facts from opinions by using semantic and syntactic clues identify the stylistic features in texts (e.g. flashback in narrative texts) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the literal and implied meaning of words and expressions by using semantic and syntactic clues gather, distil and summarise more extensive information and ideas from texts compare alternative views on a theme or issue by using graphic forms and making notes (e.g. drawing tables with appropriate columns, using point form, and other shorthand and symbols) deduce themes based on information and ideas from texts identify writers' attitudes clearly signalled in texts 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues analyse the development of ideas, views or arguments in texts interpret ideas and opinions presented in different texts and draw conclusions analyse texts for themes, intended audience and writers' attitudes by reviewing understand the use of stylistic features in texts (e.g. the use of rhetorical questions and hyperboles in speeches for emphatic purposes) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> justify interpretations of writers' intention by using well-chosen evidence from texts synthesise ideas and opinions presented in different texts and draw conclusions analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications analyse the use of different text types in presenting a message appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved

What are the reading goals at different ATMs?

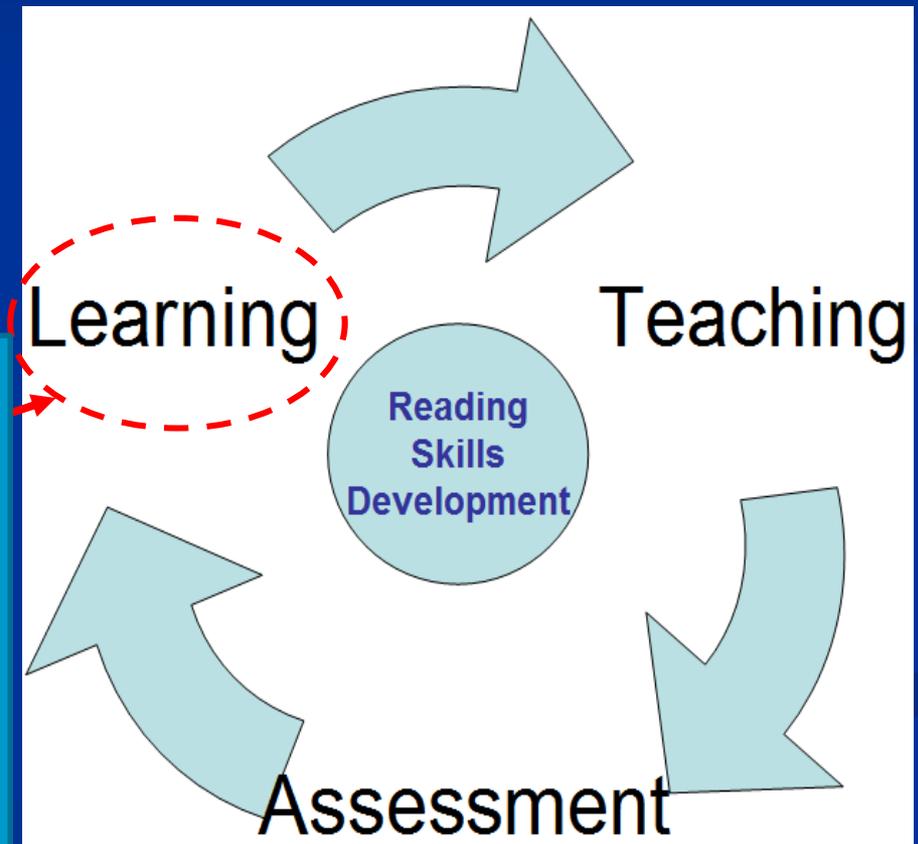
What are the reading strategies indicated in the pointers at different ATMs?

LPF Underlying Principle:

Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the **learning-teaching-assessment cycle**.



