

Professional Development Programme, 2016

Effective Strategies for Catering for Learner Diversity in the Primary English Classroom

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Workshop Objectives

1. Planning and designing units and lessons to cater for diverse learning needs using the **teaching, learning and assessment cycle**
2. Incorporating effective learning and teaching strategies into the classroom to create a holistic learning environment for English through **differentiated instruction**
3. Providing learners' **choices** to develop student **ownership** and **learner autonomy**

What is 'learner diversity?'

In the classroom, "diversity" applies to learning styles, background , educational backgrounds, language, and support at home.

“ The concept of diversity encompasses **acceptance and respect**. It means understanding that each **individual is unique**, and recognizing our **individual differences...**” (University of Oregon's Johnson Hall, 1999)

“What learners – with minds and bodies, home and peer cultures and languages, previous learning experiences, interests and values – bring to their **learning environments and how that shapes their interactions with those learning environments**. ... all of the questions about meaning, experience, language, culture, positioning, and so on, need to be asked about the interactions between particular learners and their learning environments as they evolve over time.” (Haertel, Moss, Pullin & Gee, 2008:8)

“Learner differences have traditionally been understood as differences in **‘ability’**, a fixed, cognitive characteristic of students. The shift now is to **‘capability’** which focuses on each student’s potential” (Scarino & Liddicoat, 2009)

Differences in Learning Styles

- Visual Learner
 - Prefer to find information from a video rather than listening to someone
 - Think of ideas and information in pictures
 - Like to draw and illustrate work
- Auditory Learner
 - Prefer to listen to obtain information
 - Do not like to read lots of factual information
 - Remember information by talking aloud and discussing in groups
- Kinesthetic Learner
 - Prefer to discuss information while they are learning it
 - Prefer to learn by role-play and acting
 - Prefer to learn by building models and making things

Other learning styles: verbal / logical / social / solitary/ Read and write

Differences in Personality

Innovative learner

- Prefer to work in groups
- Look for personal meaning when learning

Analytic learner

- Patient and reflective
- Desire to know important things to add to the world's knowledge

Commonsense learner

- Enjoy finding solutions

Dynamic learner

- Synthesize information from different sources

Differences in Social Interaction

- Avoidant learner
 - Takes little responsibility for own learning
- Participative learner
 - Accepts responsibility for own learning and relate well to others
- Competitive learner
 - Compete for rewards / recognition and suspicious of peers
- Collaborative learner
 - Work in harmony with peers
- Independent learner
 - Prefer to work alone and require little direction

Social Differences

- Race
- Religion
- Family background
 - education
 - home environment
 - home language
 - socioeconomic status

Affective and Other Differences

- a) Interest – motivation, attitude
- b) Readiness – attention span, age and maturity
- c) Ability – Linguistic differences, SEN
- d) Gender

Curriculum and Diversity

- **finding out** why students do not learn well and why some learn better than others
- using **appropriate strategies** to make each student learn better, including **removing barriers** to learning
- **not** intended to **even out abilities** and performances, but to enable all students to learn and perform to **the best of their abilities.**

(CDC, 2002)

- “Catering for learner diversity through developing a wide range of **open-ended learning tasks and activities**, and **employing teaching strategies** that suit the specific needs of both **less able and more able learners**, as well as the **needs of learners with different learning styles**” (CDC, 2004, p.5)

