

Talking Teaching 2019: Diverse Learners, Inclusive Teaching

Talking Teaching 2019

**Diverse Learners:
Inclusive Teaching**

A conference on tertiary
teaching best practice

28th-29th November

Unitec Institute of Technology

Auckland, Aotearoa

www.akoacademy.ac.nz

Diverse learners
Inclusive teaching

How diverse
are our learners?

How can we
include them all?

**Is it possible to teach
English without a
textbook?**

Reda Aoulad

YESTERDAY AT 7:58 PM 🌐

👍❤️😄 You and 206 others 285 comments 5 shares

👍 Like

💬 Comment

➦ Share

It's all about THEM:

Exploiting learners' stories for adult ESOL beginners' literacy development

Yi Wang



MYSELF

- Born & educated in China
- Came to NZ in 2009
- Taught English in China for 14 years from secondary to tertiary
- 2009 – 2019 in NZ as
 - a visiting scholar
 - student (TESOL / CAT / PhD in applied linguistics)
 - ESOL teacher and researcher





OVERVIEW

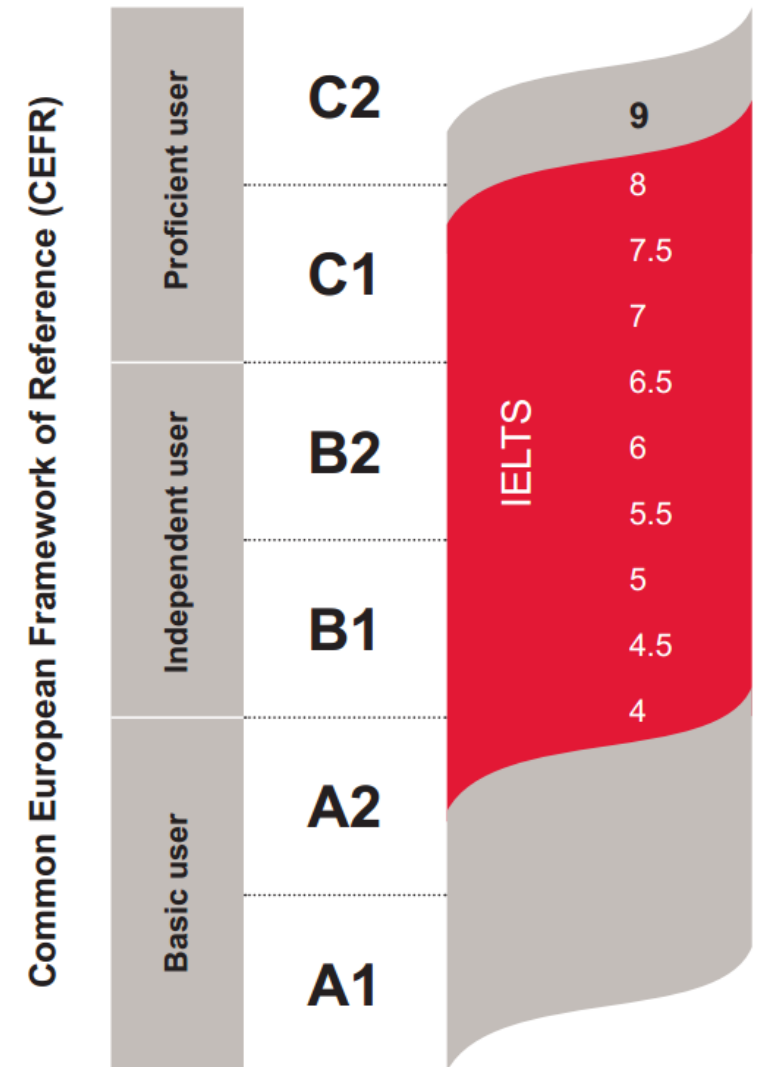
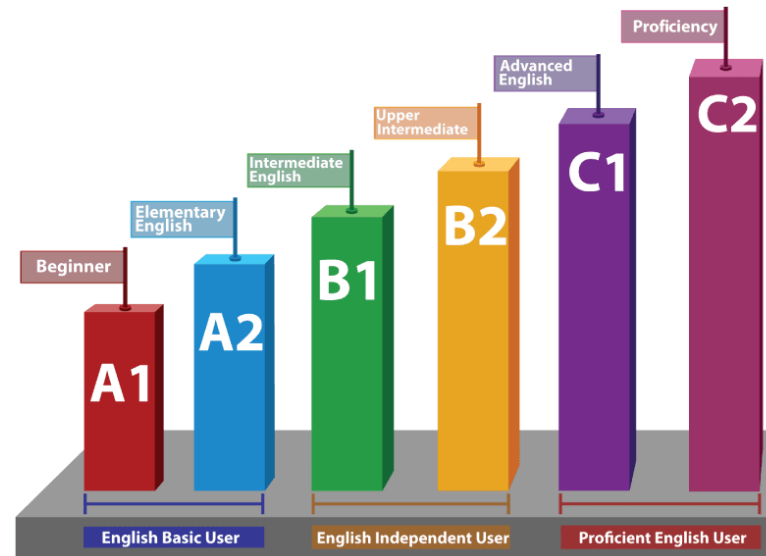
- Who are our learners?
- Why their stories?
- What stories?
- How were the stories constructed, used, and reused?
- What literacy was addressed / achieved?

