

**Professional Development Programme
for Secondary Teachers of English**

**Catering for Learner Diversity
in English Language Teaching**

Resource Pack

by W. Y. Chin

Design rationale

Everyone is different. In an everyday conversation, the statement is so commonly heard and it is just a comment people will not pay much attention to. But in a language classroom, the statement poses a great challenge to teachers where teaching and learning effectiveness is a major concern. Students may not just learn in the way teachers assume they will. Their personality, interest, motivation, learning styles, readiness, and language proficiency all come into play. On the other hand, teachers will need to consider the syllabus at large as well as the daily teaching content in terms of speaking, listening, reading and writing. To match the learner diversity with the appropriate instructional strategies is one important difficulty English teachers in Hong Kong face every day.

Learner diversity can be defined in terms of multiple intelligence which classify learners into eight categories in which learners are said to be learning better in different ways; namely, verbal/linguistic, intrapersonal, logical/mathematical, visual/spatial, interpersonal, bodily/kinesthetic, musical/rhythmic and naturalist. In a language classroom, that may mean they can learn better if they are provided with the chance to speak, to read, to write, to reflect, to reason, to draw, to work together with others, to move around, to be exposed to songs and music, and to classify. It is also claimed that we learn 10% of what we read, 20% of what we hear, 30% of what we see, 40% of what we see and hear, 70% of what is discussed with others, 80% of what we experienced personally and 95% of what we teach to someone else. If that is the ultimate truth of how students can retain what they are taught, the instructional strategies in a classroom will involve a mixed and a variety of tasks and activities that entail the use of multiple intelligence on the students' side.

Instructional strategies of such nature can be termed as differentiated instruction. It includes the elements of content, process, products, affect and learning environment. In other words, when teachers plan their lessons, they need to consider what they teach; how students approach the content and how they make sense of it; how they show their understanding and how their emotion can affect their thought; and how the classroom is arranged and felt about.

For content, it is the syllabus and curriculum that define what teachers teach. That content is then further translated into our daily teaching modules, units and lessons. In language teaching and learning, that can also be expressed in language skills, grammar and usage, vocabulary, phrases and sentence structures. They should be arranged in such order that students can learn progressively and spirally. Content decides what students should learn. Teachers decide what differentiated strategies they use to present the content like supplementary materials at different levels, video clips and graphic organizers for note taking activities.

For process, we refer to the process of how students make sense of the content that the teachers present to them, how they come to understand the knowledge and skills of the language they are learning, and how all these can become their goals in learning. In practical terms, teachers may

differentiate the process by providing tiered activities at different levels of difficulty, by giving specific or general directions based on the learners' readiness and by varying the pace of student work. In short, teachers can scaffold the teaching and learning steps and procedures to differentiate the process of learning.

For product, students should be given the chance to demonstrate what they learn, understand and be able to do. All these should be closely related to the goals specified in the content area. The criteria for meeting the goal successfully should be made clear and specific in relation to both standardized and individual requirements. Differentiation in product can be achieved by designing tiered assignment and by allowing students to use a range of formats that are more in pace with their learning styles.

For affect and learning environment to be differentiated, students need to feel safe and secure in their learning environment both emotionally and cognitively. They should feel they are respected and they belong to the class. The classroom setting such as the arrangement of furniture for individual, pair and group work should be decided in such a way that the ownership can be established in the students' mind.

With the concept of learner diversity and the basic elements of differentiated instruction in mind, this resource pack is designed as both a stand-alone package and supplementary worksheets for the choosing of individual teachers to meet the needs of their own students. Task 1 is meant to activate students' prior knowledge on the topic. Task 2 caters for the needs of kinaesthetic learners. Task 3 makes use of word maps to help students organize the vocabulary they learn. Task 4 helps students recycle what they learn and caters for verbal / linguistic learners. Task 5 gives students a choice on the formats of their work if they are visual / spatial learners. Task 6 uses the idea of tiered process by giving students varied texts to complete a common task. Tasks 7 and 8 provide further scaffolding before students work on their final task. Task 9 is the final task that requires students to make use all the information in the previous tasks.