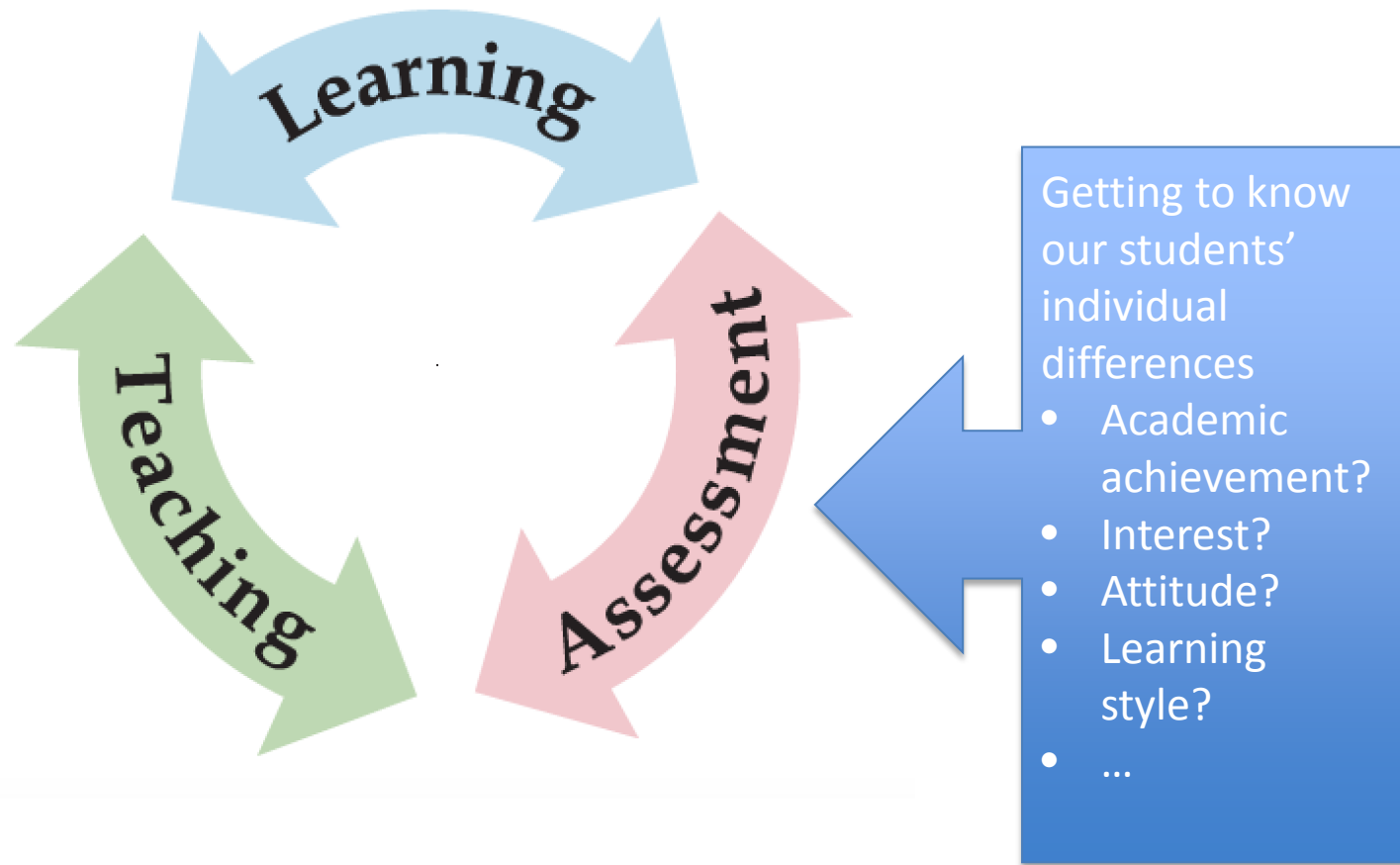
Equality vs Equity

- **Equality** in the classroom – Everyone is treated the same regardless of background and abilities.
- **Equity** in the classroom - Factors specific to person or group should not interfere with their potential for academic success.

Mindset of a teacher who differentiates

- All students have areas of strength
- All students have areas that need to be strengthened
- Each student's brain is unique
- It is never too late to learn
- Students bring their own prior knowledge and experiences to everything they do
- Emotions, feelings and attitudes affect learning
- Students learn in different ways at different times

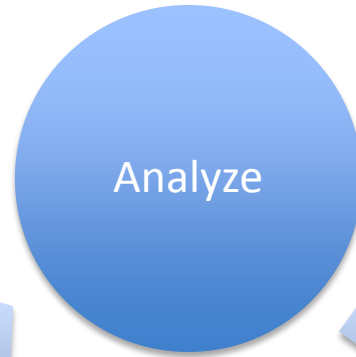
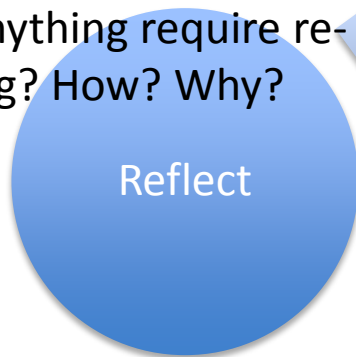
Learning, teaching and assessment cycle



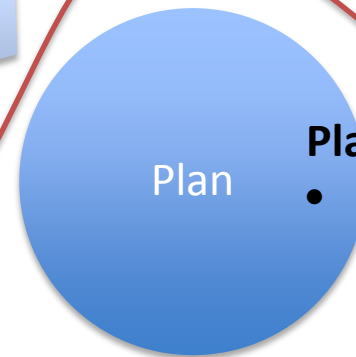
Who am I?

Reflect

- Did they master the content?
- What could I have done differently?
- Were everyone's needs catered for?
- Does anything require re-teaching? How? Why?



- Analyze** - Students, curriculum aims, textbook, materials, our views of learning
- Where your learners are and what they know and **need to know** (Content / Objectives)



Plan

- What tasks and resources will you use to ensure students reach the objectives and their differences are considered?

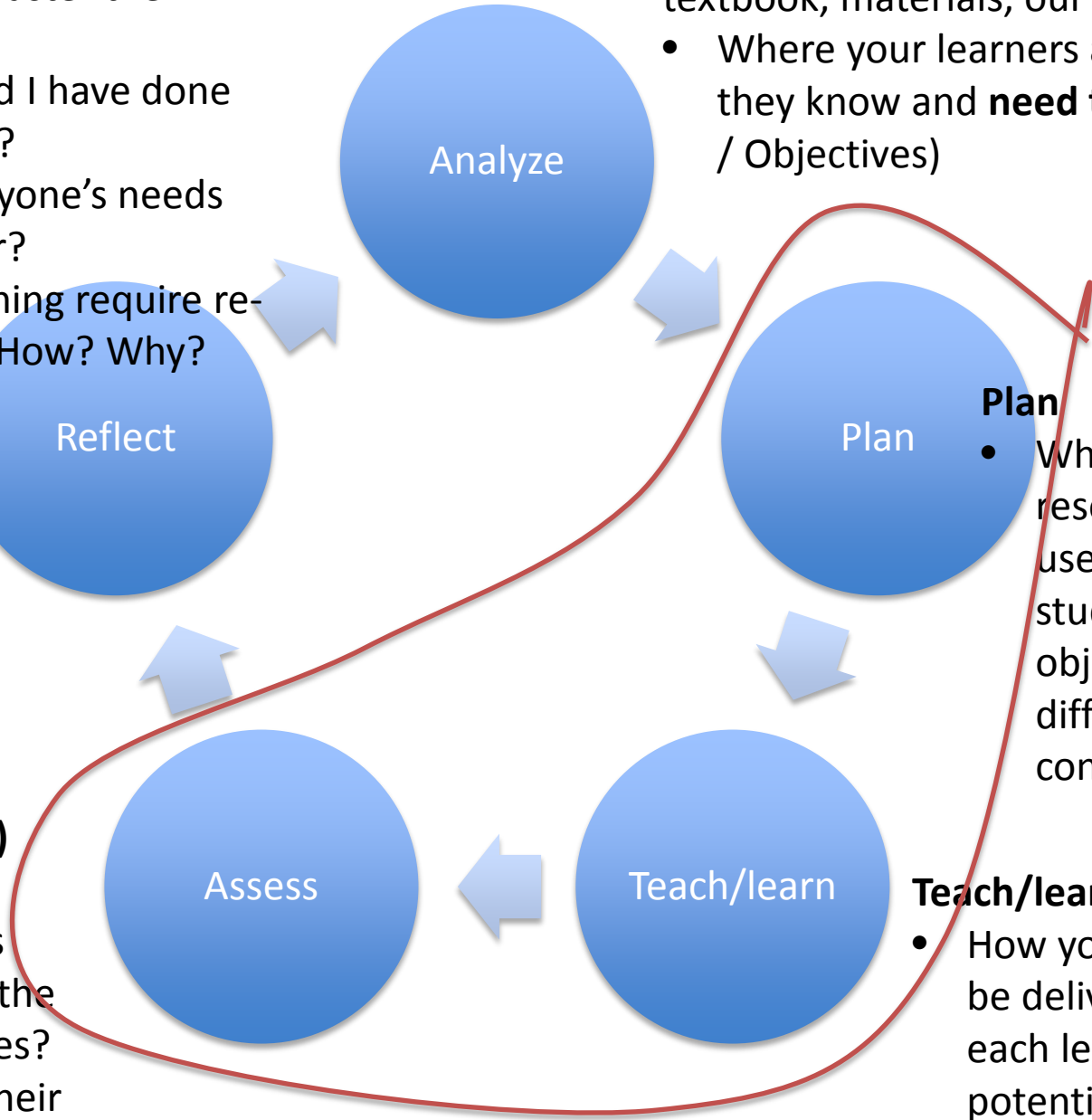
Assess (AFI)

- Did the students achieve the objectives?
- Check their work, tests, etc.