LEARNER PROFILE



How **diverse** are our learners?

- Age range from 17 to 70
- Male & female, single & married, parents, grandparents ...
- China, Korea, Cambodia, Burma, Thailand, Iran, Iraq, Afghanistan, Syria, Somalia, Morocco, Columbia, Ecuador ...
- Education background from nil to university degree
- Pre-literate to A2





Why their stories?

WHY LEARNERS' STORIES

- ... it is a basic principle of the learner-centered curriculum that class time should be used to teach **“those aspects of the language which the learners themselves deem to be the most urgently required”** (Nunan, 1988, p. 3).
- ... that it is important that teachers who intend to foster autonomous learning attend to **the personal relevance of the language that is being learned**. (Benson, 2016, p. xxxiv)
- . . . Autonomy resides in **being able to say what you want to say rather than producing the language of others** . . . (Macaro, 2008, pp. 59-60)



What stories?



Hi, my name is Wang Yi. I'm from China.

I have been in New Zealand for 10 years.

I'm a teacher. I teach English at Wintec.

Let me tell you something about my family.

I have a small family, only three people: my husband, my son and me.

My husband is a business man. He works in China.

My son is a student. He studies at Auckland University.

Self & family



Hi, my name is **Fatima**. I'm from **Morocco**.

I have been in New Zealand for **10 months**.

I'm a **student**. I **study English** at Wintec.

Let me tell you something about my family.

I have a **small** family, **four** people: **my husband**, **two daughters**, Ahd and Douaa, and me.

My **husband** is an **electrical technician**. He works in **New Zealand**.

My **daughter** Ahd is a **student**. She studies in Peachgrove.

My **daughter** Douaa is a **student**. She studies in **Hamilton East**.

Work

Week 2 Tue. afternoon: **jobs**

Wang Yi is a teacher. She teaches English at Wintec.

Elena is a **cleaner**. She works for a **cleaning** company.

Gao is a **businessman**. He does import and export. Karely is a **businesswoman**. She does marketing.

Nadia is a **housewife**. Blanca is a **housewife**. They are housewives. They work at home and make their home nice, so they are the **homemakers**.

Lu Lin is a **soldier**. He works in the army to protect his country.

Alice **is a student** in New Zealand, but she **was a doctor** in China. She **worked** in the hospital to help people with their health.

Gary **is a student** in New Zealand, but he **was a civil servant** in China. He **worked** in the city council.

Week 2 Thursday 1 August 2019

My Sunday routine

My name is Wang Yi. I'm from China. I am a teacher. I teach English at Wintec from Monday to Friday. I don't work on Saturday and Sunday. On Sunday, I get up at 8 o'clock in the morning. I do my laundry at 8.30. I have breakfast at 9 o'clock. Then I go to church at 10.30. I have lunch at midday. At 1 o'clock in the afternoon, I take a nap. At 2 o'clock, I have coffee with my friend. Then I go for a walk at 4 o'clock. At 6 o'clock, I have dinner. Then in the evening I watch TV at 8 o'clock, and I read a book at 10 o'clock.

Term break

- **What are you going to do in the term break?**
- I'm going to on _____.
- I'm going to on _____.
- I'm going to on _____.

Week 12 Tuesday 15/10/2019 – Welcome back (after term break)

- Good morning, everybody / everyone!
- **Good morning!**
- Welcome back to school!
- **Thank you!**
- How are you today?
- **I'm very well. Thank you.**
- How was your **holiday**? Did you have a good **holiday**?
- **Yes, I did. I had a great holiday.**
- Did you go somewhere for the **holiday**? Did you stay at home and have a wonderful time with your family?
- **Yes. I went to Auckland / Wellington / Cambridge ...**

Week 10: festivals & celebrations (24/09/2018)

Today is Monday, 24 September. It's 15 August by the lunar calendar. It's a **special day** for Chinese people. It's called Moon Festival. It's in the middle of autumn, so it's also called Mid-Autumn Festival. On this day, the moon is full and bright. People get together to have a family reunion. They watch the moon, and eat mooncake. They do many different activities to celebrate the festival.

We're from different countries, and we all have our own **special days** and festivals.

