

# **First Experience Sharing on the 2009/10 “Seed” Project**

## **Case Studies in Differentiated Instruction in Specific Areas at Junior Secondary Level: Catering for Learner Diversity in English Language Learning**

**By TWGHs Yow Kam Yuen College**

**1 February 2010  
English Language Education Section  
Curriculum Development Institute  
Education Bureau**

# Today's Programme

<b>3:00 – 3:20pm</b>	<b>Objectives of the Seed Project</b>
<b>3:20 – 4:30 pm</b>	<b>Experience Sharing on the Phase I Tryouts</b>  <b>By Ms Winnie CHAN &amp; Ms Jennifer WONG</b> <b>TWGHs Yow Kam Yuen College</b>
<b>4:30 – 5:00 pm</b>	<b>Q &amp; A</b>

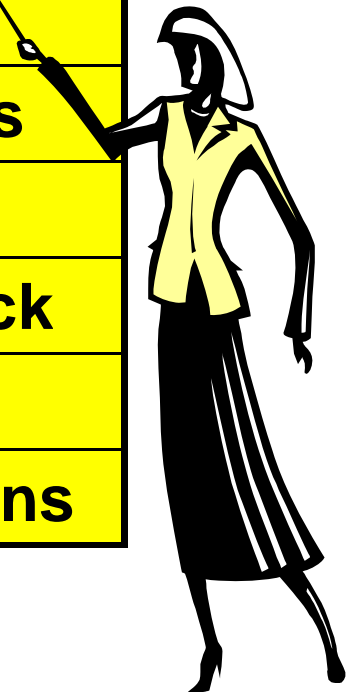
# Objectives of the 2009/10 “Seed” Project

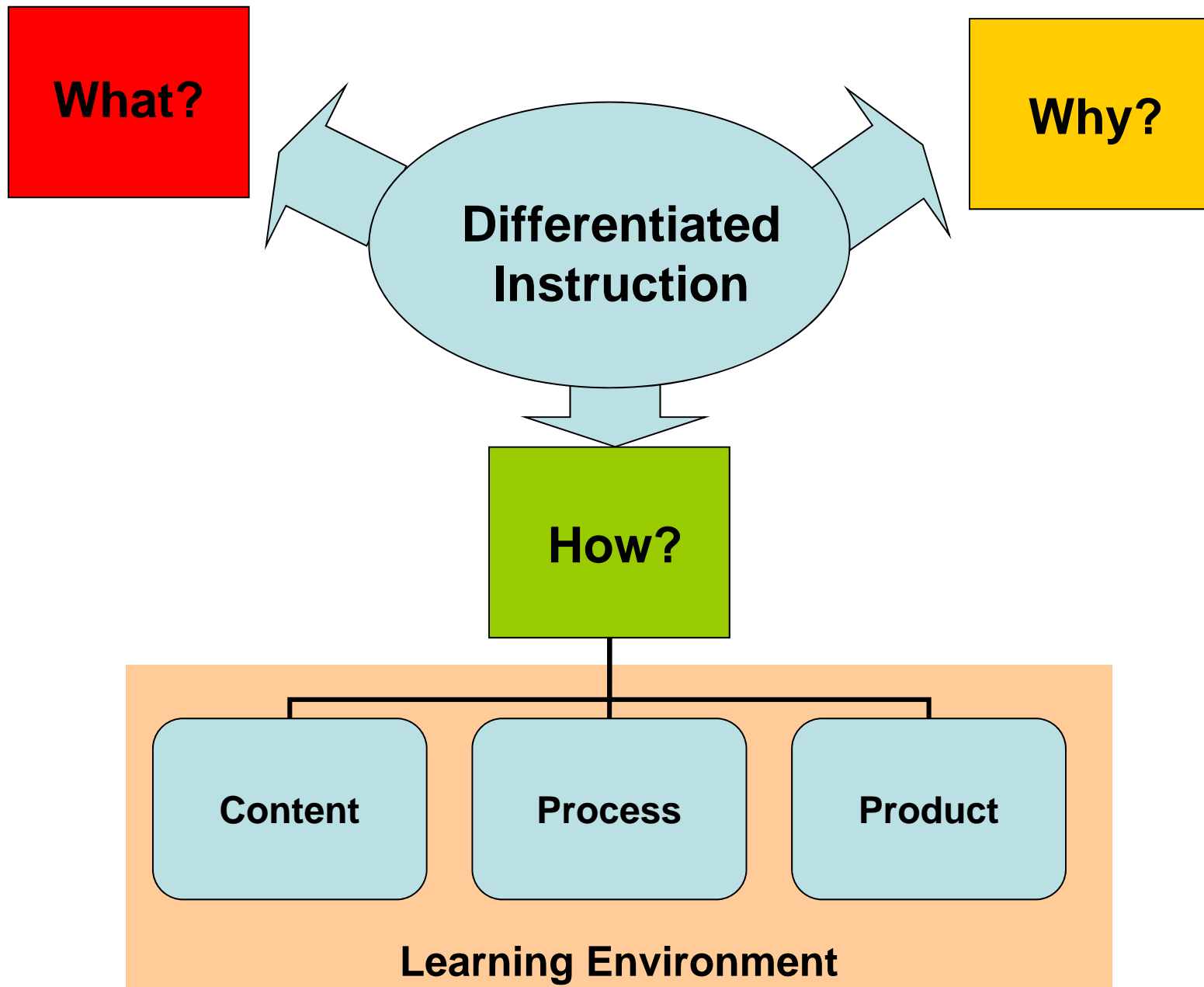
- To enhance junior secondary students’ motivation, confidence and learning effectiveness in the English Language subject through developing their language learning strategies and engaging them in a variety of meaningful and challenging activities that address their diverse needs
- To enhance English teachers’ professional knowledge in catering for learner diversity through differentiated instruction
- To enhance the development of a school-based English Language curriculum to address students’ diverse needs
- To enhance the development of the English Language curriculum in Hong Kong

