Teaching English
6. Language competences, learning strategies, and the individual learner

Nancy Grimm – Michael Meyer – Laurenz Volkmann
1. Key competences and skills
   1.1 An integrative approach
   1.2 Receptive skills: reading and listening
   1.3 Productive skills: writing and speaking
   1.4 Mediation and intercultural competence
   1.5 Authentic communicative tasks and activities
2. Learning strategies and learner types
   2.1 Learning strategies
   2.2 Learner types
3. Heterogeneous groups and inclusion
   3.1 Heterogeneous groups
   3.2 Inclusion
4. Recommended reading
5. Acknowledgements
Discuss:

Look at the cartoon and consider the question of how students acquire foreign language skills inside and outside the classroom.
1.1 An integrative approach

Integrative/interactive model as the basis of the *Common European Framework of Reference for Languages* (CEF, 2001)

- highly complex cognitive skills
- language learning as stage-wise process
- life-long task from pre-school to adult age
- learning as an autonomous process
- acquisition of strategies to influence individual learning outcomes
1.1 An integrative approach

Consider the following passage from the CEF. They sum up the interrelationship of language competences and learning strategies.

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

Council of Europe 2001: 9
### 1.1 An integrative approach

#### CEF
- skill description and ‘can do-descriptors’ for the A1-level

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</td>
</tr>
<tr>
<td><strong>Spoken Interaction</strong></td>
<td>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</td>
</tr>
<tr>
<td><strong>Written Interaction</strong></td>
<td>Can write simple isolated phrases and sentences.</td>
</tr>
</tbody>
</table>

Council of Europe 2001: 66
### 1.1 An integrative approach

**CEF**

- **oral production – progression from A1 to B1**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within her/his field of interest, presenting it as a linear sequence of points.</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases or sentences linked into a list.</td>
</tr>
<tr>
<td><strong>A1</strong></td>
<td>Can produce simple mainly isolated phrases about people and places.</td>
</tr>
</tbody>
</table>

1. Key competences and skills

Council of Europe 2001: 58
1.1 An integrative approach

- Based on the concept of mental schemata: habitualized, culturally conditioned, prototypical language
  - If we go to a restaurant we store the experience in our restaurant schema, if we attend a party, our party schema, and so on. – Nila Banton Smith
  - Scripts of a telephone conversation, political speech, literary/filmic genre
- Raises predictions and expectations
  - Creating basic precondition for teaching
1.1 An integrative approach – pre-activity phase strategies

<table>
<thead>
<tr>
<th>Selective attention &amp; planning</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Students focus on special aspects of a learning task, as in planning to listen for key words or phrases.</td>
<td>➤ Students plan for the organization of either written or spoken discourse (e.g., they can write cue cards with expressions they want to use later on; they learn about the overall composition of a response in a letter).</td>
</tr>
<tr>
<td>➤ Students decide in advance which aspects to focus on and to ignore irrelevant information or distractors (e.g., as in scanning a text later on for information).</td>
<td>➤ Students structure their expected activity according to expectations regarding a certain topic, proposing strategies for handling an upcoming task.</td>
</tr>
<tr>
<td>➤ Students generate a plan for details of handling a task, planning for and rehearsing linguistic items necessary to carry out an upcoming task.</td>
<td></td>
</tr>
</tbody>
</table>
1.1 An integrative approach – activity phase strategies

Execution, monitoring, and repair action

- Reviewing attention to a task
- Ignoring irrelevant information
- Checking one's comprehension during the task
- Inferencing (e.g., guessing meaning from linguistic clues)
- Using linguistic, pragmatic, and strategic competences
- Checking the accuracy or appropriateness of one's language production while it is taking place
1.1 An integrative approach – post-activity phase strategies

<table>
<thead>
<tr>
<th>Self-management and self-monitoring</th>
<th>Self-evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the conditions that help one learn or engage in the activity used and set up those conditions</td>
<td>Checking the outcomes of one’s own language learning or command against a standard after it has been completed</td>
</tr>
<tr>
<td>Checking one’s comprehension or command of the skill after the activity and learning from that</td>
<td>Evaluating language production and learning how to improve it</td>
</tr>
</tbody>
</table>
1.2 Receptive skills: reading and listening – types of reading activities