Task description and the related differentiation strategies

Situation (the original text book passage and exercise are attached in the appendix)

You are Julie Chan, assistant marketing manager of X-Sports Company. Recently your company has suffered a big drop in the sales volume of sports shoes. It upsets the management. Fortunately, the designers of your company have come up with a new pair of sports shoes, X-Shoes, which should surprise the market because of its multi-functional features.

You are now writing a proposal to your manager about this pair of shoes to suggest how these new shoes can regain the market share.

Tasks	Task description	Differentiation strategies
1	Students write down how much they know about the qualities or features of sports shoes.	The use of KWL chart to activate students' prior knowledge
2	Students go around the classroom to find pictures of sports shoes that some people want. They need to match the qualities of the sports shoes with the requirements set by these people.	This activity caters for kinaesthetic learners.
3	Students discuss and decide what qualities are needed for three particular types of sports shoes.	They need to think, pair and share their ideas and write their decisions on word maps.
4	Students are required to complete a blank filling exercise in which the words they learn in tasks 2 and 3 can be used.	This caters for verbal / linguistic learners and serves the purpose of recycling vocabulary.
5	Students are asked to design their own X-Shoes.	Students can choose to draw their own X-Shoes or use the given picture. Visual/spatial learners are catered for.
6	Students are introduced to the structure of proposal by reading four different on-line articles respectively. They then need to discuss what structure their proposal should adopt.	A common task is set for the students but varied texts of different difficulty are provided.
7	Students complete a chart showing the structure of proposal.	Scaffolding by giving a graphic presentation of the structure of a proposal.
8	Students reorder the paragraphs of a sample proposal.	Scaffolding by showing an example of their final product.
9	Students write their own proposal.	All the information from the previous tasks should be used. Students need to integrate and summarize what they have learnt.

Objectives

Target students: Form 5

Proficiency: CMI average students

Number of lessons: 6-8 lessons

Objectives:

- (i) To be able to use different adjectives to describe the qualities and features of sports shoes
- (ii) To classify adjectives that can be used to describe some particular types of sports shoes
- (iii) To be able to discuss and compromise on different set of adjectives in describing the qualities and features of different sports shoes
- (iv) To be able to distinguish the structure of a proposal
- (v) To write a proposal on recommending a pair of sport shoes

Worksheets

Step Ahead 5 Unit 1 Fashion

Writing a proposal on sport shoes

Situation

You are Julie Chan, assistant marketing manager of **X-Sports Company**. Recently your company has suffered a big drop in the sales volume of sports shoes. It upsets the management. Fortunately, the designers of your company have come up with a new pair of sports shoes which should surprise the market because of its multi-functional features.

You are now writing a proposal to your manager about this pair of shoes to suggest how these new shoes can regain the market share.

Drop from 5000 pairs to 500 pairs!



Learning objectives

1. Understand the structure of a proposal
2. Learn the vocabulary to describe the features of sports shoes



Task 1 How much do I know about sports shoes?



KWL Chart to activate prior knowledge



K	W	L
What do I <u>know</u> about the qualities of sports shoes?	What do I <u>want</u> to know the qualities of sports shoes?	What did I <u>learn</u> about the qualities of sports shoes?

Task 2 Features and qualities of sports shoes



This task caters for kinaesthetic and visual learners



Before you can explain the features of X-Shoes, you need to familiarize yourself with the different terms used to describe sports shoes. Look at the features (A-H) below and decide which one is referred to by the 8 young people respectively.

Features and qualities (these pictures are cut out and stuck on the classroom walls)

<p>A. shock absorption</p>  <p>With good shock absorption, harm done to the feet will be reduced</p>	<p>B. high-tops, low tops</p>  <p>High-tops provide extra protection to your ankles.</p>	<p>C. material – synthetic, leather and rubber</p>  <p>Synthetic vamp with mesh holes gives breathing air to your feet.</p>
<p>D. durability, durable</p>  <p>This is surely not durable.</p>	<p>E. cushioning technology</p>  <p>air-cushioned sole It gives some extra comfort.</p>	<p>F. light weight, stylish design</p>  <p>You wear it and you feel nothing on your feet. Just look at design.</p>
<p>G. stability, stable</p>  <p>High heel shoes are not stable. You may twist your ankle easily.</p>	<p>H. flexibility, flexible</p>  <p>You can bend and twist the shoes easily.</p>	<p>I. best selling shoes</p>  <p>Value for money. Give it a try!</p>

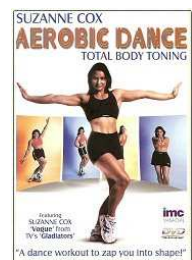
Choose the features or qualities of sports shoes for these young people.
Go around the classroom to find the answers. Write A-H in the blanks.