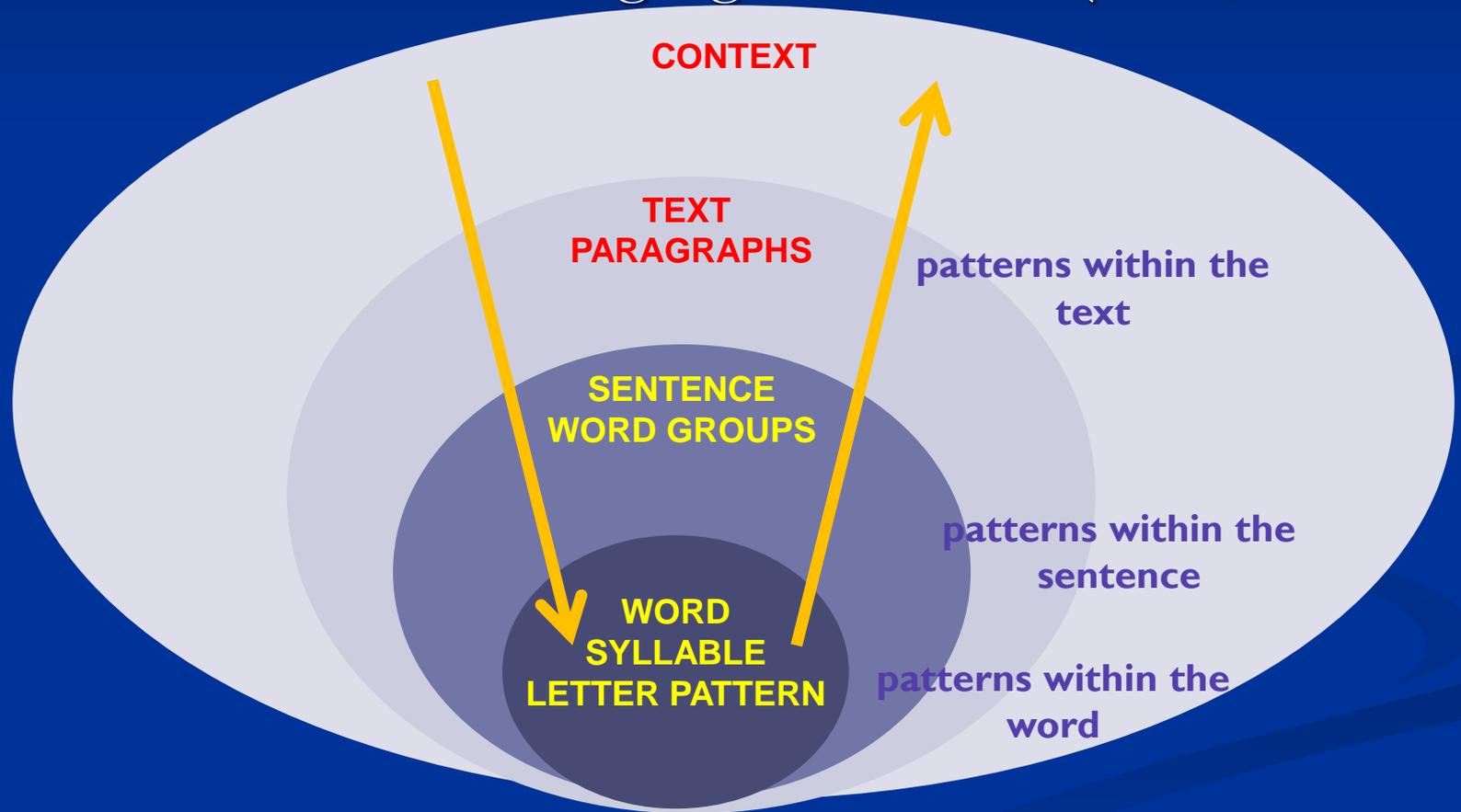
Does this mean we don't need to pay attention to grammar and lexis in your reading and listening lessons?