- Reading for gist
- Reading for specifics
- Reading for detailed understanding

- Implications
- Specifics
1.2 Receptive skills: reading and listening

*People learn to read by reading, not by doing exercises.* – William Grabe

- fewer role models
- fewer people read
- other competences
- vicious circle

1. Key competences and skills
1.2 Receptive skills: reading and listening

silent reading periods

selection

range of texts

reading longer texts
### 1.2 Receptive skills: reading and listening – ‘culture of reading’

<table>
<thead>
<tr>
<th>Linguistic Threshold Hypothesis</th>
<th>Linguistic Interdependence Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Certain degree of language proficiency</td>
<td>▪ Reading strategies and habits acquired in the mother tongue</td>
</tr>
<tr>
<td>➢ to be able to read and enjoy texts</td>
<td>➢ applied to those in the FL</td>
</tr>
</tbody>
</table>
1.2 Receptive skills: reading and listening

Bottom-up & top-down processes
### 1.2 Receptive skills: reading and listening – improving reading skills

<table>
<thead>
<tr>
<th>Pre-reading</th>
<th>Reading</th>
<th>Post-reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Brainstorming about the topic, genre, author (activating prior knowledge)</td>
<td>- Using various ways of reading from skimming to scanning</td>
<td>- Reflecting on how what has been read fits into the schemata</td>
</tr>
<tr>
<td>- Inferring from title, poster, other visuals</td>
<td>- Clarifying linguistic and semantic meaning (guessing from context); using annotations and dictionaries</td>
<td>- Reflecting on what the readers have learned, how they can use this text, how it appeals to them</td>
</tr>
<tr>
<td>- Making hypotheses about possible content, style, language, etc.</td>
<td>- Making further predictions and clarifying meaning with others</td>
<td>- Underlining key passages, summing up, responding to the text in various ways</td>
</tr>
<tr>
<td>- A quick first look at the text: what could this text be about?</td>
<td>- Re-reading, if necessary</td>
<td>- Reviewing and discussing a text in context</td>
</tr>
</tbody>
</table>

Based on Weskamp 2001: 133-34, Grabe 2011: 455-56
1.2 Receptive skills: reading and listening

Selected metacognitive, cognitive, social & affective strategies to develop reading skills

- Identifying reading strategies in L1, applying these to L2
- Making inferences about meanings of new words through context
- Checking, verifying, and correcting one’s understanding
- Taking notes, underlining key passages, key words, etc.
- Questioning for clarification/verification of meaning
- Using reference material (e.g., dictionary, annotations)
- Working with others to understand texts
In an article on ‘getting rid’ of worn-out and outdated teaching methods in the EFL classroom, Arendt (1999: 402-03) suggests that when teaching reading skills, teachers should no longer (1) have students read out a text; (2) couple reading tasks with tasks focusing on understanding, interpreting, or analyzing; and (3) they should scrap comprehension questions completely. In Arendt’s opinion, all these methods run counter to ‘natural’ practices of reading.

What is your opinion? Should these time-honored classroom practices be dropped completely, continued, or modified?
1.2 Receptive skills: reading and listening

Listening – ‘the Cinderella skill’?

Wrong approaches

1. Key competences and skills
1.2 Receptive skills: reading and listening

Problems for learners

- Words once spoken cannot be repeated or listened to for a second time
- Oral communication is frequently fast (up to 10 phonemes per second)
- Problems of audibility depending on the quality of a recording, background noise, etc.
- Problems with colloquialisms, slang, non-standard English, dialects, varieties, etc.
1.2 Receptive skills: reading and listening

‘One hears what one knows.’

In developing courses, materials, and lessons, it is important to teach not only bottom-up processing skills, such as the ability to discriminate between minimal pairs, but also to help learners use what they already know to understand what they hear. If teachers suspect that there are gaps in their learners’ knowledge, the listening itself can be preceded by schema-building activities to prepare learners for the listening task to come.

Nunan 2002: 239
1.2 Receptive skills: reading and listening

Training listening skills

Learning to distinguish between key sounds, intonation patterns, different accents, etc.