1. _____ Jonathan: I don't want anything fancy or stylish. Design is not my concern. I just want to have a pair of sports shoes for everyday wear. Don't ask me to spend \$500 on something that can only be worn for a few months. I want something that I can wear at least for a few years.



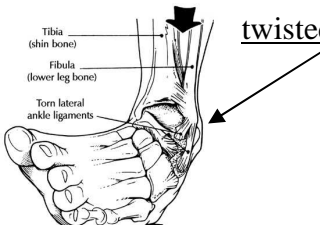
2. _____ Wilson: This feature is important for me because I like high jump. When I do it, I run a few steps first to get enough momentum. The last step will send a great impact to my heel to get me up to the air. So the shoes must be able to reduce this sudden force.

3. _____ Suzanne: Aerobic dancing is my favourite sport! It is done indoors and bad weather won't affect it. That means I can do it every day and it is very good for keeping fit. You see, we do a lot of jumps, twists and turns. I'll get a pair of sports shoes that allow me to do them.



4. _____ Benny: Hong Kong is such a fantastic place for hiking. Wilson Trail and MacLehose Trail are just two very popular ones. There are streams, falls and of course mountains for you to challenge! Rough and treacherous they may seem, a good pair of hiking boots will give a steady and firm grip on the ground.

5. _____ Matthew: Basketball is my life. But you know we get twisted ankles a lot. We must have sports shoes that provide enough ankle support. Definitely, not a pair of low-tops!





6. _____ Sophia: I run everyday to prepare for the marathon. I am looking for shoes that are light-weight and stable. But most importantly, there should be small holes on the sides to let air in – something breathable will be nice.

7. _____ Tiffany: What's more important than a good-looking pair of sport shoes! I don't play any sports. Shock absorption, flexibility and stability are all nothing for me! Just the style, design and the feel – That's what I want.



8. _____ Joe: It has to be comfortable when I wear it, like stepping on soft carpet. When I wear my sports shoes, I should feel soft and pleasant. Yes, it should be like stepping on air, nothing under my feet, definitely.

Easy version

Choose the features or qualities of sports shoes for these young people.

Go around the classroom to find the answers. Write A-H in the blanks.

1. _____ Jonathan: Design is not important. I just want to have a pair of sports shoes for everyday wear. Don't ask me to spend \$500 on something that can only be worn for a few months. I want something that I can wear at least for a few years.



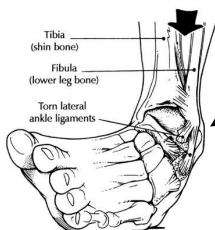
2. _____ Wilson: This feature is important for me because I like high jump. When I do it, I run a few steps first to get enough power. The last step will push my jump. So the shoes must be able to reduce this sudden big force.

3. _____ Suzanne: Aerobic dancing is my favourite sport! It is done indoors and bad weather won't affect it. You see, we do a lot of jumps and turns. I'll get a pair of sports shoes that allow me to do them.



4. _____ Benny: Hong Kong is such a fantastic place for hiking, for example, Wilson Trail which is a really nice trail. There are streams, falls and of course mountains for you to challenge! A good pair of hiking boots will give a good, firm grip on the ground.

5. _____ Matthew: Basketball is my life. But you know we get twisted ankles a lot. We must have sports shoes that provide enough ankle support. Definitely, not a pair of low-tops!