Teach/learn

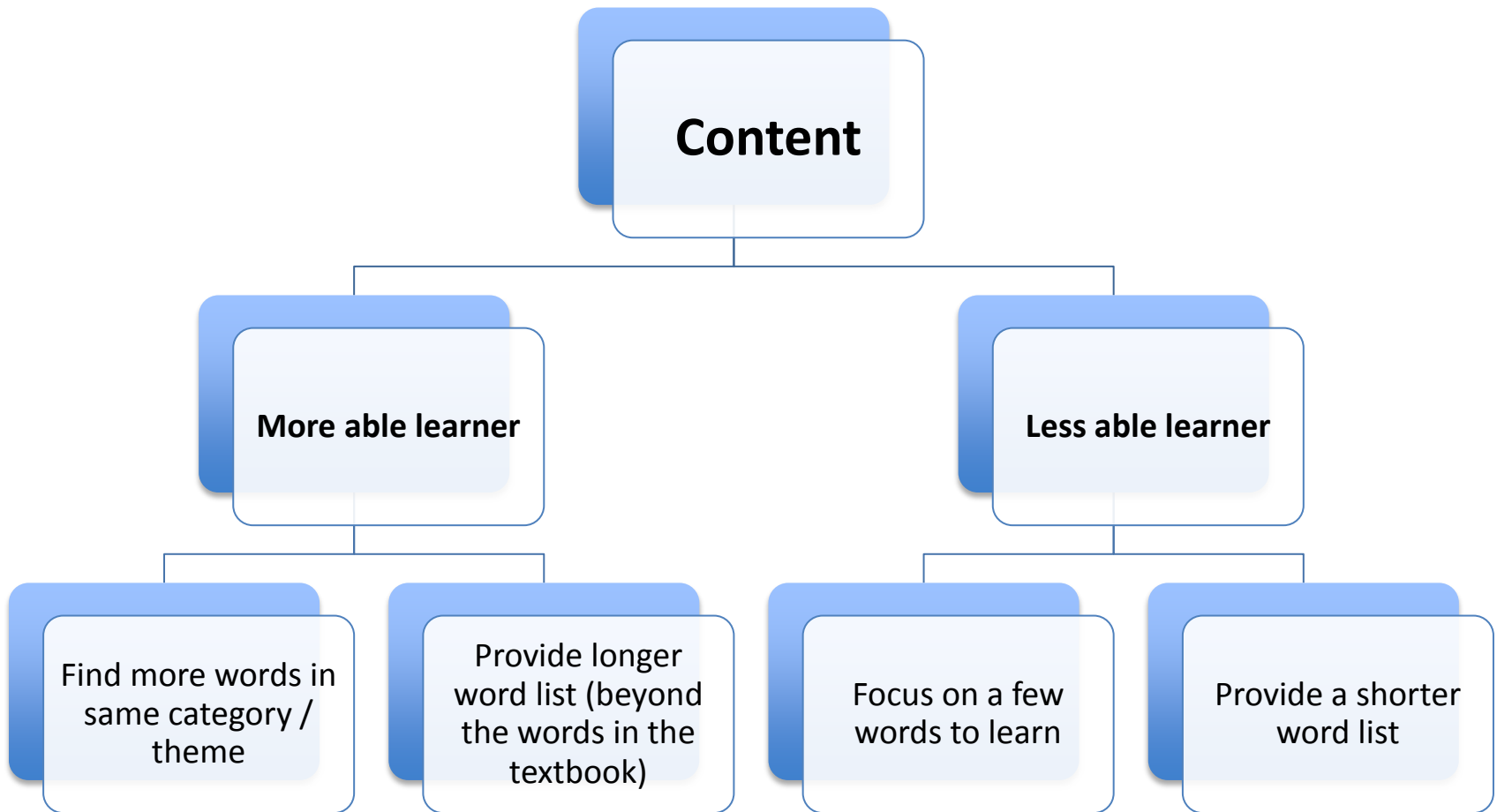
- How your objectives will be delivered to ensure each learner meets their potential



Differentiated Instruction

- **Content (What it is taught)** → Focus on core parts of unit and vary them to meet need or readiness of learner - quantity, complexity, support given, task requirements
- **Process (How it is taught)** → Flexible groupings, more or less scaffolding, interest centres, provide extra time
- **Product (How students demonstrate their learning)** → Open-ended tasks - Give options of how students can demonstrate their learning, use rubrics, allow students to work alone or in groups, word processes vs handwrite, differentiated dictation and/or exams
- **Learning environment (The way the classroom feels)** → Create a language rich supportive environment, develop routines, set out clear guidelines, make learners aware that their classmates have different needs (Tomlinson, 1995)