Listening to material containing parts and passages unknown to students

Listening to material incorporating different features of spoken language

Being prepared for situations where listeners will not have a full understanding of what they hear

Different types and purposes of listening, from listening selectively to listening for gist

1. Key competences and skills
1.2 Receptive skills: reading and listening – improving listening skills

<table>
<thead>
<tr>
<th>Pre-listening</th>
<th>Listening</th>
<th>Post-listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Activating students’ prior knowledge about the topic(s) to be featured in the listening activity (e.g., building hypotheses about topics, possible vocabulary and grammar)</td>
<td>▶ Using various listening types from detailed understanding to listening for gist</td>
<td>▶ Reflecting on how what has been listened to fits into the schemata</td>
</tr>
<tr>
<td>▶ Pre-teaching new vocabulary items of the recording and/or basic context/content</td>
<td>▶ Inferring meaning</td>
<td>▶ Reflecting on what has been learned, how this can be used</td>
</tr>
<tr>
<td>▶ Giving hints as to understanding unknown accents, dialects, etc.</td>
<td>▶ Dealing with pre-set task(s)</td>
<td>▶ Analyzing language</td>
</tr>
<tr>
<td>▶ Creating motivation</td>
<td>▶ Checking answers and comparing hypotheses with actual content</td>
<td>▶ Repeating</td>
</tr>
<tr>
<td>▶ Establishing objectives of listening activity</td>
<td>▶ Predicting what will be communicated next</td>
<td>▶ Checking and comparing answers and understanding</td>
</tr>
<tr>
<td>▶ Establishing the type of listening activity (selective listening or detailed understanding)</td>
<td>▶ Taking notes</td>
<td>▶ Pooling the Information received, then presenting it in oral or written summaries</td>
</tr>
<tr>
<td>▶ Giving a number of attention pointers beforehand</td>
<td>▶ Paying attention to linguistic markers that signal main ideas, details, or discourse structure</td>
<td>▶ Responding to recording in various ways</td>
</tr>
</tbody>
</table>

Based on Weskamp 2001: 133-34, Field 2002: 242 – 45; Vandergrift & Groh 2011: 402-05
Arendt (1999: 404-05) argues against using listening comprehensions featuring listening for discrete items (discrimination tasks) and uninteresting topics. Most importantly, Arendt surmises, listening tasks should not have several repetitions of the recording. These practices run counter to listening scenarios in real life. What is your opinion, especially regarding the suggestion that recordings should be played only once?
1.3 Productive skills: writing and speaking – writing as complex process

Drafting
Revising
Editing
Planning
1.3 Productive skills: writing and speaking

Meaningful writing scenarios

Good approaches

- generating meaning
- meaningful, personal, creative
- real-world relevance
Arendt (1999: 407) suggests that writing skills should never be practiced with rigid and patterned activities such as writing ‘model dialogs’ but rather by focusing on real-life and creative forms of writing. Think of ways to make writing more creative, with students writing responses resembling real-life situations.
## 1.3 Productive skills: speaking – transaction and interaction

<table>
<thead>
<tr>
<th>Transaction</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveying information and ideas</td>
<td>Maintaining social relationships</td>
</tr>
</tbody>
</table>

Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication.”

Shumin 2002: 208
1.3 Productive skills: speaking

Speaking as a process
- conceptualizing
- formulating
- articulating
- repair/self-control

Levelt 1994: 91
1.3 Productive skills: speaking

Speaking as interacting

- Soft skills
- Communicative skills
- Intercultural skills
1.3 Productive skills: speaking

Interactions skills

- Initiating and maintaining conversation
- Turn-taking strategies and taking the floor
- Monitoring and repair work
1.3 Productive skills: speaking

Interactional activities

- relevant topics
- sense of achievement
- no one-to-one equivalent
- additional support
- anxiety-free atmosphere
- intrinsic motivation
- sense of achievement
- no one-to-one equivalent
- additional support
- anxiety-free atmosphere
- intrinsic motivation

1. Key competences and skills
<table>
<thead>
<tr>
<th>Effective speaking activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-debates</td>
</tr>
<tr>
<td>Interviews</td>
</tr>
<tr>
<td>Think-pair-share, etc.</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Role playing</td>
</tr>
<tr>
<td>Storytelling</td>
</tr>
<tr>
<td>Formal speeches and illustrated talks</td>
</tr>
</tbody>
</table>