# Diverse Needs of Students



<b>Individual attention</b>
<b>Clear instructions</b>
<b>Manageable tasks</b>
<b>Challenging activities</b>
<b>Motivating materials</b>
<b>Encouraging feedback</b>
<b>Short-term targets</b>
<b>Varied learning options</b>





# What is Differentiated Instruction?

‘Differentiated Instruction is an approach that assumes there is a **diversity of learners in every classroom** and that all of those learners can be reached if **a variety of methods and activities** are used.’ (Carol Tomlinson, 2000)





# Experience Sharing on the Phase I Tryouts

By

**Ms Winnie CHAN & Ms Jennifer WONG**  
**TWGHs Yow Kam Yuen College**

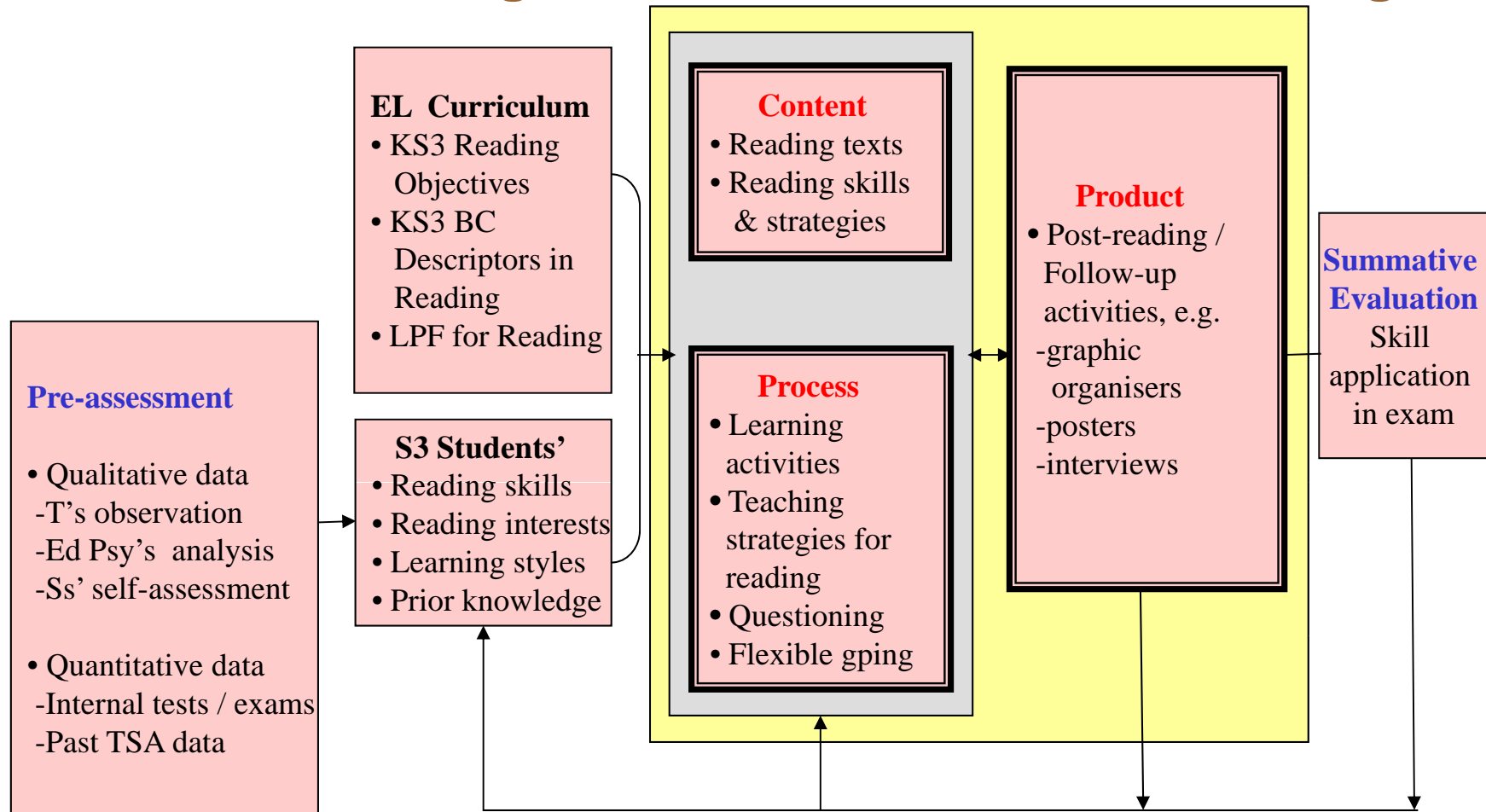




- 1. Background information of the school**
- 2. Purposes for joining the project**
  - Students' diverse needs**
  - Teachers' expectations**
- 3. Selecting specific areas as entry points**



# Planning and Implementing Differentiated Instruction for S.3 Reading at TWGHs Yow Kam Yuen College



(Adapted from Oaksford, L. & Jones, L., 2001)

# Evaluating Students' Learning Needs

**What are my students' ... in reading?**



# Identifying Students' Strengths & Weaknesses in Reading

## Students' Current Levels

Students' current reading levels: around Levels 2 & 3 with reference to the LPF for reading

Students at Levels 2/3 can, e.g.