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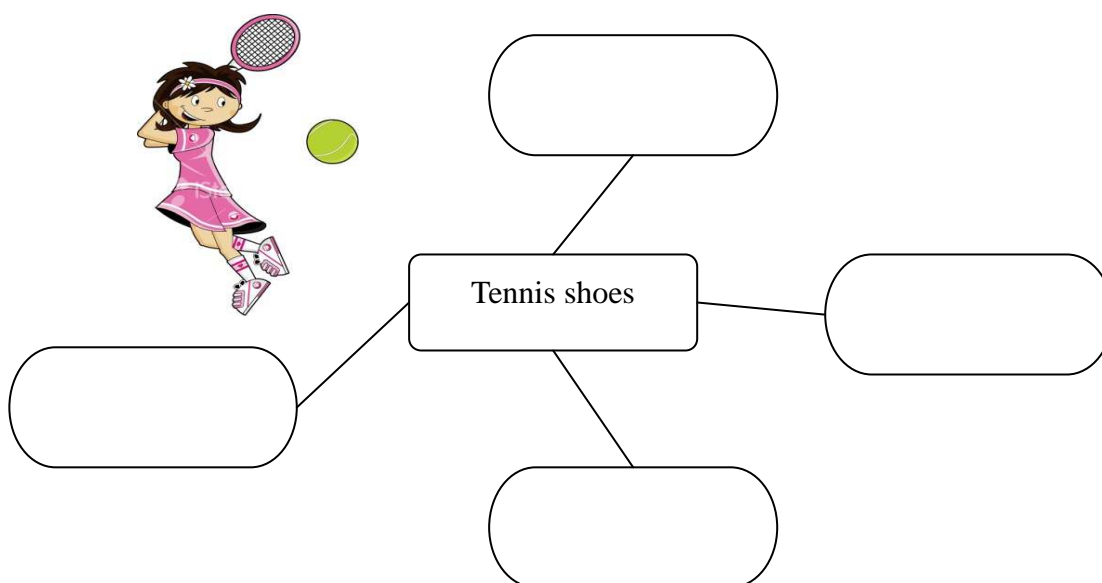
8. _____ Joe: It has to be comfortable when I wear it, like stepping on soft carpet. When I wear my sports shoes, I should feel soft and pleasant. Yes, it should be like stepping on air, nothing under my feet, definitely.