1.3 Productive skills: speaking

Key competences and skills based on Weskamp 2001: 128-29
Arendt (1999: 405-06) suggests that frontal teaching is one of the main obstacles to students’ developing speaking or interaction skills. Think of ways to decrease teacher talk time.
1.4 Mediation and intercultural competence

**Key competences and skills**

- Summing up a FL text in one’s own language to present information required for a certain activity later on.
- Being asked to interpret, not verbatim, but by paraphrasing a text the other person does not understand.
- Being asked to translate simultaneously at a meeting.
- Negotiating meaning in non-native-speaker to non-native-speaker contexts.

**Mediation**
1.3 Productive skills: speaking

Mediation activities

- Taking the communicative need of the partner(s) into account
- Anticipating what will be communicated next while interpreting
- Being aware of culturally different expressions
- Bridging gaps and finding impromptu repair mechanisms
- Being able to repair by using reference works efficiently
- Using knowledge of other languages
Think of possible scenarios where students would use mediation skills, especially on the Internet. Make a list and consider ways of preparing students for such scenarios.
1.4 Mediation and intercultural competence – politeness skills

In Chinese culture, paying a compliment to someone obliges that person to give a negative answer (such as ‘No. It is not so good.’) in order to show ‘modesty’, whereas in North American culture such a response might be both inappropriate and embarrassing.  

Shumin 2002: 206

One day, when a Chinese student heard ‘Let’s get together for lunch sometime.’ he immediately responded by proposing to fix a specific date without noticing the speaker’s indifferent facial expression. […] [H]e was puzzled when his interlocutor left without giving him an expected answer.

ibid.
1.4 Mediation and intercultural competence – teaching nonverbal communication

Read the following suggestions for practicing non-verbal communication skills. Try some of them in your class.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe the teacher/student</td>
<td>Teachers or students act out everyday situations in front of students (without words); they read out a text using gestures; students observe, comment, and imitate</td>
</tr>
<tr>
<td>What’s the meaning?</td>
<td>This is an activity about understanding sign language across cultures: students interpret several typical gestures (V-sign with index and middle fingers and how they differ across cultures (e.g., displayed on a transparency))</td>
</tr>
<tr>
<td>Acting out small scenes</td>
<td>This could start with textbook dialogs and go on to scenes from (mini-)dramas or scenes composed by the students: the focus is on non-verbal communication and how it can underline or contradict verbal messages</td>
</tr>
<tr>
<td>Analyzing literature</td>
<td>Students discuss the use of non-verbal communication in literary texts, ranging from drama to conversations in novels</td>
</tr>
<tr>
<td>Describing pictures</td>
<td>One student explains a picture the other student cannot see; the other student draws; then they discuss the use of gestures</td>
</tr>
</tbody>
</table>
### 1.5 Authentic communicative tasks and activities

<table>
<thead>
<tr>
<th>What: content of communication</th>
<th>(Oral) practice in the classroom</th>
<th>(Oral) practice outside the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content or topic are decided by the teacher, textbook, etc. Content is highly predictable.</td>
<td>Speakers express their own ideas, wishes, opinions, attitudes, etc. The exact meaning of any speaker’s message is unpredictable.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why: reason for communication</th>
<th>(Oral) practice in the classroom</th>
<th>(Oral) practice outside the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners speak in order to practice speaking or because the teacher tells them to.</td>
<td>Speakers have a social or personal reason to speak. There is an information gap to be filled or an area of uncertainty to be made clear. What is said is potentially interesting or useful to the participants.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why: result of communication</th>
<th>(Oral) practice in the classroom</th>
<th>(Oral) practice outside the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>The foreign language is spoken, the teacher corrects or accepts what is said; a grade is given (extrinsic motivation).</td>
<td>Speakers achieve their aims: they get what they wanted, an information gap is filled, a problem is solved, a decision is reached or a social contract is made. The result is of intrinsic interest or value to the participants.</td>
<td></td>
</tr>
</tbody>
</table>

The Examinations Office for TELC 2002: 6.03-07, abridged
1.5 Authentic communicative tasks and activities