- work out the **meaning of words and phrases** by using knowledge of **letter-sound relationships** and **word formation**
- locate specific information by identifying **key words**
- make **predictions** about the content from the titles, illustrations or contents page

## Expected Levels

Target reading Levels: 4 & 5 with reference to the LPF for reading

Students at Levels 4/5 can, e.g.

- work out the **meaning of words, phrases** and some **idiomatic expressions** by using **semantic and syntactic clues**
- follow ideas by recognising simple text structures and understanding the **use of cohesive devices**
- **organise information and ideas** in texts by using knowledge of text structures and some **graphic forms**

# Planning of the Phase I Tryouts

- Specific Areas Investigated:  
**Reading Skills and Strategies**



	First Tryout	Second Tryout
• Duration:	2/11/09 ➔ 6/11/09 (5 sessions)	3/12/09 ➔ 9/12/09 (4 sessions)



# Differentiating the Content (I) – Selecting Appropriate Reading Materials

*Whose Idea Was It,  
Anyway?*

Thomson Nelson

978-0-17-011698-5

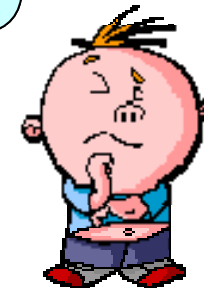
Who made this?

Who invented it?

Where did it come from?

Who came up with this idea?

Whose idea was it, anyway?



To develop students' thinking skills

# Differentiating the Content (I) – Selecting Appropriate Reading Materials

Tryout 1 –  
Household Inventions

*Whose Idea Was It,  
Anyway?*

pp. 2,3,5

Tryout 2 –  
Games & Zany Inventions

*Whose Idea Was It,  
Anyway?*

pp. 27 - 29

# Differentiating the Content (II) – Consolidating/Developing Reading Skills

## Level 2 (LPF for Reading)

*Whose Idea  
Was It,  
Anyway?*  
(Book cover)

Making **predictions** about the content from the titles, illustrations and contents page

## Level 4 (LPF for Reading)

Working out the **meaning of words** by using **syntactic clues**

### Toothbrush

The Chinese invented toothbrushes in the late 1400s. They were made out of animal hair, such as pig bristles.

## Level 4 (LPF for Reading)

Kirkpatrick Macmillan, a Scottish blacksmith, invented pedals for a bike in 1839. His pedals didn't go round and round, like in modern bicycles. They went back and forth. Modern

Following ideas by understanding the use of **cohesive devices**

## Differentiating the Process – Using Different Teaching Activities to Address the Needs of Students with Different Learning Styles

e.g.

- using graphic organisers

- watching video clips



- drawing pictures

- labelling pictures



- doing actions

- doing group discussions



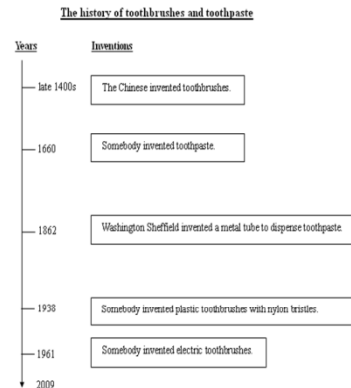


## Differentiating the Product – Providing Choices in Demonstrating Learning

e.g.

- researching different household inventions
- giving group presentations
- creating one's own inventions

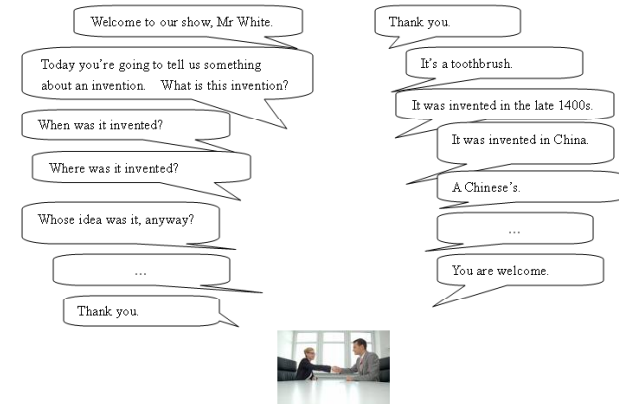
# Differentiating the Product – Providing Choices in Demonstrating Learning



Timeline



Drama

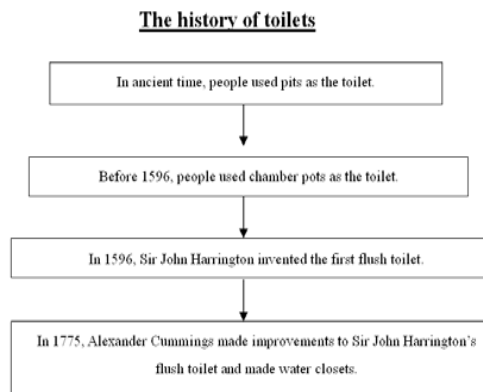
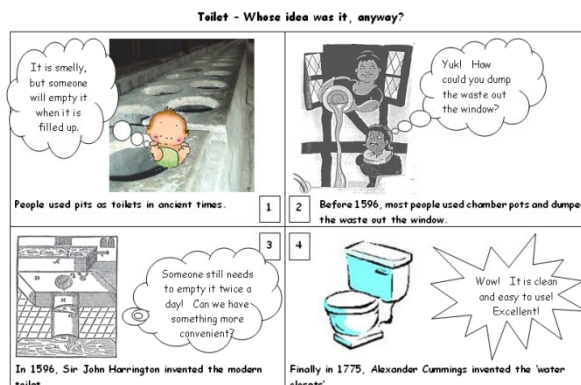