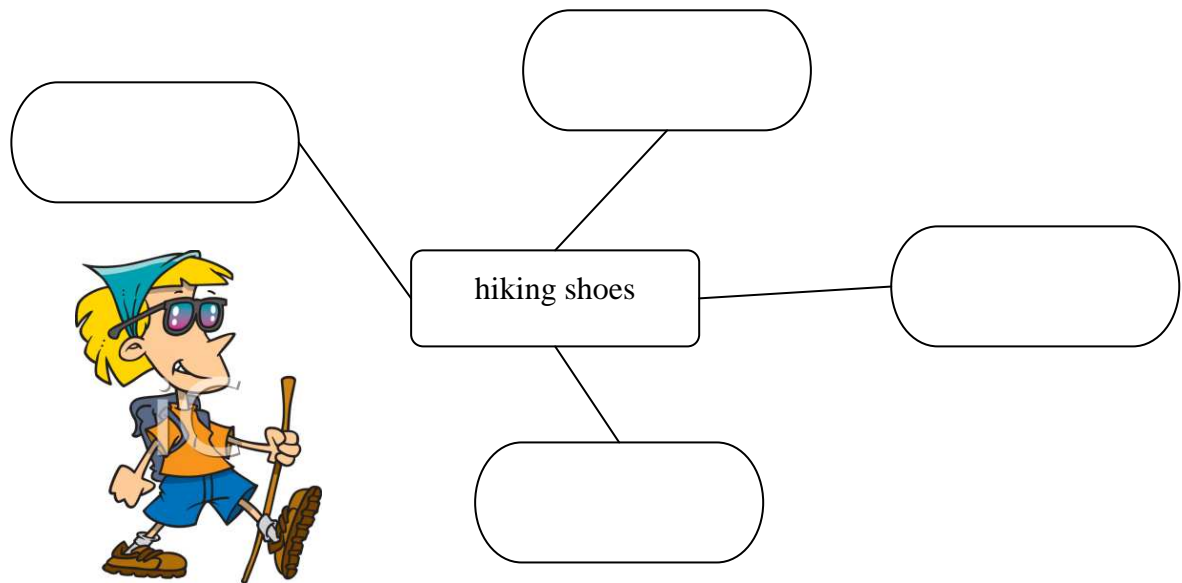
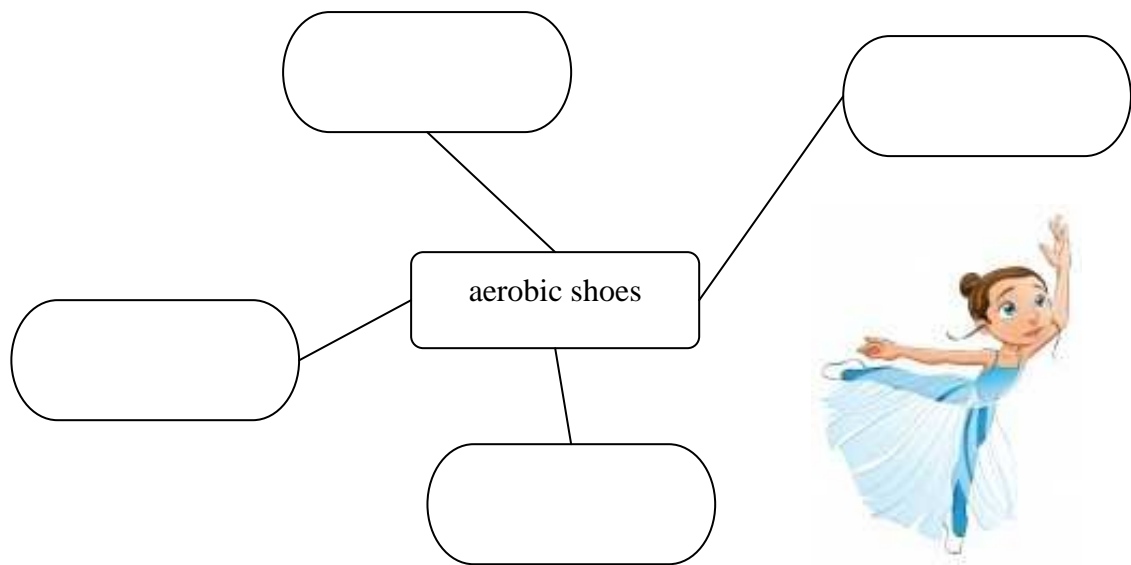
Task 3 The right shoes for the right sports (I)



Look at the qualities of a good pair of sport shoes. Decide which qualities should go with the three different kinds of sports shoes below. Think about that yourself first. Then talk about your ideas with your partner. Next share the next with the class. Give reasons for your choice. Use the mind map to help you.

To describe sports shoes	
Adjectives	Phrases
durable, stable , flexible, air-cushioned, soft lining, thick sole, extra arch support, light-weight material	have a flat rubber sole, protect your knees, for all-round purposes, have high tops, good for everyday activities, protect your ankle, give the necessary comfort








Task 4 The right shoes for the right sports (II)



Verbal / linguistic



Use the adjectives and phrases in task 3 to complete the following description.

Types of sports shoes	Description
<p>1. Tennis shoes</p> 	<p>(a) These are the shoes _____. You can actually wear them for almost every kind of sports.</p> <p>(b) Usually they last a long time, so they are _____. They have a classic flat rubber sole with a cloth or leather upper.</p> <p>(c) Tennis shoes are good for everyday activities. They also provide _____ for all these activities.</p>
<p>2. Aerobic shoes</p> 	<p>(a) When you are jumping to the beat, in spin class or doing step aerobics, you need shoes that are _____ because there are lots of turns and twists you need to do.</p> <p>(b) Aerobic shoes are made of _____ to allow quick movement.</p> <p>(c) Shock absorbing material in the heels _____ when you jump and turn.</p>
<p>3. Hiking boots</p> 	<p>(a) These are specialized sports shoes. These shoes _____ to protect your ankles from the rough environment. Your shoes have deep treads to grip rocks and slippery path.</p> <p>(b) But you will still feel the comfort provided by the _____ heels and the soft lining inside. Injury is decreased because of the thick and stable sole.</p>