Habiba, Asha & Shamis:

What's the most important festival in your country? A **special day** in Somalia is _____ by the Somalian calendar. It's in the middle of summer, so it's also called _____ Festival. On this day, people get together to have a family _____. They watch the independence _____, and eat _____, cakes and different sweets. On this day, people are happy.

29/05/2018 Tuesday: A new student Dion

Topic: A new student Dion

Today we have a new classmate. His name is Dion. He's from Thailand.

Two years ago, he **came** to New Zealand to have a look. He **lived** with his mum in a small town near Nelson in South Island. His mum **opened** a restaurant in the town. She owns the restaurant, so she is the **owner** **as well as** **manager** of the restaurant. She is **also** a chef.

Last month, he **came** to Hamilton because he likes a city better than a small town. He doesn't like Auckland because it's too big, too busy, and too expensive. So, he **chose** Hamilton. He likes Hamilton because it's a nice city and not too big.

Now he's studying English at Wintec. He wants to speak and write good English. He **started** yesterday. He **chose** Wintec because it's free for him to study English here. Also, Wintec has good teachers, and his friends study here.

He's a good boy. He's only 21 years old, but he is studying and working. He's a chef, and he works in a Thai restaurant in Rototuna. He works with two other chefs. He works at night from 4 pm to 9 or 10 pm.

Hearing someone sick

- Hi, Luz, how are you?
- Oh, not very good. I had a headache and a stomachache, and pain in my arm.
- I'm sorry to hear that. I hope you're feeling better now.
- Thank you very much.
- Take care (of yourself), and get well soon.

Hi everyone, I'm sorry I'm **late**.
 That's ok / all right. Don't worry.
 Come on in. Take a seat.

late	sorry	words	care
Well	Out of order	Matter	sick
hear	bus	Sore	appointment
doctor	hospital	Books	Dictionaries
heavy	fine	ok	worries

Today is 10 September Monday. We have English classes with Teacher Wang Yi. However, she was _____ today because the lift in her office building was _____. She needed the lift because she had many _____ and _____, and they are very _____. Because of that, she apologized to the class - she said, "I'm _____ I'm _____", but the students were very kind and they said, "That's _____. No worries, teacher". So there was no problem, and everyone laughed.

Then, Asha was _____. She was **late** because she takes a _____ to come to school every day but today the bus was _____. Next, Luz was _____. She was **late** because she got a _____ arm, so she made an _____ with the doctor and she went to the _____. Finally, Mariam was _____. She was **late** because her son was _____.

Different students doing different things.

Today we're having a special class. Different students are doing different things. Andrew, Asiya and Eliana are doing the progress tests, because they didn't come to class yesterday and missed the tests.

Some students are writing about... they are doing that to prepare for next Friday, which is the last of... have an 'end-of-semester' concert (party) to celebrate our success.

Changing
planned lesson

Some other students are still working on... self and your classmate'. That was the topic and homework of last week. They might have been busy with other things, so they haven't finished their homework. Now they're working hard to catch up.

We're doing different things today, but it looks everybody is very busy. The teacher is happy because we're working hard.

19/06/2018 – English language learning experience

20/06/2018

Today we're talking about language learning. I can speak three languages: Chinese, English and a little bit Japanese. Chinese is my mother tongue (my first language), English is my second language. I learned Japanese in the university, but I have forgotten a lot because I don't use it.

I started learning English in China from middle school when I was 12 years old. Then I studied more English at university, and more in New Zealand. I have been learning English for more than 30 years. I also teach English, so English is my language for work. Of course, I use English every day for life as well.

It's not easy to learn a language. There are so many words, so many rules, and so many skills. I try very hard to remember them, but then I forget, and forget again. Sometimes I feel very



How were the stories constructed?