Interview

Comic Strip

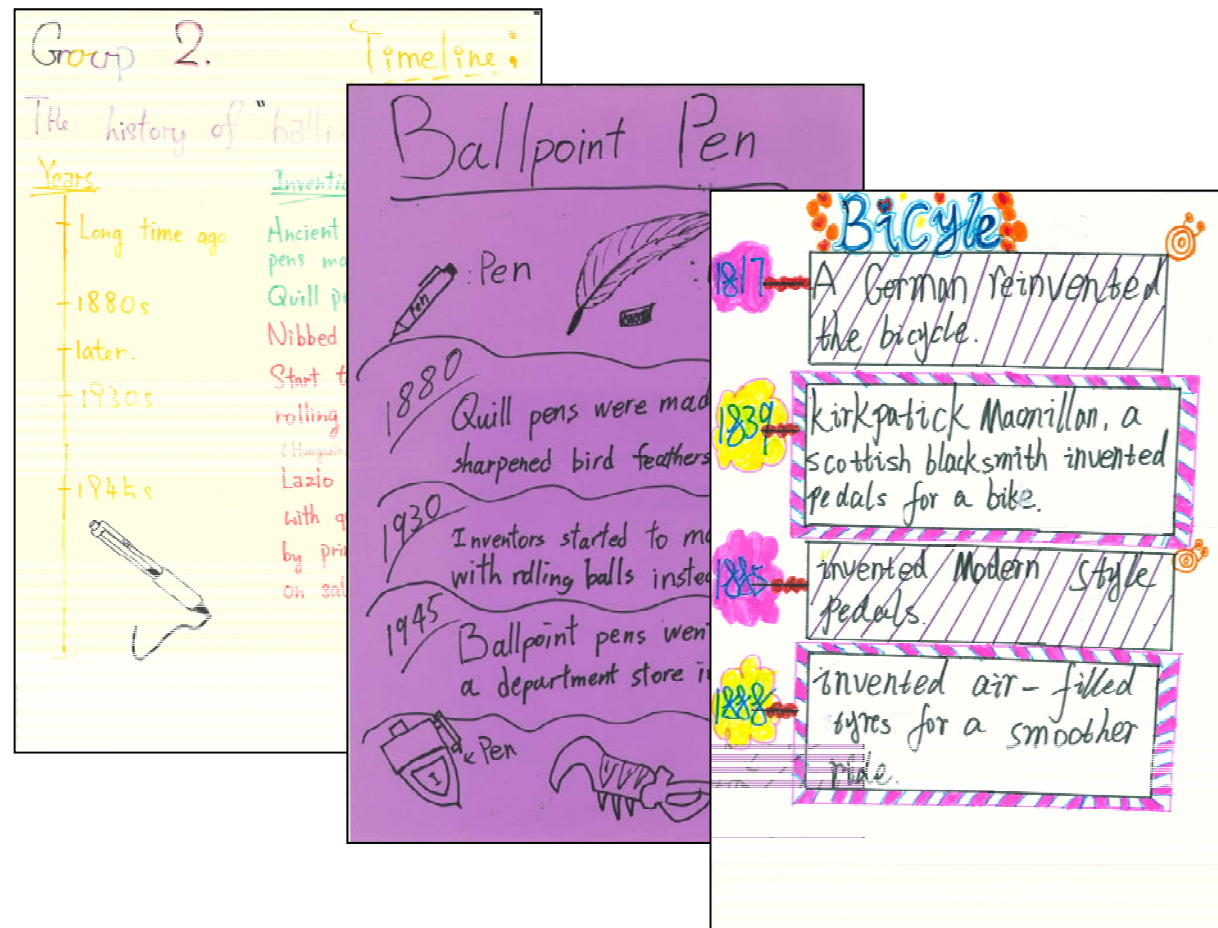
Poster

Graphic Form



# Students Created Products that Matched their Learning Styles (I)

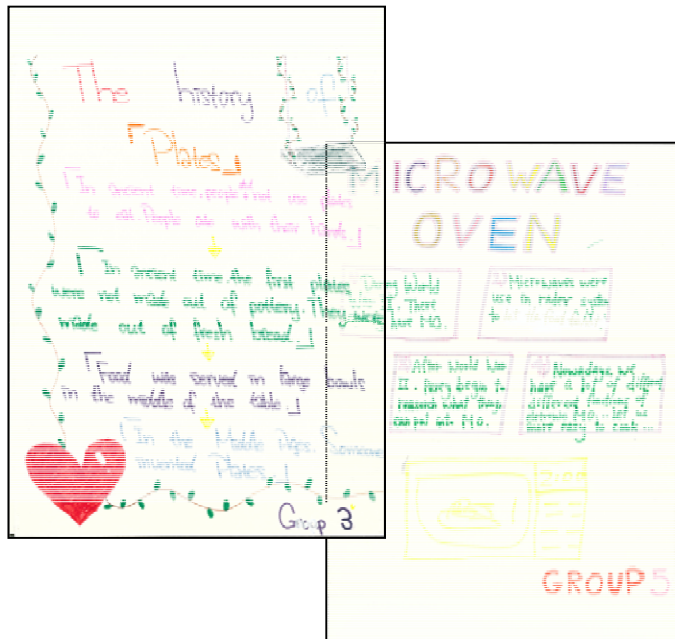
## Visual & Kinesthetic



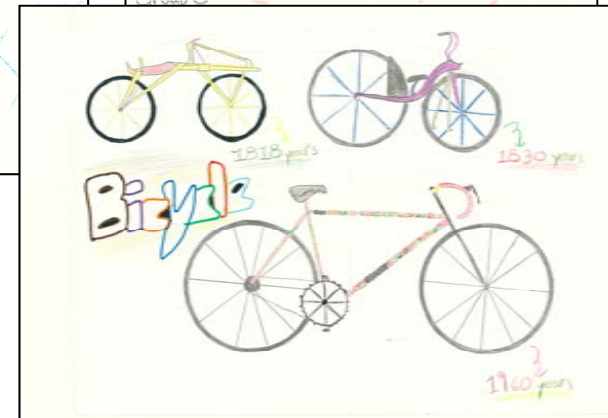
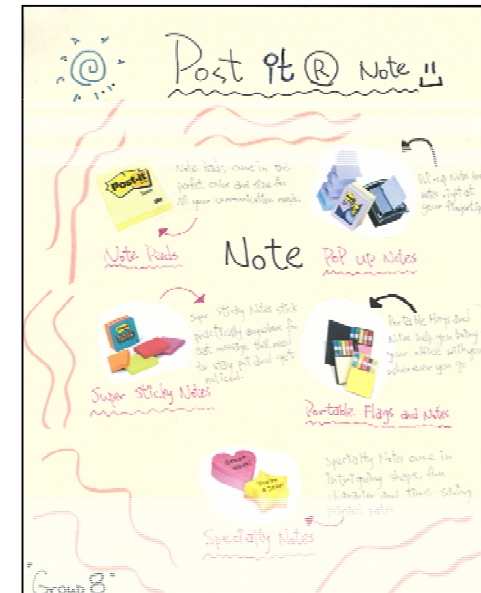
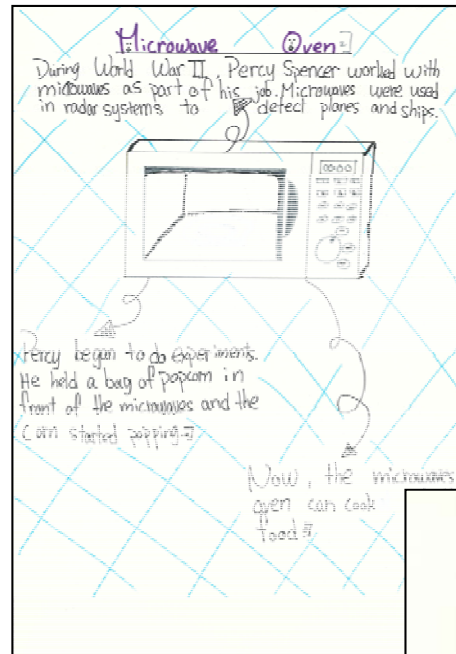
Timeline

# Students Created Products that Matched their Learning Styles (II)

## Visual & Kinesthetic



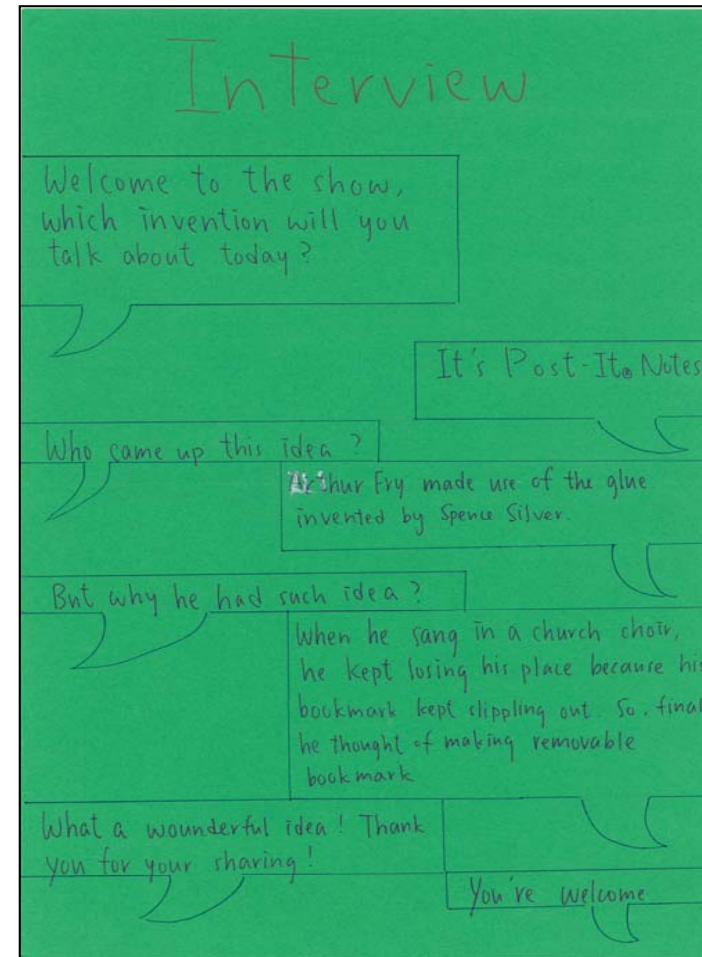
Graphic  
Forms



Posters

# Students Created Products that Matched their Learning Styles (III)

## Audio



## Interview

## Difficulties Encountered in the First Tryout and Remedies (I)

	Difficulties Encountered	Action Taken
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Project Teachers had very limited ideas about how to plan reading lessons.</li> <li>• Project Teachers were exhausted in CLP meetings held after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional discussions with CDI officers and Seed Teacher helped to generate more teaching ideas.</li> <li>• Teachers focused on lesson planning and kept discussions about administrative details to the minimal.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Students did not find the reading texts about 'Household Inventions' appealing.</li> <li>• Discipline problems arose during group activities.</li> </ul>	<ul style="list-style-type: none"> <li>• More attractive texts – 'Bicycle' and 'Zany Inventions' were chosen.</li> <li>• Teachers set up classroom routines and explained to students the consequences of misbehaviour.</li> </ul>