Vocabulary

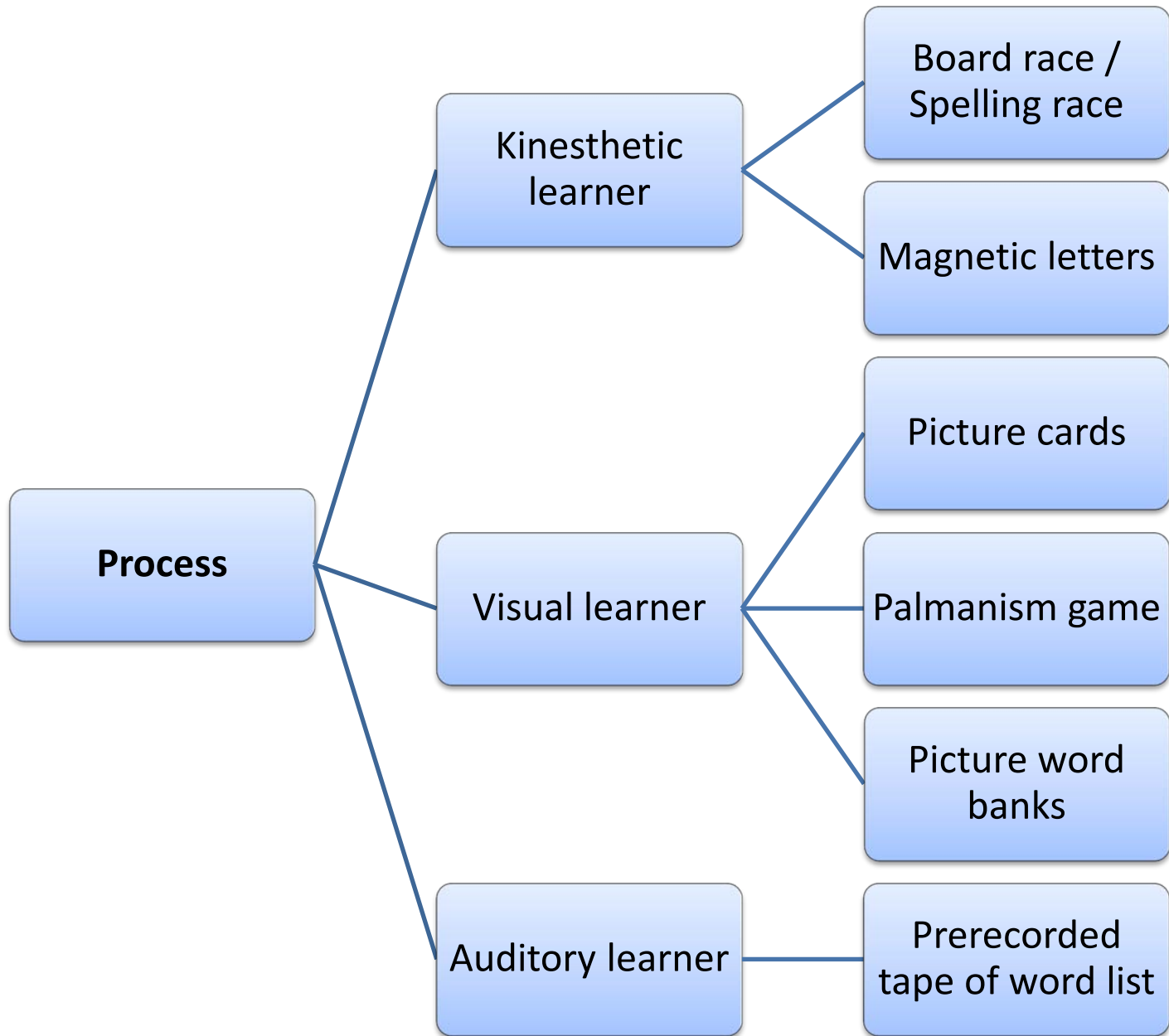


Differentiated Content: Word Lists

List A: Original word lists	List B: Less able	List C: More able (Find 5 more Free time activities and add them to your list)
<ol style="list-style-type: none">1. play football2. play basketball3. play badminton4. play table tennis5. play mini golf6. play Chinese checkers7. play Chinese chess8. play the piano9. play the violin10. play the recorder	<ol style="list-style-type: none">1. play football2. play basketball3. play badminton4. play table tennis5. play Chinese Chess6. play the piano	<ol style="list-style-type: none">1. play football2. play basketball3. play badminton4. play table tennis5. play mini golf6. play Chinese checkers7. play Chinese chess8. play the piano9. play the violin10. play the recorder11. _____12. _____13. _____14. _____15. _____

Choice:

- Students can select the word list they want to study
- Students can select the words they want to study



Kinesthetic learner

Board race / Spelling race

- Write the target vocabulary on the board
- Form two teams
- Teacher says the word
- Students run up and hit or write the correct word

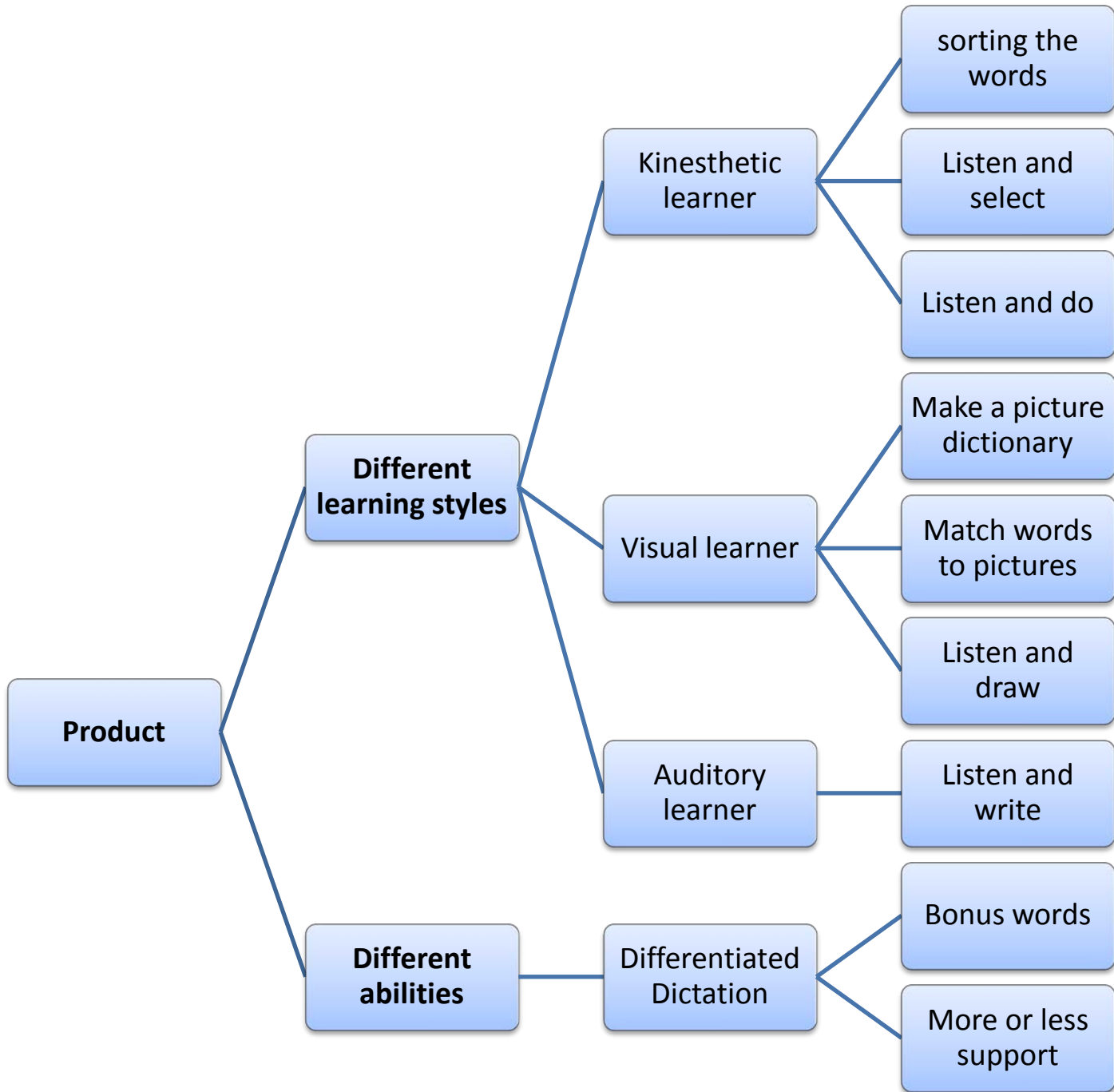
- Any other ideas?