Pre-structured

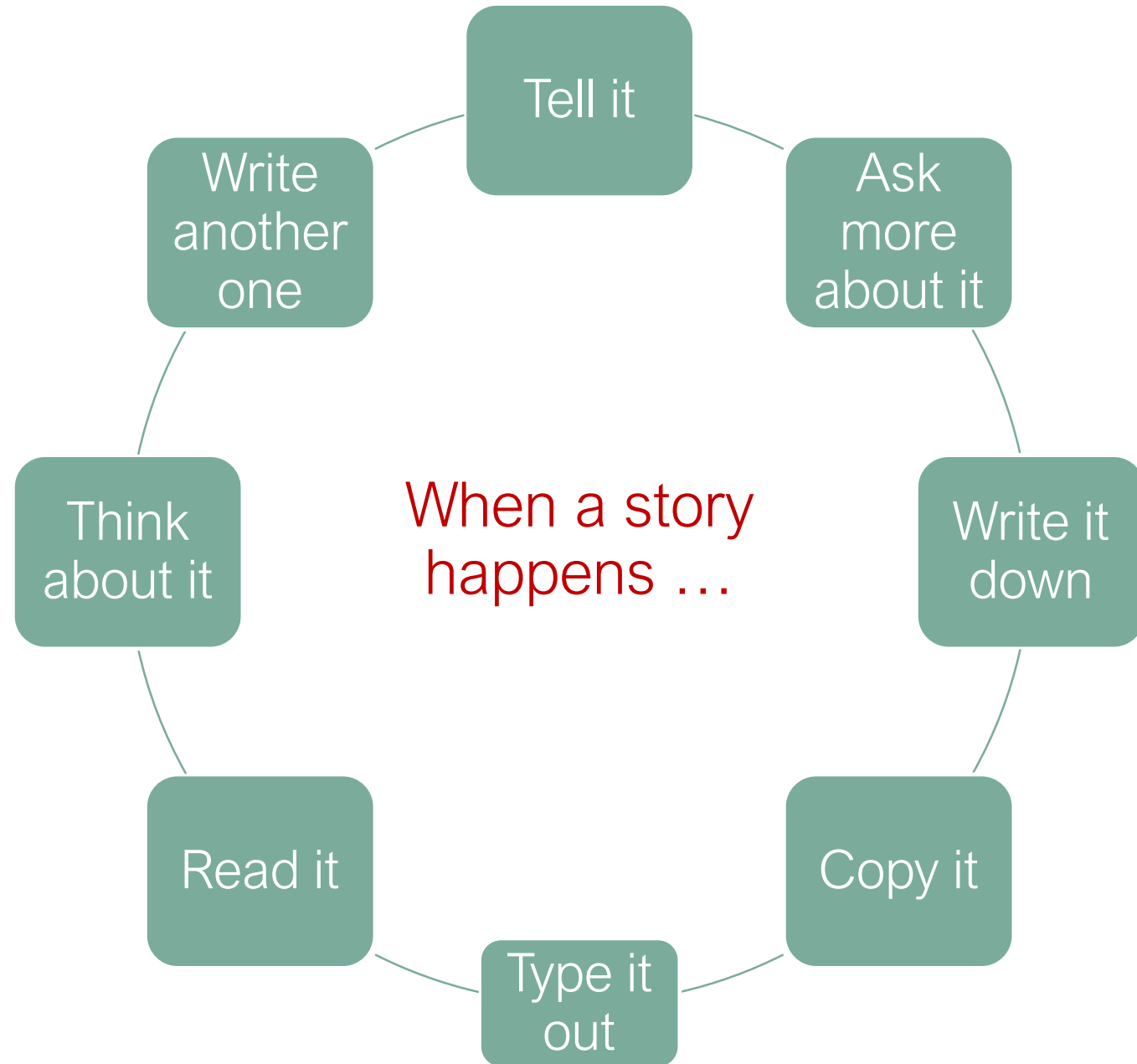
- What's your name?
- Where are you from?
- How long have you been in New Zealand?
- How long have you been studying at Wintec?

T-initiated + spontaneously-co-constructed

- Where are you from, Mpundu?
- I'm from Congo.
- Where is Congo, everybody? Asia?
- No, no, no. South Africa.
- Ah ... now do you have any questions about Mpundu?
- And anything else? ...



How were the stories
used and reused?





What activities were carried out
of the stories?

Match questions with answers

1. How many languages does WY speak?	A. Yes, she did.
2. What languages does WY speak?	B. No, it's difficult.
3. Did she learn English in her home country?	C. Yes, it's very interesting.
4. When did she start learning English?	D. She can listen and watch something on the internet.
5. Where did she start learning English?	E. Three.
6. How long has she been learning English?	F. Chinese, English and a little bit Japanese.
7. Is it easy for her to learn a language?	G. When she was twelve years old.
	H. In the middle school and at university in China.

True? False? Not Given?

1. The topic today is language learning.
2. WY speaks two languages: English and Chinese.
3. WY started to learn English in primary school.
4. WY has been learning English for 12 years.
5. WY uses English for both work and life.
6. WY doesn't like English because it's too difficult.
7. WY only learns English in class.
8. Learning English is easy for WY.
9. Learning English is interesting for WY.

Ask and answer

1. How many languages do you speak?
I speak _____ languages.
2. What are they?
They are _____
3. When did you start to learn those languages?
I started to learn _____ when I was a baby.
I started to learn _____.
I started to learn _____.
4. Did you learn English in your home country?

What **do** you **do**? . I'm a teacher. / I **teach** English. .
 What **are** you **doing**? . I'm **teaching** my Easy English class. .
 What **do** you usually **do at the weekend**? . I **meet** my friends. .
 What **did** you **do last weekend**? . I **watched** an English movie at home. .
 What **are** you **going to do next weekend**? . I'm **going to visit** my son in Auckland. .