## Difficulties Encountered in the First Tryout and Remedies (II)

	Difficulties Encountered	Action Taken
Implementation	<ul style="list-style-type: none"> <li>• Students were so used to expecting direct answers from teachers that they responded relatively passively in activities like acting out and voicing their personal opinions.</li> <li>• Teachers' focus was on the completion of activity sheets rather than the teaching of reading skills and strategies.</li> <li>• Students did not have the language to express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers created a more 'lively and supportive' classroom environment through teacher's demonstration and whole-class participation in different activities, e.g. miming.</li> <li>• The no. of activity sheets was cut down and more emphasis was put on the teaching of learning skills.</li> <li>• More teacher support and guidance was given. <u>Students needed to model after examples.</u></li> </ul>

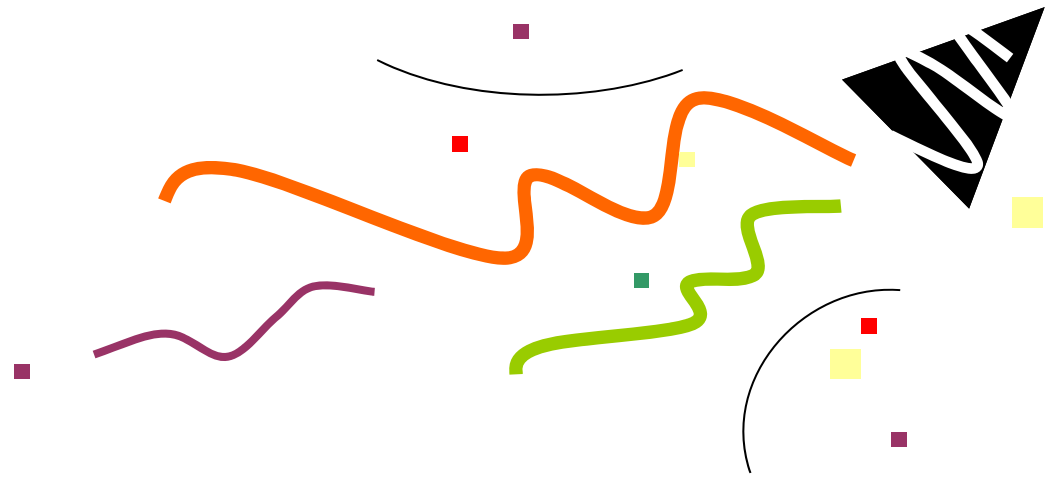
## Difficulties Encountered in the Second Tryout and Remedies

	Difficulties Encountered	Action to be Taken
Planning	<ul style="list-style-type: none"> <li>• DI was not 'visible' enough.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide variety of teaching strategies should be used in response to diverse learning preferences.</li> <li>• Flexible grouping could be adopted to provide opportunities for students to learn with others.</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• Discipline problems still existed.</li> <li>• Teachers tended to rush through the activities and provide model answers for more challenging questions.</li> <li>• Lessons were presented solely with the use of PPT slides.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should make their instructions very clear.</li> <li>• A contingency plan should be made to allow more flexibility, e.g. what can be skipped if time runs short.</li> <li>• The blackboard could be used flexibly to illustrate the formation of ideas/concepts.</li> </ul>