Visual learner

- Picture cards
 - Word cards with picture support
- Palmanism game
 - Students need to match the picture to the word
- Picture Word Bank
 - Provide space to draw a picture to go with the words
- Colour coded words
 - Provide syllables or different parts of speech in different colours
- Use on-line tools - 'Google images' or 'Flickr' to search for pictures
 - These can be copied and pasted next to their word lists

Auditory Learner

- Prerecorded tape of vocabulary
 - Recording of the word list for students
- Explicitly teach the letter/sound relationships
- Use the on-line tool – Voki
 - Students can type the words from the word list into Voki and listen to them.
- Any other ideas?



Differentiated Dictation

Dictation A 100%	Dictation B (60%) You only need to dictate the first six words)	Dictation C (120%) Write two more activities you know
<ol style="list-style-type: none">1. play football2. play basketball3. play badminton4. play table tennis5. play mini golf6. play Chinese checkers7. play Chinese chess8. play the piano9. play the violin10. play the recorder	<ol style="list-style-type: none">1. play football2. play basketball3. play badminton4. play table tennis5. play Chinese Chess6. play the piano	<ol style="list-style-type: none">1. play football2. play basketball3. play badminton4. play table tennis5. play mini golf6. play Chinese checkers7. play Chinese chess8. play the piano9. play the violin10. play the recorder11. _____12. _____

Student Choice:

- Students can select the dictation test they want to take / or the words they want to learn

Learning Environment

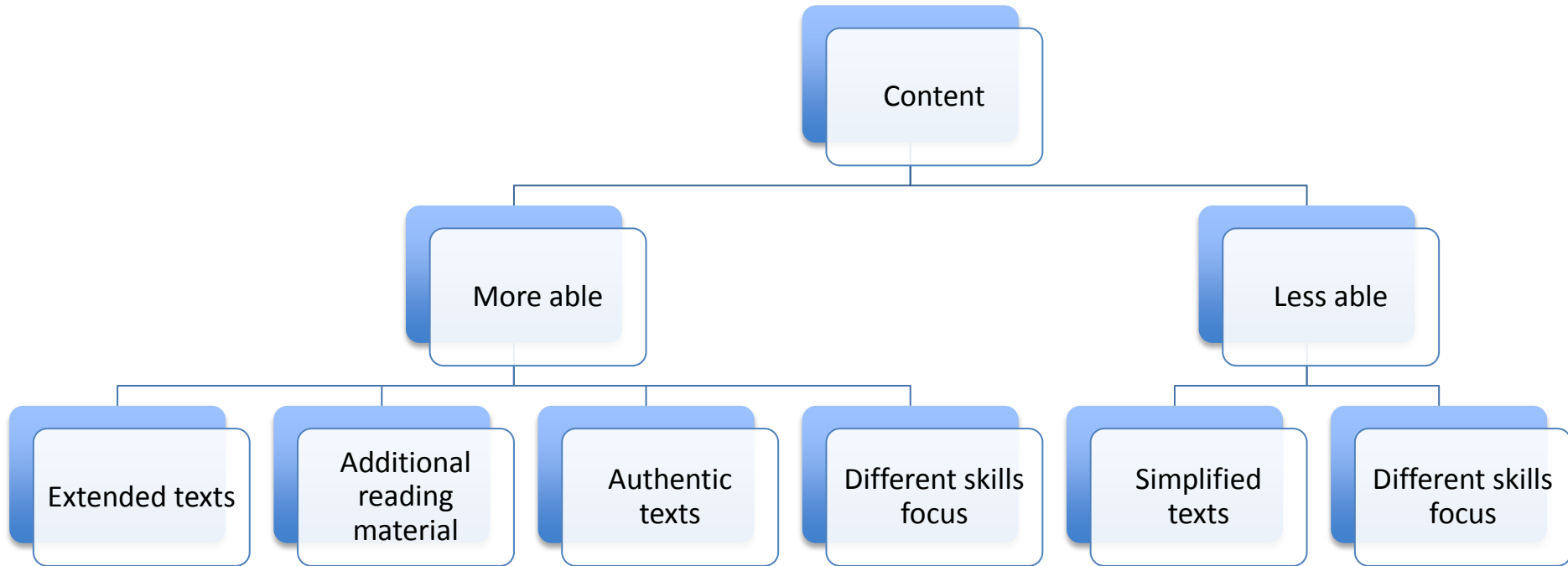
Creating a language rich environment can benefit all types of learners and learning styles

We can display and provide resources to support our learners:

- Vocabulary displays
- Alternative word lists
- Picture dictionaries and word banks
- Writing Rulers
- Centres – Games / Audio stations

How can you create a language rich environment in your own classroom? Can you coordinate with other subject teachers?