What do you do? . | _____
 What are you doing? . | _____
 What do you usually do at the weekend? . | _____
 What did you do last weekend? . | _____
 What are you going to do next weekend? . | _____

	In NZ	In home country		In NZ	In home country
1. Wang Yi	-	-	15. Wahe Da	-	-
2. Elena	-	-	16. Nury	-	-
3. Gao	-	-	17. Ali	-	-
4. Karely	-	-	18.	-	-
5. Nadia	-	-	19.	-	-
6. Blanca	-	-	20.	-	-

▪ Kiona:

The most important festival in my country is **Eid al-Fitr**. Everyone gets up early in the morning. Then go to **mosque** to pray. When they finish praying, families and friends **eat lunch** together.

▪ Iman & Samir:

Eid al-Fitr is a special day for all **Muslims**. It's after **Ramadan**. It changes every year. Early in the morning, Muslims start praying Eid prayers. They celebrate by wearing **new clothes**, eating **sweets** and giving kids some **gifts and money** to make them happy. Also friends, relatives and neighbours greet each other, and all the family get together to have a big **feast**.

▪ Suhad:

Ramadan 2018: At the end of Ramadan, Muslims celebrate the Eid al-Fitr. Eid al-Fitr in Arabic literally means festival of **breaking** the fast. Depending on the actual start date of Ramadan and the new moon sighting on the 29th night of Ramadan, Eid al-Fitr this year falls between Thursday **June 14** and Saturday **June 16**. During the month of Ramadan, Muslims won't eat or drink between **dawn** and **sunset**. This is called **fasting**. Fasting is important during Ramadan, as it allows Muslims to **live their lives**.

▪ Anna:

Every year on 15 August in China, people celebrate the **moon festival**. There are various activities. We enjoy **moon** cakes and various **fruits** while enjoying the moon with our **family**.

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We're from different countries, and we all have our own special days and festivals.

Habiba, Asha & Shamis:

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Kiona:

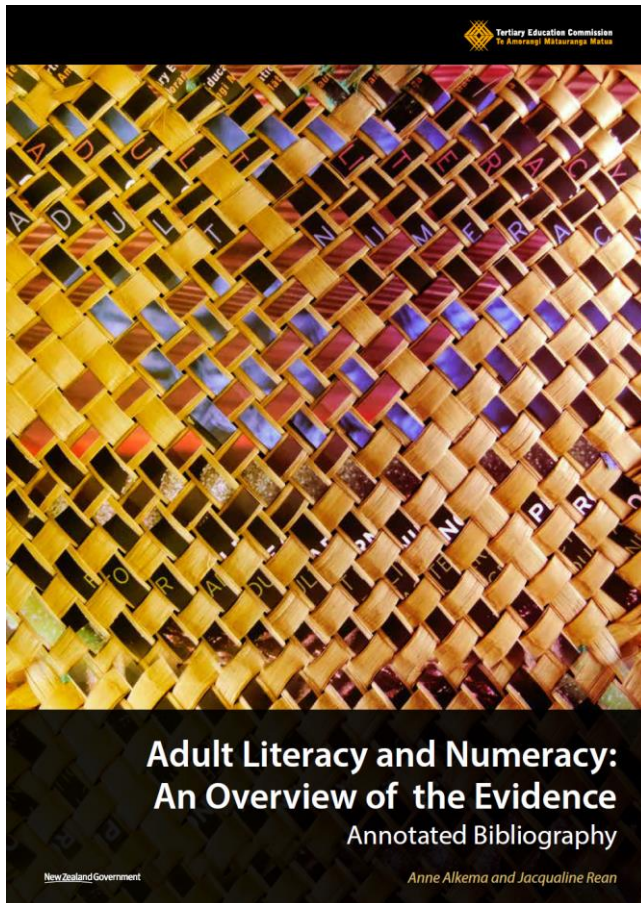
The most important festival in my country is _____. Everyone gets up early in the morning. Then go to _____ to pray. When they finish praying, families and friends _____ together.

Iman & Samir:

Eid al-Fitr is a special day for all _____. It's after _____. It changes



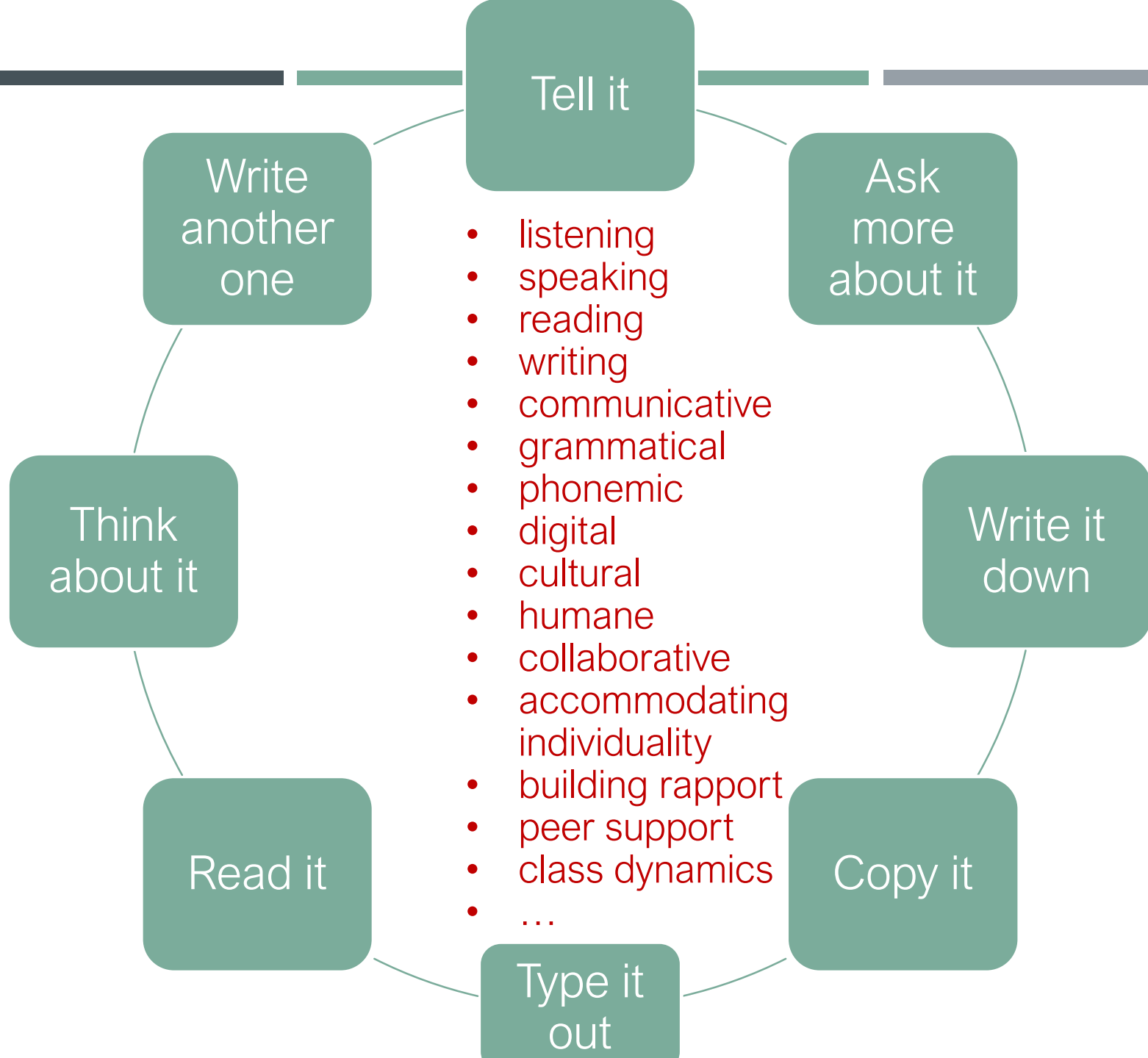
What literacy needs
were addressed / achieved?

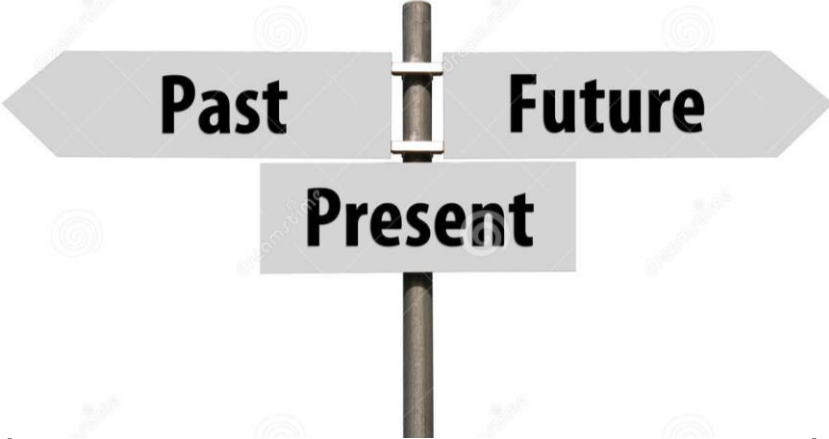


[In the adult context] literacy is the written and oral language people use in everyday life and work. A person's literacy refers to the extent of their oral and written language skills and knowledge and their ability to apply these to meet the varied demands of their personal study and work lives, (Tertiary Education Commission, 2009, p. 58).