**Traditional classroom discourse vs. authentic communicative activities (II)**

<table>
<thead>
<tr>
<th>Who: participants in communication</th>
<th>(Oral) practice in the classroom</th>
<th>(Oral) practice outside the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large group in which not everyone is facing the speakers or interested in what they say, except perhaps for one person, the teacher, who pays less attention to what they say than to how correctly they say it.</td>
<td>Two or more people, facing each other, pay attention and respond to what is said rather than to how correctly it is said.</td>
<td></td>
</tr>
<tr>
<td>How: means of communication</td>
<td>Language from teacher or medium is very closely adapted to learners’ level. All speech is as accurate as possible, and usually in complete sentences. Learners are corrected if their speech deviates from standard forms, whether or not their meaning is clear.</td>
<td>Little consideration is paid to the general language level of the speaker. If there are problems, compensation strategies are used. The Interlocutor helps to ensure that the content is correct.</td>
</tr>
</tbody>
</table>
Suggest more activities that would entail the features described on the left-hand side. Write them into the right-hand column.

<table>
<thead>
<tr>
<th>Feature of activity</th>
<th>Typical activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has an end/result/end product</td>
<td>Designing a poster, displaying it in class, discussing it; writing a CV for an application</td>
</tr>
<tr>
<td>Participants are interested in achieving the aim/result</td>
<td>Writing an application for being in a chat-show, or for an appearance in a TV series; students have to follow a written instruction to assemble something</td>
</tr>
<tr>
<td>The participants can make use of their own ideas, needs, experiences, views, etc.</td>
<td>Responding to literature, films, videos</td>
</tr>
<tr>
<td>They have an Information and/or opinion gap</td>
<td>A specialist in class reports on sports; students watch live television coverage of an Important event</td>
</tr>
<tr>
<td>There is a reason for speaking/writing and for reading/listening</td>
<td>The issue at hand is of global concern and the debate is on a global level, with English as lingua franca (e.g., writing to ATTAC, Amnesty International, a politician in another country)</td>
</tr>
<tr>
<td></td>
<td>Language behavior is as authentic as possible, i.e., no simplifications, no unnaturally slow speech, but use of compensation strategies, spontaneous speech</td>
</tr>
<tr>
<td></td>
<td>There is a reason for interaction, production and/or reception</td>
</tr>
<tr>
<td></td>
<td>Being invited to present a speech in English; having to organize a trip to another country</td>
</tr>
</tbody>
</table>

1. Key competences and skills
Learning how to learn ➔ learning strategies: “specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills” (Oxford 2002: 124)
2.1 Learning strategies – application

IF the goal is to comprehend an oral or written text, and I am unable to identify the word’s meaning, THEN I will try to infer the meaning from the context.

Express in three lines, using IF and THEN constructions, goals and strategies for the following contexts:

- initiate a conversation
- sound like a native speaker
- use grammatically correct English
- avoid intercultural blunders
- understand every detail of a recording
- understand a political speech

O’Malley & Chamot 1996: 52, adapted
2.1 Learning strategies – categories

<table>
<thead>
<tr>
<th>Metacognitive strategies</th>
<th>Cognitive strategies</th>
<th>Social/affective strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Planning one’s learning, comprehension, and production</td>
<td>▶ Learning to interact with the material to be learned by manipulating it mentally or physically (e.g., using vocabulary cards)</td>
<td>▶ Interacting with others to assist learning, cooperating</td>
</tr>
<tr>
<td>▶ Evaluating one’s progress</td>
<td>▶ Using memory-enhancing strategies to help remember new words (e.g., visuals, keyword method)</td>
<td>▶ Asking for clarification</td>
</tr>
<tr>
<td>▶ Developing a plan to monitor progress (e.g., a learning diary), comparing with goals and other learners</td>
<td>▶ Learning inferencing and summarizing techniques</td>
<td>▶ Using affective control to assist a learning task</td>
</tr>
<tr>
<td>▶ Focusing on task (e.g., planning to listen for key words or phrases)</td>
<td></td>
<td>▶ Comparing notes with others</td>
</tr>
<tr>
<td>▶ Planning the organization of written or oral task</td>
<td></td>
<td>▶ Seeking feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ Developing a positive attitude toward target cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ Seeking chances to practice the FL</td>
</tr>
</tbody>
</table>
2.2 Learner types

- Refrain from pigeon-holing learners!
- Don’t believe that catering to different learner types serves as the one-size-fits all approach for all teaching or learning problems!