**Let's examine an integrated
reading and listening teaching
sequence aiming at catering for
learner diversity**

1. A Genre-based Approach to Teaching Reading & Listening

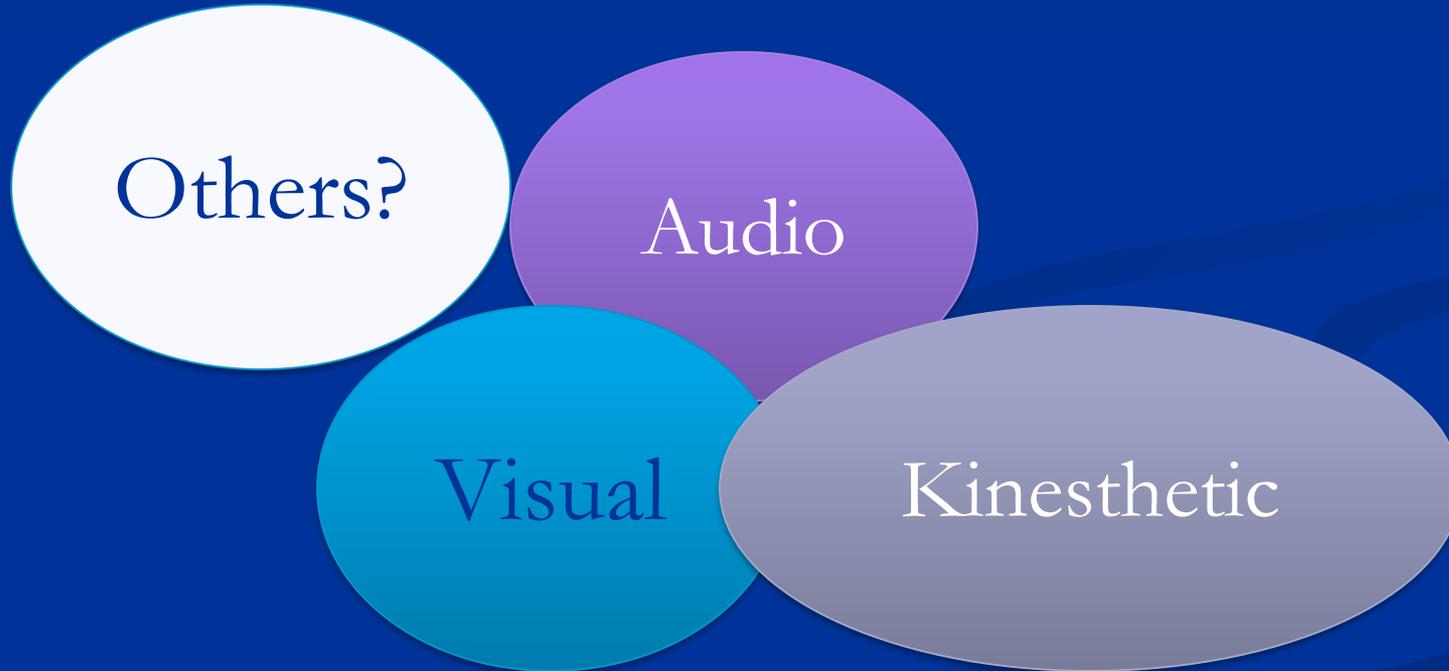
→ A functional view of language in context (Rose, D. 2005)



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2. Multi-modal Materials

→ Designing teaching and learning materials to cater for different learning styles