Digital literacy	Digital literacy comprises the technical ability to use, at basic level, a computer and the internet; understand and critically evaluate digital media; and create content and communications (Standing Council on Tertiary Education, Skills and Employment, 2012).
Financial literacy	Financial literacy is the ability to make informed judgements and effective decisions on the use and management of money. It covers everything from having financial knowledge to having the understanding, confidence and motivation to make financial judgements and decisions (Commission for Financial Literacy and Retirement Income, 2012).
Health literacy	Health literacy means the capacity to “obtain, process and understand basic health information and the services needed to make the appropriate health decisions,” (Ministry of Health, 2010, p.iii).

Numeracy	Numeracy is the bridge between mathematics and real life. A person’s numeracy refers to their knowledge and understanding of mathematical concepts and their ability to use their mathematical knowledge to meet the varied demands of their personal, study and work lives, (Tertiary Education Commission, 2009, p. 59).
Language	The term Language was initially included in ‘LLN’ as a reference to English for Speakers of Other Languages (ESOL). This ‘L’ has to some extent been dropped, with any references to language proficiency included in the general term ‘literacy’.
e-learning	This term refers to learning that is facilitated by electronic technologies. It includes the usage of computers and handheld data storage and transmittal devices including mobile phones. It is often used to facilitate distance learning, (Fletcher, Nicholas and Davis, 2010).





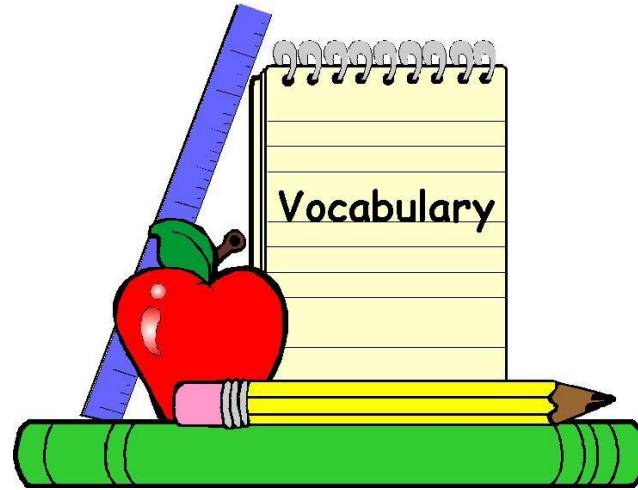
- How was your holiday? Did you have a good holiday?
- Yes, I did. I had a great holiday.
- Did you go somewhere for the holiday? Did you stay at home and have a wonderful time with your family?
- Yes. I went to Auckland / Wellington / Cambridge

- What are you going to do in the term break?
- I'm going to on _____.
- I'm going to on _____.
- I'm going to on _____.

	Time	Activities	Time	Activities
In the morning	8:00 am	Get up		
	8:30 am			
	9:00 am			
	10:30 am			
	12:00 am			
In the afternoon	1:00 pm			
	2:00 pm			
	4:00 pm			
In the evening	6:00 pm			
	8:00 pm			
	10:00 pm			

Write about your Sunday routine





Let's learn some big words 😊

1. Special
2. Festival
3. Celebrate
4. Independence
5. Various
6. Different
7. Difficult
8. Enjoyable

Let's look at some small words 😊

1. The frist / first / fist day
2. In china / Chian / China
3. Dance / dence and sing
4. Muslims go to the Mosque to pray / play
5. Watch independence video / vedio
6. Family get together / to gether
7. Everyone / every one is happy
8. Finish / fanish / furnish praying

Leo came to Hamilton last month. He **likes** living in a city, but he **doesn't like** very big cities **like** Auckland.

05/06/2018 – Two new students

Last week, two new students joined our class. They were Leo and Anna.

Leo is a young boy from South Africa. He first stayed in the South Island in a small town near Queenstown with his mum and the other in South Africa for a month. He likes living in a city. He lives in a flat with his friends.

12Nov 2019 Tue

Today we have a new student from South Africa. It's very far from home. She came to NZ two weeks ago. 'Welcome to NZ, Mpundulu' and the other is Swahiri.



30/05/2018 Wednesday – Another new student Eliana

1. Today we have another new classmate. Her name is Eliana. She's from Colombia.

Her husband in Frankton, and 22 years old. Each of them is amazing because

She has a fixed workplace. She has to come to their house

She has a mum in a small town. She owns the house. She is also a chef.

Last month, he came to Hamilton because he likes a city better than a small town. He doesn't like Auckland because it's too big, too busy, and too expensive. So, he chose Hamilton. He likes Hamilton because it's a nice city and not too big.

Week 6 (Wed): CPL (05/09/2018)

Pathway English Stream D – Computer class

Step 1: Type the following text into your Word document.

Jenny is our teacher. She teaches English at Wintec. She's married. She lives with her husband and children. She also has a cat. She likes photography and animals. She takes a lot of photos of animals.