Rosenberg 2013: 7, 16-18
3.1 Heterogeneous groups

- Diversity
- Heterogeneity
- Individuality

We want to satisfy the many different students in front of us, teaching to their individual strengths with activities designed to produce the best results for each of them, yet we also want to address our teaching to the group as a whole.

Harmer in Rosenberg 2013: 12

3. Heterogeneous groups and inclusion
There is no such thing as an ‘average learner’

3.1 Heterogeneous groups

What is the preferred type of information intake and processing: sensory or intuitive?

How is sensory information most effectively used: visual or verbal?

How does the student prefer to process information: actively or reflectively?

How does the student progress toward understanding: sequentially or globally?

With which organization of information is the student most comfortable: inductive or deductive?
3.1 Heterogeneous groups – practical implementation

- Motivating classroom atmosphere
- Balancing concrete information
- Balancing structured teaching approaches
- Frequent use of visuals
- Avoiding too much lecturing
- Providing options of cooperating
- Balancing inductive and deductive presentation
### 3.1 Heterogeneous groups: multilevel approach – principles

**Success**
- measured by how individual students complete the task that is set for them

**Success/student ability**
- simple equation: ‘text level of challenge + task level or support = student success’

- a difficult and long text can be coupled with a simple task for weaker students
- a short and simple text can be accompanied by a demanding task
3.1 Heterogeneous groups – tiered and biased tasks

Catering to different learner levels: response to a text

**Tiered**
- Below-average S ➔ support, simple task
- Average S ➔ less (no) additional information, answer options
- Above-average S ➔ no extra support, more demanding questions

**Biased**
- Below-average S ➔ answer basic questions
- Average S ➔ answer more detailed questions
- Above-average S ➔ present interpretation of the text
Devise biased and tiered tasks for below-average, average, and above-average students for (1) interpreting a scene from a film, (2) giving a short oral presentation on what students did during a school trip to London, (3) practicing a grammatical structure.
Discuss the following statement with regard to the challenge of ‘inclusion’: “From the first day of school our school system aims at securing the fiction of homogeneous learner groups.” (Tillmann 2007: 7, our trans.)
3.2 Inclusion

UNESCO Guidelines for Inclusion: Ensuring Access to Education for All (2005)

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

UNESCO 2005: 13
3.2 Inclusion
3.2 Inclusion – ratification worldwide

CRPD and Optional Protocol Signatures and Ratifications

- Not Signed
- Signed Convention
- Signed Convention & Protocol
- Ratified Convention
- Ratified Convention & Protocol

3. Heterogeneous groups and inclusion
3.2 Inclusion – challenges

- Break with traditional concepts deeply ingrained in the educational system
- Rift with traditional concepts of an ability-based pedagogy
- Concerned parents and pedagogues
- Inclusion cannot be implemented for free
- Disagreement about what the term ‘inclusion’ should cover
- Wide variety of ‘handicapped individuals’
- Very little published material helping EFL teachers
Discuss the issue of ‘inclusion’ with friends, parents, children, and your peers. Do you know of instances of ‘inclusion’? What is your personal position? Think of how teaching and learning methods need to be changed in general and for the EFL classroom in particular.
3.2 Inclusion – differences between integration & inclusion