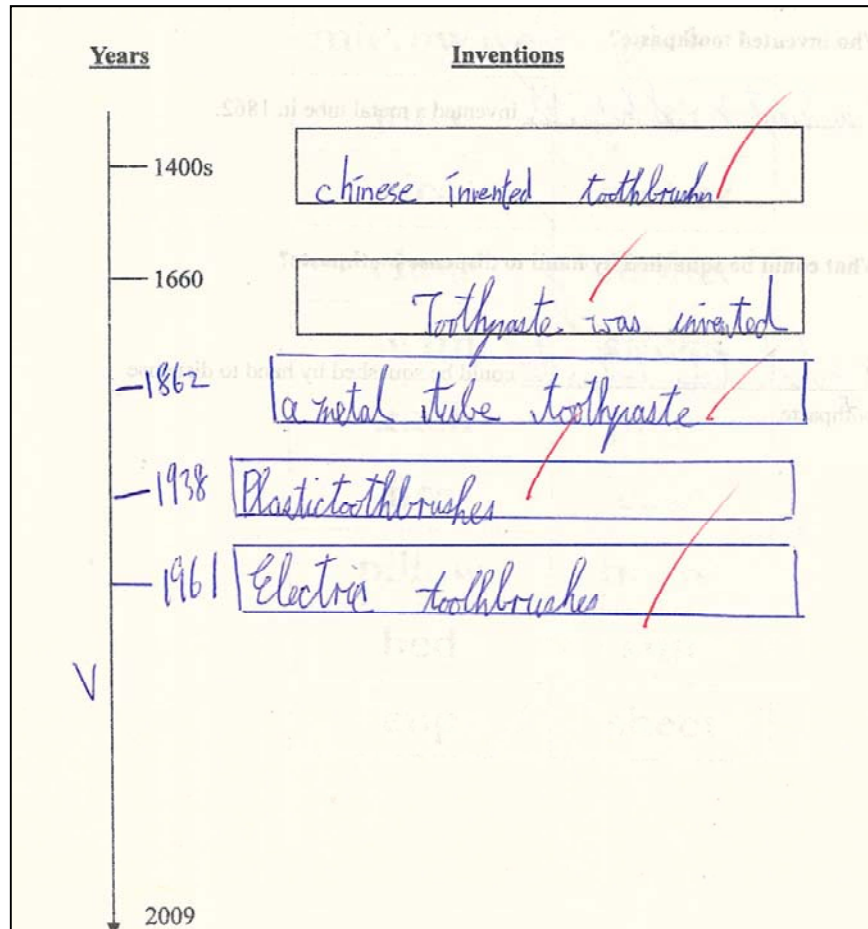
# Reflection from the Two Tryouts

Students	Teachers
<ul style="list-style-type: none"><li>• It was effective to learn through doing actions, e.g. demonstrating how the pedals go back and forth.</li><li>• Most students loved to work with peers.</li><li>• Students learnt how to organise and present ideas by using graphic forms, e.g. sequencing and presenting events with a timeline.</li><li>• Assignments matched their learning preferences.</li><li>• Students liked to be “challenged”.</li></ul>	<ul style="list-style-type: none"><li>• Project Teachers could explore different approaches to respond to the challenge of student diversity.</li><li>• Teachers need to have a higher expectation of their students.</li><li>• The project promoted a collaborative culture among Project Teachers.</li></ul>



**Thank You**

# Using Graphic Forms to Organise and Present the Invention of Household Items



 **Toothbrush**

Use the information from Activity Sheet 4A to complete the sentence in each box.

People used pit \_\_\_\_\_  
as the toilet.

↓

People used pots as ~~the~~ toilet \_\_\_\_\_.

↓

In 1596, Sir John Harrington invented the first flush toilet.

↓

In 1775, Alexander Cumming \_\_\_\_\_  
invented water closet \_\_\_\_\_.

**Toilet**

# Watching a Video Clip to Give Students More Ideas about Crazy Inventions

## 10 Crazy Japanese Inventions

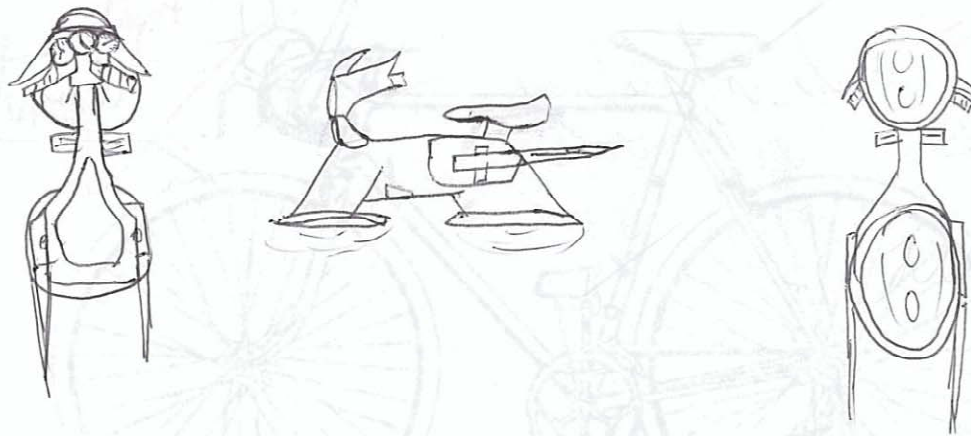
<http://www.youtube.com/watch?v=zb-gmJVW5lw>



# Drawing Pictures to Illustrate their Imaginary Bicycle

Draw your bicycle and write sentences about it.

The picture of my future bicycle



Description:

This is my future ~~bicycle~~ bicycle for 2046.  
It is called Flying. It is a two-wheeled vehicle with  
plastic. It has an air-filled seat. It can  
fly in the sky and speed up. I can ride  
with my friends.