Reading



Original text

Downie, M., Gray, D., and Juménez, J.M. (2014) *Lighthouse for Hong Kong Book 7*.
Education Publishing House p.16

Adapted texts

Simplified version

Japanese children celebrate Children's Day on 5th May. Their parents put up decorations at home for them. Many years ago, Children's Day was only for boys. Girls had a special day in March. The day was called 'Doll's Day.' Now, Children's Day is for boys and girls.

Simplified version

Higher frequency words

Simpler sentence patterns

Japanese children celebrate Children's Day on 5th May. Their parents put up decorations at home for them. Many years ago, Children's Day was only for boys. Girls had a special day in March. The day was called 'Doll's Day.' Now, Children's Day is for boys and girls.

Less pronouns and referential words

Extended version

Japanese children celebrate Children's Day on 5th May. It is a day to celebrate the happiness of all children and their mothers. On the day, parents put up carp-shaped streamers at home and people eat mochi rice cake. Until recently, this holiday was known as Boy's Day and was only for boys. In the past, there was another special day for girls in March. It was called 'Doll's Day'. Now, boys and girls celebrate together in May. The 5th May is a national holiday in Japan. Children do not need to go to school and adults do not need to go to work.

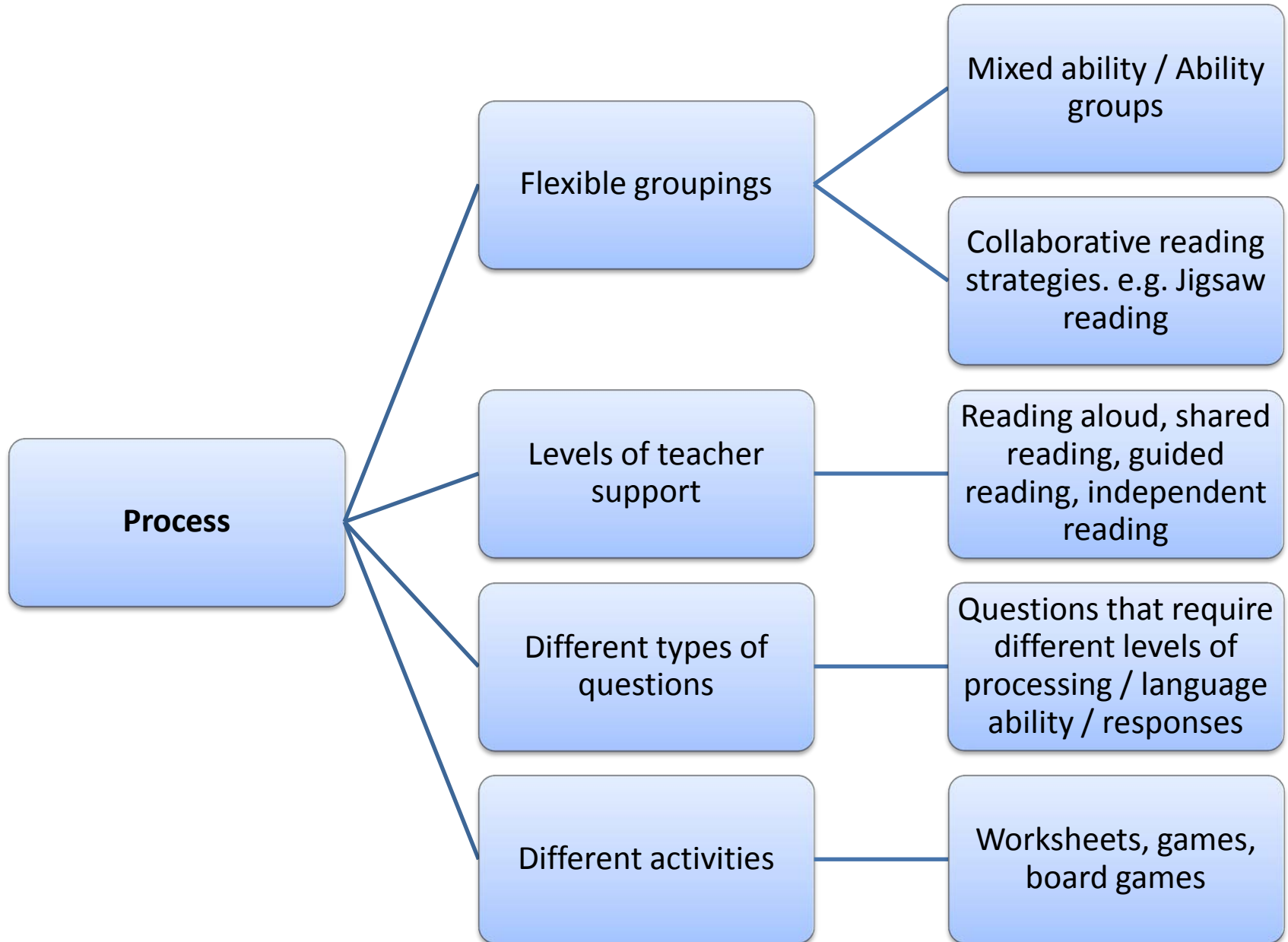
Extended version

Additional information

Japanese children celebrate Children's Day on 5th May. It is a day to celebrate the happiness of all children and their mothers. On the day, parents put up carp-shaped streamers at home and people eat mochi rice cake. Until recently, this holiday was known as Boy's Day and was only for boys. In the past, there was another special day for girls in March. It was called 'Doll's Day'. Now, boys and girls celebrate together in May. 5th May is a national holiday in Japan. Children do not need to go to school and adults do not need to go to work.