<table>
<thead>
<tr>
<th>Teaching goals, assessment</th>
<th>Integration</th>
<th>Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional concepts, based on ‘bell curve thinking’ (see ch. 13.3.4)</td>
<td>Traditional concepts, based on ‘bell curve thinking’: all individuals have certain abilities, talents, qualities, etc. for a community to learn from</td>
<td>Encompasses all learners, avoiding or negating ‘bell curve thinking’; all individuals have certain abilities, talents, qualities, etc. for a community to learn from</td>
</tr>
<tr>
<td>Teaching goal: academic achievement, based on competitive spirit, selection and distribution of chances</td>
<td>Holistic teaching goals: empathy, tolerance, cooperation</td>
<td>Diversity as an enriching experience</td>
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<thead>
<tr>
<th>Teaching methods</th>
<th>Integration</th>
<th>Inclusion</th>
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<td>Traditional teaching methods</td>
<td>Focus on multiple and learner-oriented methods</td>
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<tr>
<th>Selective processes</th>
<th>Integration</th>
<th>Inclusion</th>
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<tbody>
<tr>
<td>Segregation through special needs schools</td>
<td>Inclusion as a reciprocal process: structures and systems need to be changed to incorporate all individuals</td>
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<tr>
<td>Special attention to individual learners who are integrated into existing structures and systems</td>
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<tr>
<th>Approach to ‘otherness’</th>
<th>Integration</th>
<th>Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>No need for adaptation for mainstream pedagogy and teaching practices; different learners are ‘labelled’:</td>
<td>Mainstream needs to make participation possible, become flexible, change teaching goals, question standardization drives:</td>
<td></td>
</tr>
<tr>
<td>(1) Handicapped people are handicapped because society constructs them as handicapped. This creates barriers and limits opportunities for equal participation.</td>
<td>(a) It is not the handicapped person who is handicapped, but society is ‘handicapped’ by constructing the individual as handicapped. Conceptions of ‘normalcy’ are questioned.</td>
<td></td>
</tr>
<tr>
<td>(2) Disruptive students, for example, are seen as a problem of individuals not playing by the rules of society and therefore having to change.</td>
<td>(2) Disruptive students could help to change and improve classroom rules.</td>
<td></td>
</tr>
</tbody>
</table>

Based on Dam & Legenhausen 2013
3.2 Inclusion – principles

Learning opportunities for everyone

- Work choice
- Peer tutoring
- Activities for all
- Material choice
- Clear structure

I LIKE INCLUSION

3. Heterogeneous groups and inclusion
3.2 Inclusion – elements

Helping students to gain and keep self-esteem

- Security: ‘I can feel safe.’
- Belonging: ‘I belong to a group and they support me.’
- Identity: ‘I am special.’
- Purpose: ‘I know what to do. I know my goals.’
- Competence: ‘I am capable of doing things.’

Consider how principles used for different learner styles can be employed in the inclusive EFL classroom. Consider the crucial concepts of fostering autonomous learning and supporting the individual learner’s self-esteem.


Acknowledgments


The Examination Office for TELC – The European Language Certificates (2002). The ABC of the Common European Reference for Languages (CEFR): A Brief Introduction for Teachers and Learners. DVD.


The cartoons at the beginning of each ppt were designed by Frollein Motte, 2014. If not otherwise indicated, the copyright of the figures lies with the authors. The complete titles of the sources can be found in the references to the units unless given below. All of the websites were checked on 10 September 2014.


**Slide 9:** Pre-activity phase strategies, based on O’Malley & Chamot 1996: 44-46


**Slide 17:** Improving reading skills, based on Weskamp 2001: 133-34; Grabe 2011: 455-56

**Slide 24:** Improving listening skills, based on Weskamp 2001: 124; Field 2002: 242-45; Vandergrift & Groh 2011: 402-05


**Slide 39:** [https://commons.wikimedia.org/wiki/%E4%B8%AD%E5%9B%BD#/media/File:Ding_Jun-hui.jpg](https://commons.wikimedia.org/wiki/%E4%B8%AD%E5%9B%BD#/media/File:Ding_Jun-hui.jpg)
Acknowledgments


Slide 49: https://commons.wikimedia.org/wiki/File:Average_Joe_and_Average_Stu.jpg?uselang=de#/media/File:Average_Joe_and_Average_Stu.jpg

Slide 52: https://commons.wikimedia.org/wiki/Category:Stick_figures?uselang=de#/media/File:Dancing_men.png

Slide 56: https://commons.wikimedia.org/wiki/Europe_-_Europa#/media/File:Europe_population_map_countries.PNG


Slide 58: Exclusion, segregation, integration, inclusion; Robert Aehnelt, Historische Schritte auf dem Weg zur Inklusion auf gesellschaftlicher Ebene; http://de.wikipedia.org/wiki/Inklusive_P%C3%A4dagogik, adapted; CC BY-SA 3.0

Slide 60: Differences between integration and inclusion, based on Damm & Legenhausen 2013


Chapter 6: Language competences, learning strategies, and the individual learner