Developed in collaboration with TWGHs Yow Kam Yuen College  
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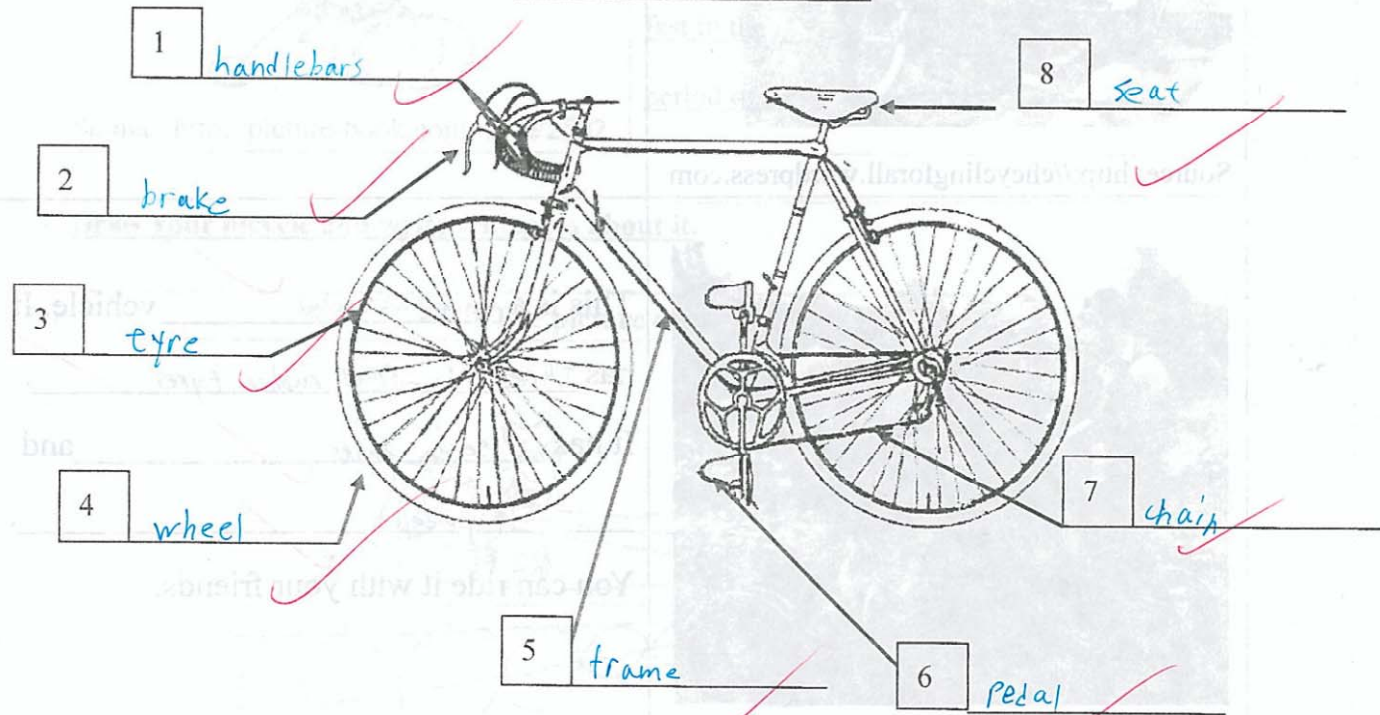
very special!

# Labelling Pictures of a Bicycle to Consolidate the Vocabulary Related to Different Parts of a Bicycle

(1) Use words in the box to label the different parts of a bicycle.

handlebars, pedal, tyre, wheel, seat, brake, frame, chain

Different parts of a bicycle



# Researching Different Household Inventions

## Follow-up Activity for the First Tryout

### Situation:

Yow Kam Yuen Museum of Household Items will organise a competition named ‘Whose idea was it, anyway?’ to select some outstanding presenters in your school to give short presentations about the history of household items. The winning teams will do the presentations in the museum.

### Task:

To join the competition ‘Whose idea was it, anyway?’, you and your classmates will work in groups of four and select one or two household item(s) for presentation in the museum. **You should read the book “*Whose idea was it, anyway?*” or surf the Internet to collect information about the history of household items.** Then try to decide how the presentation should be conducted to help the audience understand the history more easily.



# Providing Choices in Demonstrating Learning

## Follow-up Activity after the First Tryout

**Select one or two household item(s)** for presentation in the Yow Kam Yuen Museum of Household Items and **decide how the presentation should be conducted** to help the audience understand the history more easily.

*I can choose **what** to do  
and **how** to do it.*





## Follow-up Activity after the Second Tryout



**What's the next great invention?**


**Situation:** All TWGHs schools are invited to enter the competition 'What's the next great invention?'. You are interested in it and would like to submit a proposal to enter the competition.

**Tasks:**


- 1. Fill in the proposal form for the competition.**
- 2. Draw a sketch for the invention.**
- 3. Write a short description of the invention.**



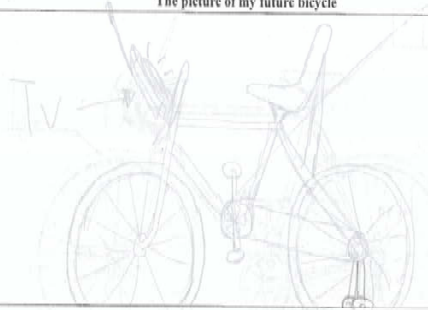
# Examples for Students to Model after

Create your future bicycle for 2046.	
e.g. The picture of my future bicycle	Description
 <p>Source: <a href="http://picture-book.com/node/2592">http://picture-book.com/node/2592</a></p>	<p>This is my future bicycle for 2046. It is called <u>Flying Bike</u>. It is a <u>three-wheeled</u> vehicle with <u>air-filled</u> tyres and a <u>comfortable</u> <u>leather</u> seat. It can <u>fly extremely fast</u> in the sky. I can <u>go wherever I want</u> in a <u>short period of time</u>.</p>

Draw your bicycle and write sentences about it.

The picture of my future bicycle

<p><u>Description:</u></p> <p>This is my future bicycle for 2046. It is called <u>modern Banana Bike</u>. It is a <u>three-wheeled</u> vehicle with <u>air-filled</u> tyres. It <u>can go everywhere</u>. It has a <u>television</u>. It is very <u>beautiful</u> and <u>fashionable</u>.</p>

Draw your bicycle and write sentences about it.

The picture of my future bicycle

<p><u>Description:</u></p> <p>This is my future bicycle for 2046. It is called <u>TV Bike</u>. It can be a <u>four-wheeled</u> or <u>two-wheeled</u> vehicle with <u>air-filled</u> tyres. The TV isn't very <u>heavy</u>. The power of TV comes from <u>batteries</u>. You can change any <u>programme</u> you want.</p>

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Seen