More challenging vocabulary

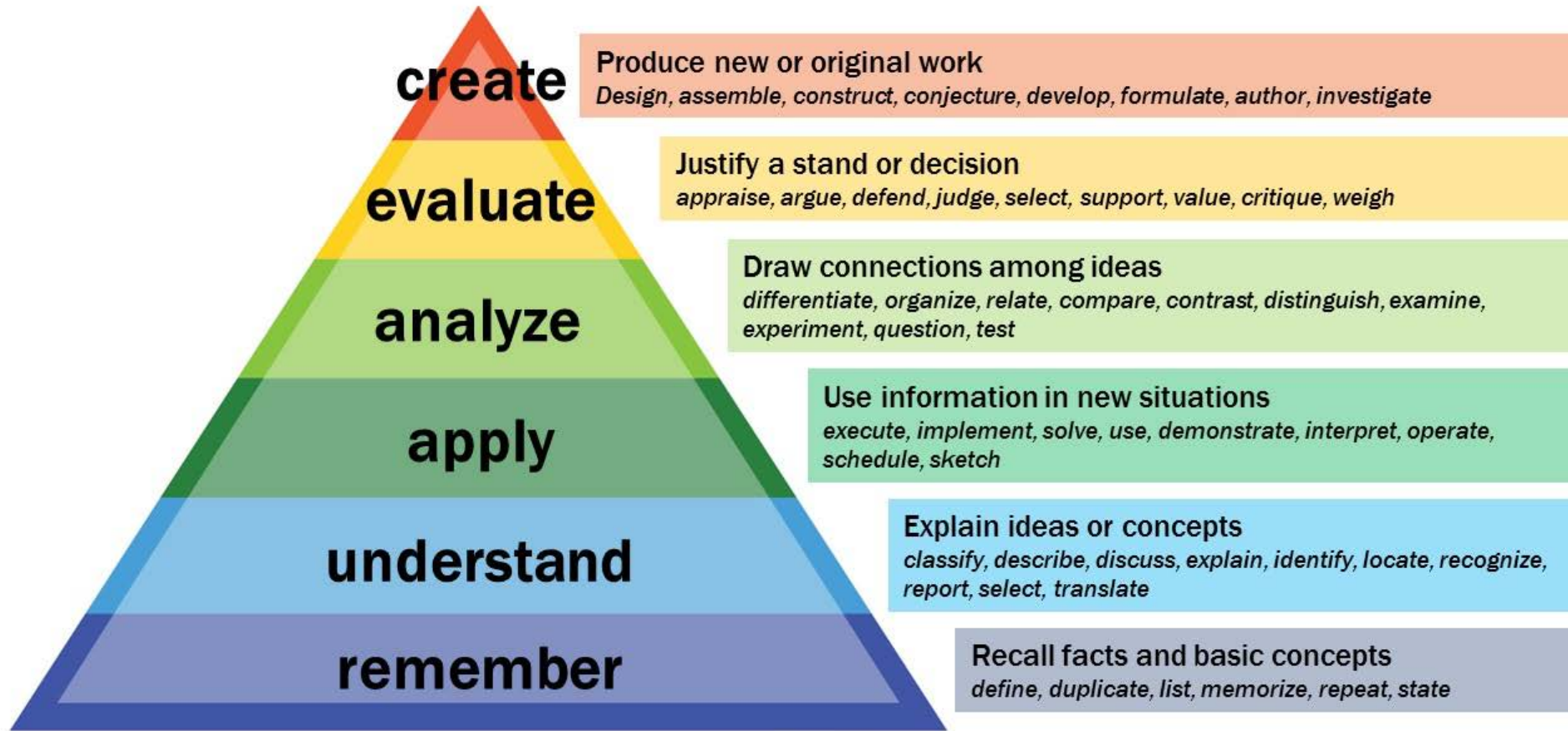
More complicated connectives



Types of questions

- Look at the following questions about the passage?
 - When is Children’s Day?
 - Would you like to have Children’s Day in Hong Kong? Why? Why not?
 - Why do you think many years ago that Children’s Day was only for boys?
 - If you could choose the activities people do on Children’s day, what would you choose?
 - Why do you think parents put up fish-like streamers?
- Which questions are more challenging to answer and why?

Bloom's Taxonomy



@cirtlmooc



Cooperative Learning

- Cooperative reading strategy - Jigsaw reading
- In groups, number yourself – 1-5
- Each group will have one part of the information about Japanese Children.
 1. Read your paragraph and decide what is your part about?
 2. Make notes about the key information from your part. Choose the 2 most important or interesting points to share.
- Make new groups: All 1s together, All 2s together etc.
- Share what you learned with your new group
- What could the groups do next?