Task 5 My X-Shoes



giving choices and visual spatial



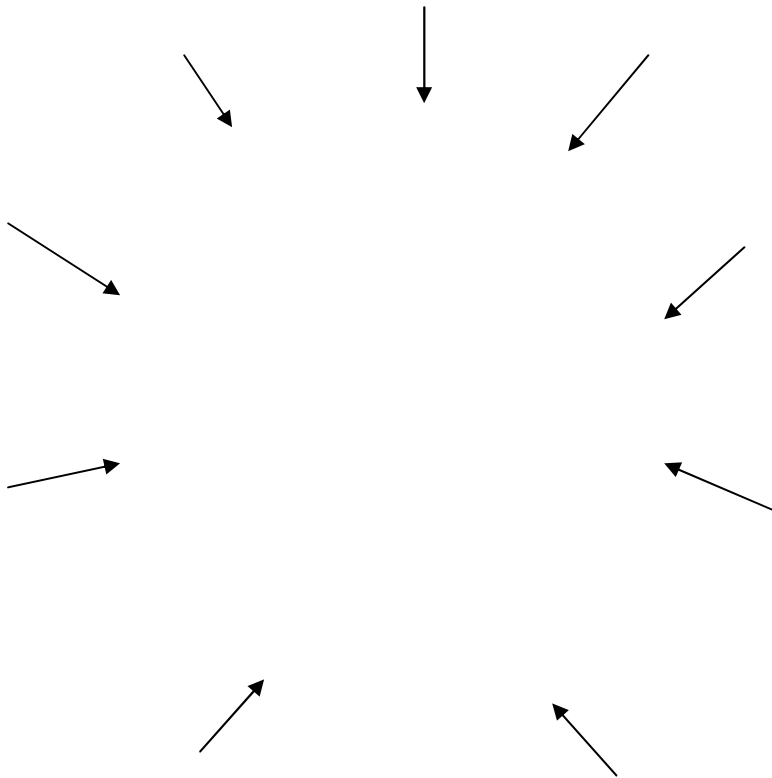
Use the information from tasks 2 and 4 to decide what features you want X-Shoes to have. Draw arrows and write brief explanations to point out the features of X-Shoes. Make it a pair of multi-functional super shoes and include as many features as you like. One is done as an example. You can draw your own X-Shoes in the box if you like.



shock-absorption heels

You may also like to draw your own X-shoes.

My X-Shoes



Task 6 Structure of a proposal



varied texts, common task



Part (A) You are not too sure about the structure of a proposal. In groups of four, find out from the following websites. Each member is reading one website article. Write down the suggested sections of in the following table. Then discuss what structure your proposal should be taking.

1. <http://learnerassociates.net/proposal/>

Section 1	Title
Section 2	
Section 3	
Section 4	
Section 5	
Section 6	
Section 7	Evaluation Plan
Section 8	

2. <http://foundationcenter.org/getstarted/tutorials/shortcourse/components.html>

Section 1	
Section 2	Statement of Need
Section 3	
Section 4	
Section 5	
Section 6	

3. <http://www.writing.engr.psu.edu/workbooks/proposal.samples.html>

Section 1	
Section 2	
Section 3	
Section 4	Plan of action
Section 5	
Section 6	
Section 7	

4. <http://blog.deiricmccann.com/2011/04/business-proposal-format/>

Section 1	
Section 2	
Section 3	Proposed solution
Section 4	
Section 5	
Section 6	

Part (B) Look at the information in Part (A), then discuss and decide how many sections your proposal on X-Shoes should have.

Section	
Section	
Section	
Section	
Section	
Section	
Section	
Section	

Task 7 Structure of your proposal



for less ready students



The structure of your proposal is shown below. Fill in the blanks (1-10) with the following explanations (A – J).

For 1-5

- A. The first solution to the problem.
- B. This reassures the feasibility of the proposal.
- C. This shows why the proposal is written.
- D. This explains the problem at hand.
- E. The second solution to the problem.

For 6-10

- F. The sales volume of our sports shoes has dropped from 5,000 pairs to 500.
- G. It is our belief that X-Shoes will become a market leader again.
- H. Our new line of sports shoes, 'X-Shoes', includes features that will boost our market share.
- I. This proposal is written to introduce our new line of sport shoes, the 'X-Shoes.'
- J. In addition to the new features of X-Shoes, ways of advertising are also important.