+ 3. Bottom-up & Top-down Text Processing

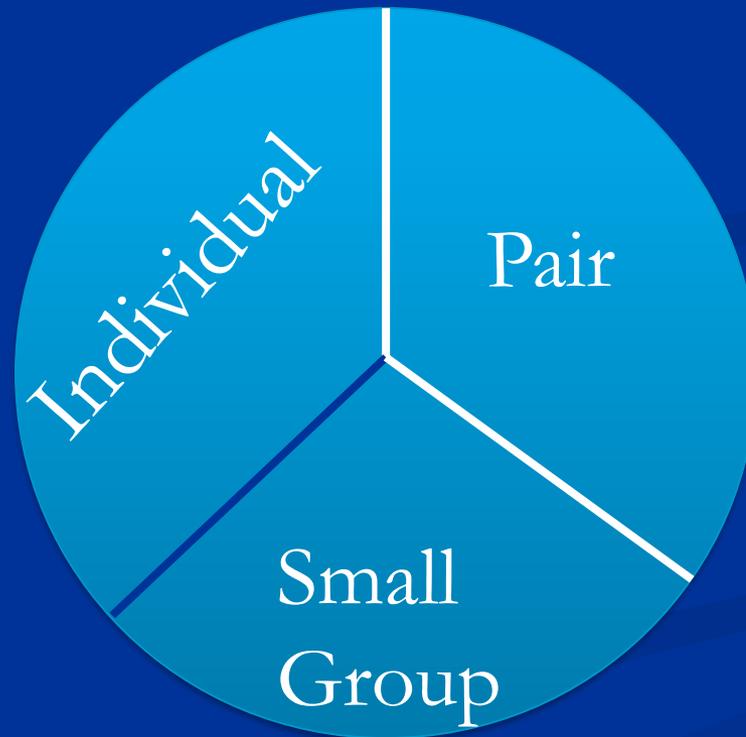
→ Providing scaffolding through both bottom-up and top-down approaches



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4. Flexible Grouping

→ Designing teaching and learning tasks which allow different modes of participation



Task 1

Step 1:

- Form groups of 3-4.
- You will look at a picture for 15 seconds. In your group, write down as many items you see as possible
- Before the picture is shown, you'll have one minute to discuss how you can best work with your group members, e.g. division of labour, to maximise the number of items written down

Task 1

Step 2:

- There is a word in the middle of the picture. What is it?
- What is so dangerous? Look at the picture for another 10 seconds to find it out. See if your item list helps you out.

Task 1

Step 3:

- Actually what you just saw is just part of the picture.
- Look at another part. Whose eyes are these? What do you know about him/her?

Task 1

- Now look at the whole picture. Where would you expect to see it?

Task 2

- Now you're going to watch a video on the live performance of one of the songs from MJ's 'Dangerous' Album.
- www.youtube.com/watch?v=F48ABwmQVVk (01:45-3:00)
- Discuss the following in 3 mins:
 - What kind of music is it?
 - What makes the performance entertaining/fun to watch?
 - Which part of the video is your favourite?
Use your body language to help express your ideas if necessary.

Task 3

Step 1:

- There is a song in the 'Dangerous' album which is quite different from the one we've just watched. Listen to the first part of it and guess what the song is about. Discuss how it differs from the previous song.
- www.youtube.com/watch?v=BWf-eARnf6U (00:00-01:00)

Task 4

Step 1:

- This song is called 'Heal the World'. Read its Wiki description (task sheets) and complete the time-line diagram.
- Focus only on Reading Text and Timeline Version 1 for the time being!!!

Discussion 1

- Reflect on the design of the previous stages for preparing students for the reading task. What do you think would be the rationale behind each stage and how do they contribute to addressing learner diversity in the classroom?

Some Food for Thoughts:

- Multi-modal input
- Activating schemata (content + language)
- Use of graphic organisers
- Apprenticing language use
- Meaning before form
- ‘Deconstruction’ and ‘reconstruction’
- Linking receptive with productive skills

Discussion 2

- Now compare the two versions of the reading text and the three versions of the time-line task.
- How do they differ from each other?
- How could those differences allow the teacher to cater for individual differences among the students?