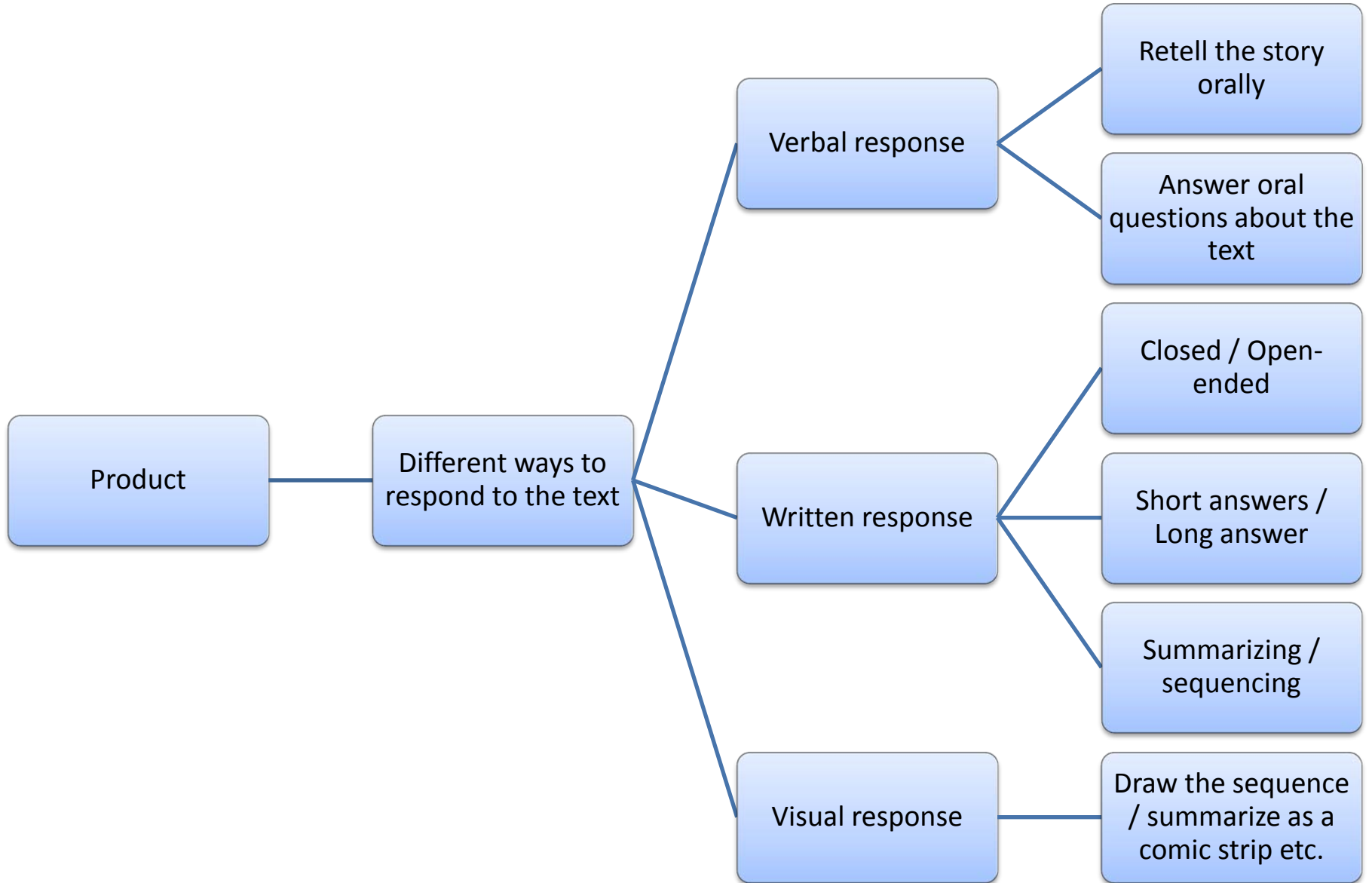
Cooperative Learning

Some key elements for effective cooperative learning (Roy, 1990):

- Positive interdependence
- Individual accountability
- Opportunities for interactions
- Interpersonal training
- Group evaluation of their own performance

Cooperative learning has been shown to be effective in enhancing student learning for low, average and high achieving students (Johnson & Johnson, 1990)

→ But this requires careful task design and close monitoring; teacher also needs to make sure that students have the basic skills for interaction and collaboration



How are the following questions different? How does the choice of question help us cater for learner diversity?

1. What are Japanese children required to wear when they go out?

a) bright caps b) School bags c) Kimonos d) Indoor shoes

2. Why do children have to change shoes when they go to school? (write short answers)

3. Write one thing you found interesting in the passage.

4. Choose one idea from the passage you would like to do in Hong Kong. Give reasons why.

Other Products






- Produce a comic strip about children's lives in Japan.
- Make a Venn Diagram to compare the life of children in Hong Kong and Japan.
- Summarize the information about children in Japan onto a poster
- Make a short drama to show one part of children's life in Japan

What kinds of learners do these different products cater for?

Learning Environment

- Reading skills and strategies posters
- Question word poster
- Reading strategies flip-book / bookmarks

Ways to help me read new words

<p>I point to the word.</p> <p>My dog is black.</p> 	<p>I look at the first letter.</p> <p>→ dog</p>
<p>I look at the picture.</p> <p>→  dog</p>	<p>I sound out the word.</p> <p>d - o - g d - o g</p>
<p>I find a small word in a big word.</p> <p>big ger</p>	<p>I cut the word up.</p> <p>hap  py</p>
<p>I know the word already.</p> <p>my we has I the</p>	<p>I know a rhyming word.</p> <p>run fun</p>
<p>I read on and come back.</p> <p>This ? is black. This dog is black.</p>	<p>Does it make sense?</p> <p> The dog is blue.</p>
<p>I guess.</p> 	<p>I try again.</p> <p>X ✓</p>

Adapted from KIP Teacher Manual NET Section, CDI, EDB, HKSAR

Differentiation of other English language skills

- **Writing** – Open-ended writing tasks / provide resources / Consider purpose, audience and context
- **Speaking** – More or less scaffolding and support / Open-ended tasks with real communicative purpose
- **Listening** – Selection of audio recording / number of times they play the recording / Different ways to respond to the text
- **Grammar** – More or less scaffolding and support / Different focus structures / Additional grammar items

Choice

- To cater for the student and parents' views of fairness, students can be provided with choices
- Choice can help enhance students' motivation and help develop their autonomy
 - Choice can help us consider **students' learning styles** ensures students are getting the most out of the tasks (Czeriawksi & Kidd, 2013)
- “Hart (1996) highlights, “‘choice’ and ‘diversity’ are the two key themes of ‘differentiation’, were to be the means of achieving equality of opportunity for all.” (p.13)

How do we give students choice?

- Provide students with different tasks to choose from or the order they do them:
 - Task 1: Sort the words into the fruit and vegetables columns. You can add more words
 - Task 2: Write down all the fruits and vegetables you like and don't like
 - Task 3: Write a journal of all the fruits and vegetables you ate this week
 - Task 4: Make a picture dictionary for all the fruits and vegetables you know

Choose 3 tasks that will help you improve your English

<p>Read the story 'The very hungry caterpillar' and write down any new food words in your word bank.</p>	<p>Make a survey and ask your friends and family what fruit they like best.</p>	<p>Make a picture dictionary for all the fruits and vegetables you know.</p>
<p>Write down all the fruit and vegetable words on page 18 of the textbook in alphabetical order.</p>	<p>Make a word web for your favourite fruit.</p>	<p>Make a collage of different fruit and label them.</p>
<p>Go to the supermarket and write a list of all the fruit and vegetables you can buy there.</p>	<p>Write a recipe for a fruit salad.</p>	<p>Read the story, 'Handa's surprise' and write down any new food words in your word bank.</p>

Dictation Practice

Choose 3 activities to practice your spelling.

Write your words in alphabetical order.	Write your words in rainbow colours.	Write a sentence for each word.
Write your words with red vowels and blue consonants.	Write your words with a rhyming word next to them.	Write your words in CAPITAL letters.
Write your words with <i>silly</i> letters.	Write your words with bubble letters.	Write your words 3 times each.

Take away points

- Use the teaching, learning and assessment cycle to get to know your students' needs
- Create a positive learning environment where diversity is celebrated
- Arrange and conduct diverse activities and tasks through differentiated instruction
- Provide choice when possible to allow students to take ownership and autonomy over their own learning

Key References

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