Proposal on X-Shoes

Introduction (1) _____

(6) _____

Problem statement (2) _____

(7) _____

Plan of action i (3) _____

(8) _____

Plan of action ii (4) _____

(9) _____

Conclusion (5) _____

(10) _____

Task 8 Sample proposal for less ready students

Read the paragraphs of a proposal and rearrange them in the correct order.



Proposal on building an escalator linking Kwun Tong MTR Station to Hiu Ming Street

1. Introduction ()
2. Problem Statement ()
3. Plan of action ()
4. Conclusion ()

A The escalator is needed because there is no direct road going from Kwun Tong MTR Station to Hiu Ming Street. Students will have to go around Tsui Ping Housing Estate in order to get to their schools. The only transport is a non-regular minibus service operating at peak hours. An escalator can help reduce the traveling time.

B This proposal is written on request of the students studying in SKH Leung Kwai Yee Secondary School, Holm Glad College (堅樂中學) and Institute of Vocational Education, Kwun Tong (IVE). An escalator is proposed to be built linking Kwun Tong MTR Station to Hiu Ming Street near SKH Leung Kwai Yee Secondary School. The escalator will be about 100m long and will be a 2-way escalator.

C It is clear that the proposal on building the escalator will benefit students studying at SKH Leung Kwai Yee Secondary School, Holm Glad College and Kwun Tong IVE. The need of 3000 students can be met if the escalator is built.

D In order to show the urgency of the problem, a survey will be conducted in the three schools to gather their opinions on the need of the escalator. A separate budget report will be prepared to estimate the cost of building the escalator. The report will be sent to the relevant government departments for approval. To plan ahead the construction of the escalator, a consultancy company is employed to draft a feasibility study and give information on an estimated building period.

Task 9 Writing the proposal on X-Shoes

Use the information from Tasks 2 to 8, write up your proposal on X-Shoes. Write about 400 words.

Proposal on X-Shoes

Introduction

Problem statement_____

Plan of action: _____

[illegible]

UNIT 1 TASK 1

Sports Gear · Issue 10

Step into the Shoes of Intelligence

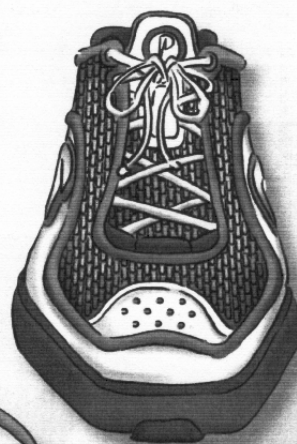
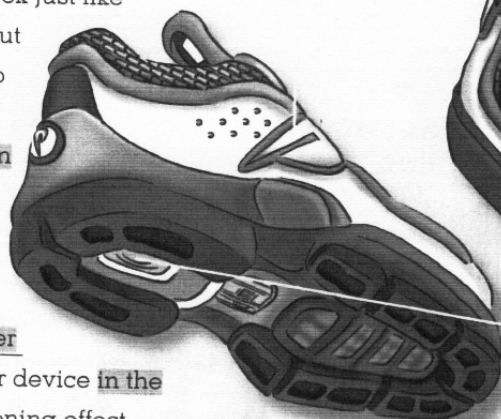
Sore feet and backache after jogging?^{Q3}

- 45 Try the world's first 'intelligent' running shoes. At first glance, they look just like any typical running shoes. But believe it or not, according to recent studies, the shoes will
- 50 reduce 90% of the pressure on your back.^{Q3}

- 'Intelligent' running shoes have a magnetic sensor under the heel^{Q4} and a mini-computer device in the
- 55 middle of the sole. The cushioning effect is adjusted automatically by the computer device^{Q5}. The sensor checks the impact of the magnet and adjusts the cushioning. These running shoes guarantee maximum
- 60 support and soft landings which you will appreciate while jogging or doing cross-country training. The shoes are especially good news for night joggers^{Q6} because the
- 65 glowing logos^{Q7} on both sides and the shoe laces on the top will help drivers notice you while you are doing your nightly routine. Sounds tempting? They are HK\$2,000 a pair now, but we believe the price will go
- 70 down substantially next year with mass production.

luminous lace

glowing logo



heel



sole

mini-computer device

sensor

TASK 1 Writing an E-mail about a New Sports Team Uniform

Situation: You are Eddie Kwok, a member of the Art Club at your school. You are going to write an e-mail about the design of a new sports team uniform to the chair of the Sports Union.