Some Food for Thoughts:

- Same task, varying types and amount of support
- Different language input (e.g. vocab, sentence patterns)
- ‘Authentic’ vs ‘authentic-like’ texts
- Different language output from the students

Now let's go back to the teaching sequence

- Task 4
- Step 2: Detailed Reading
- Read **ONLY** Paragraph 1 in detail and answer the teacher's questions

Task 4

Step 2 Detailed Reading Question **Set 1**:

- **How do we know “Dangerous” is a popular album?**
- **What else would you expect to find in Living with Michael Jackson?**
- **Why do we see both the present tense and the past tense in the text?**
- **Why do you think the music video of “Heal the World” features “children living in countries suffering from unrest” but not Jackson himself?**
- **What’s the main theme of Paragraph 1?**

Task 4

Step 2 Detailed Reading Question **Set 2**:

- **What does the word “hit” (Line 1) suggest to us?**
- **Where can we find Living with Michael Jackson? Why?**
- **Which phrase tells us that it’s uncommon not to see Michael Jackson himself in his music videos?**
- **What scenes about children living in unrest countries would you expect to see in the music video of “Heal the World”?**
- **What’s the function of Paragraph 1 in the text?**

Task 4

Step 2 Detailed Reading Question **Set 3**:

- **How do we know there's more than one song in the “Dangerous” album?**
- **“Giving Tree” is the name of a...?**
- **What's the meaning of the adjective “unrest” (Line 4)? Look at what it describes and perhaps cutting up the word into two parts helps.**
- **Which word means the same as “sang” in Paragraph 1?**
- **What do we know about the song “Heal the World” from Paragraph 1?**

Discussion 3

- Compare and contrast the three sets of questions
- What does each question focus on? Meaning, grammar, vocabulary, or a mix?
- Which set would you suggest for **high-, average-,** and **low-ability** learners? Or would you like to blend questions from the three sets?
- Would you suggest other questions to ask to facilitate catering for **other dimensions of learner diversity?**

Some Food for Thoughts

- Detailed reading serving to kick-start and apprentice the reading process for the learners
- Linking form with meaning
- Looking at language at the text level
- A means of training reading strategies corresponding to various 'testing points' of public exam reading items

Task 5 (Listening)

Listen to the following and answer the questions.

(Script to be read aloud by two participants)

Task 5 (Listening)

- Now it's your turn!
- Discuss with your partners what **listening strategies** you can focus on with the above text and what questions you'll set for **high-, average-, and low-ability** students. Match at least one **listening strategy** to each question you're suggesting.

Task 6 (Song Appreciation)

Please refer to P3 of the following online resources:

www.tuneintoenglish.com/healtheworld.pdf

Hang on! Is 'filling-in-the-blanks' really song appreciation?

Task 6 (Song Appreciation)

How about the following?

Listen to the song and while you listen, think about the following:

1. Pay attention to the word '**place**' which appears a few times in the song. Does it refer to a specific place in Hong Kong or the world or does it mean something else?
2. Which **line** gets **repeated most**? Why?
3. Do the lyrics adopt a **positive/neutral/critical tone**? Give evidence to support your view.
4. Do you like the **melody** of the song? Why/why not?
5. Give a word that **rhymes** with 'place' in the song, and another that rhymes with 'living'.

Optional Game Task

- www.rainbowdressup.com/game/michael-jackson-dance/dance/
- How would you use it in the classroom to cater for the needs of your students?

A Wrap up

Catering for learner diversity by going beyond:

- setting graded tasks
- lowering task demands
- looking solely at variation in abilities

Possible dimensions to look at:

Task

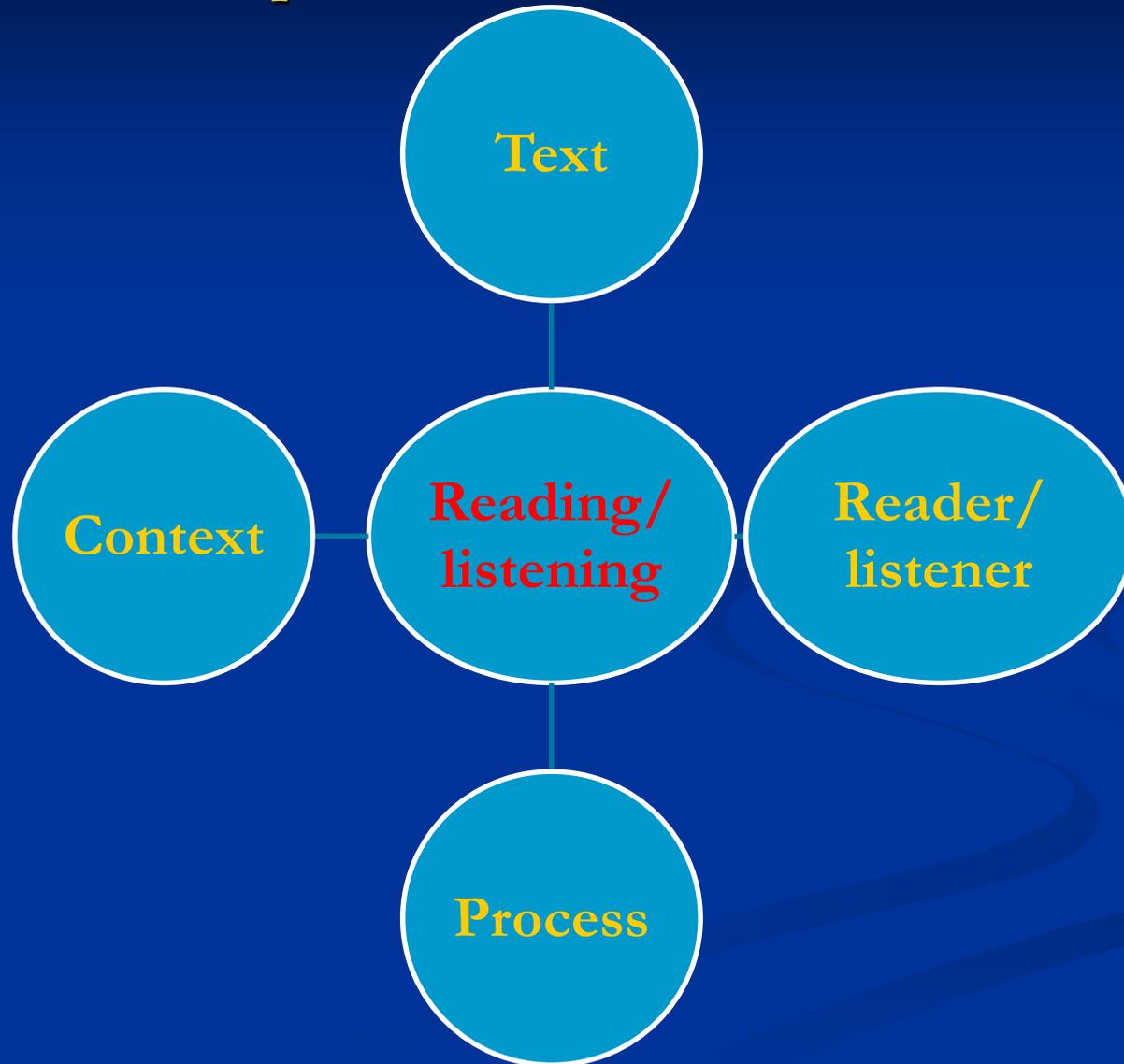
Text

Support (material + classroom language)

Factors Affecting Learners' Reading/Listening Performance

- **language proficiency** (text, sentence, word, phonemes)
- **text familiarity** (background knowledge)
- **task complexity** (the levels of cognitive demand required)
- **learner individual learning styles** (verbal, aural, visual, kinesthetic, ...etc.)

Reading and listening can be regarded as a complex process involving four components: *the text, the reader/listener, the process and the context.*



A Genre-based Approach to Teaching **Reading/Listening Strategies** to Learners of Diverse Needs

	Bottom-up processing	Top-down processing	Interactive processing
Core (for beginner-level)			
Extended (for intermediate-level)			
Challenging (for advanced-level)			