Reading and Comprehension

A Read the magazine article and interview on pages 2–4 of the Reading Booklet and answer the questions.

1. Complete the following table based on the information from paragraphs 1–3 of the magazine article.

	Advantages	Disadvantages
Natural fabrics	<ul style="list-style-type: none"> • more absorbent 	<ul style="list-style-type: none"> • shrinks easily
Synthetic fabrics	<ul style="list-style-type: none"> • does not shrink • durable 	<ul style="list-style-type: none"> • does not absorb sweat effectively • cannot block the smell of sweat
Nano-fabrics	<ul style="list-style-type: none"> • will block unpleasant odours • dry quickly • will not lose the strength 	<ul style="list-style-type: none"> • expensive

2. Which parts of the body usually sweat the most after playing sports?

under the arm, the stomach and the back

3. Complete the following sentence with **ONE** word.

The 'intelligent' shoes are especially good for the runner's back/feet.

4. On the 'intelligent' running shoes, where is the sensor?

- A. under the heel
B. inside the sole
C. next to the logo
D. in the toe

A ☒ **B** ☐ **C** ☐ **D** ☐

5. Why do you think the new running shoes are labelled 'intelligent'?

Because the cushioning is adjusted automatically by a mini-computer device.

6. In line 66 of the article, what does 'nightly routine' refer to?

jogging at night

7. Find a word in paragraph 5 of the article that means 'giving out light'.

glowing

8. According to the interview, which of the following aspects of tennis clothes have undergone major changes?

1. colours
2. logos
3. fabrics
4. style

- A. 1, 2 and 3
- B. 1, 2 and 4
- C. 1, 3 and 4
- D. 2, 3 and 4

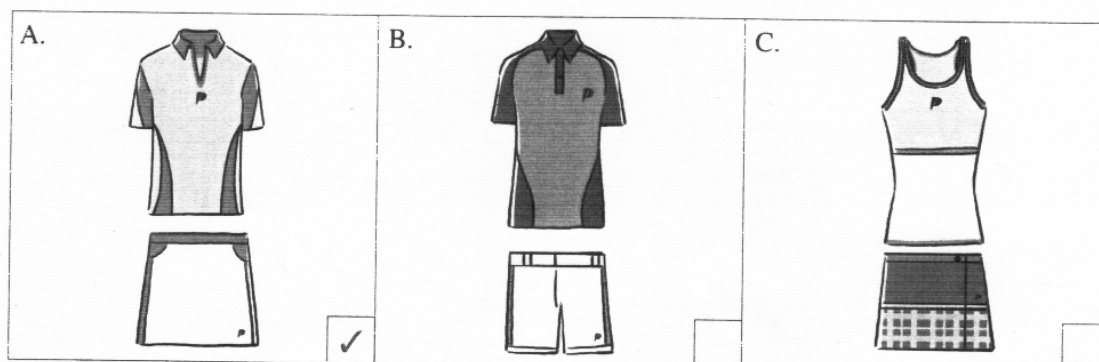
A B C D
☐ ☐ ☒ ☐

9. Mary Williams likes tennis outfits made of nano-fabrics mainly because ...

- A. they allow her to move easily.
- B. they are comfortable.
- C. they are stylish.
- D. they dry quickly.

A B C D
☐ ☐ ☐ ☒

10. Which of the following items do you think is Mary Williams' outfit? Tick (✓) the correct picture.



11. Why does Mary Williams use sweatbands and wristbands?

She thinks they are ...

- A. useful.
- B. fashionable.
- C. eye-catching.
- D. fun.

A B C D
☒ ☐ ☐ ☐

12. What do you think of sports participants wearing sponsored sportswear with big logos at sports events? Share your answer with a partner.

(students' own answers)