Step 2: Change the font to 'Times New Roman' in font 24 and green colour.

Step 3: Write a new paragraph about you and your family. Try to answer the following questions:

- What's your name?
- What do you do?
- Who do you live with?
- How many people are there in your family? And who are they?
- What do they do? And what do they like?

Step 4: Change the font to 'Calibri (body)' in font 36 and blue colour.

Step 5: Read each other's writing and see if you learn something from (and about) others.

Step 6: Save your document on One Drive.

Happy writing, & happy typing!



© Can Stock Photo - csp20692334

5. Some classmates asked why she came to New Zealand. She didn't want to talk about that. She said that's her privacy. We understand and respect that, as we all have some personal stories that we don't want to tell others.
6. New Zealand is multi-cultural country. People who live here come from many different countries, so we should respect each other's **culture**. Sometimes we should be careful with some questions. For example, it's not so good to ask too personal questions, such as age or marriage.

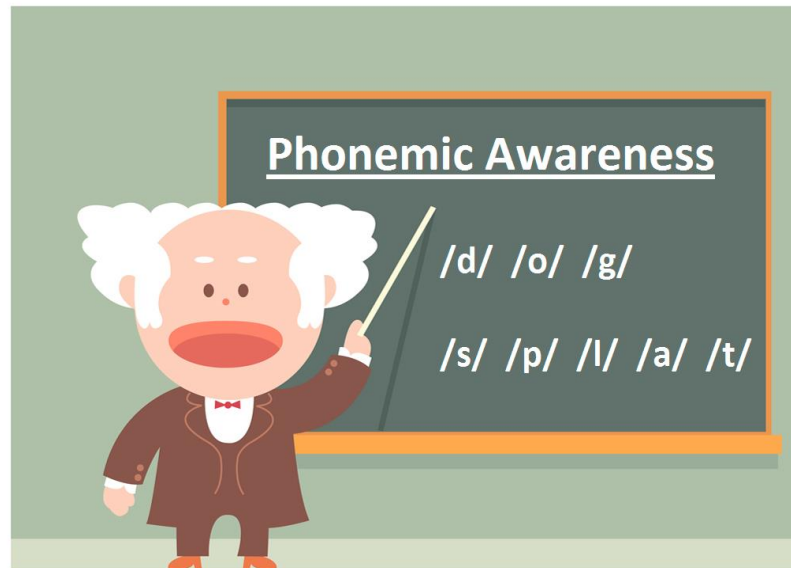
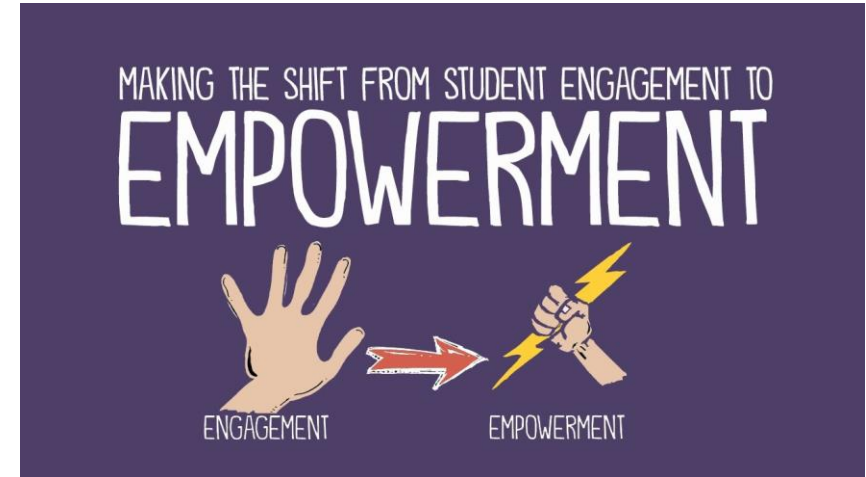
Mpundu has her family in NZ. She has four brothers. They are 35, 28, 20, and 15. She also has a sister. We don't know the girls' age. It's a **secret**. Is she single or married? We don't know. It's a **secret**. In NZ, people don't ask girls' age and marriage.

Diversity & Cultural Awareness



12Nov 2019 Tue

Today we have a new student. Her name is Mpundu. She is from Congo. Congo is in South Africa. It's very far. It takes 22 hours to fly from Congo to New Zealand. She came to NZ two weeks ago. She's been in NZ for only two weeks. So we say, 'Welcome to NZ, Mpundu'. Mpundu speaks two languages: **one** is Kinyrwanda, and **the other** is Swahiri.





Congratulations



Years Months Days All Photos



Diverse learners
Inclusive teaching

How **diverse**
are our learners?

How can we
include them all?

What can be
achieved?

Pre-literate to
CEER A2

Personal stories

Multiple literacies



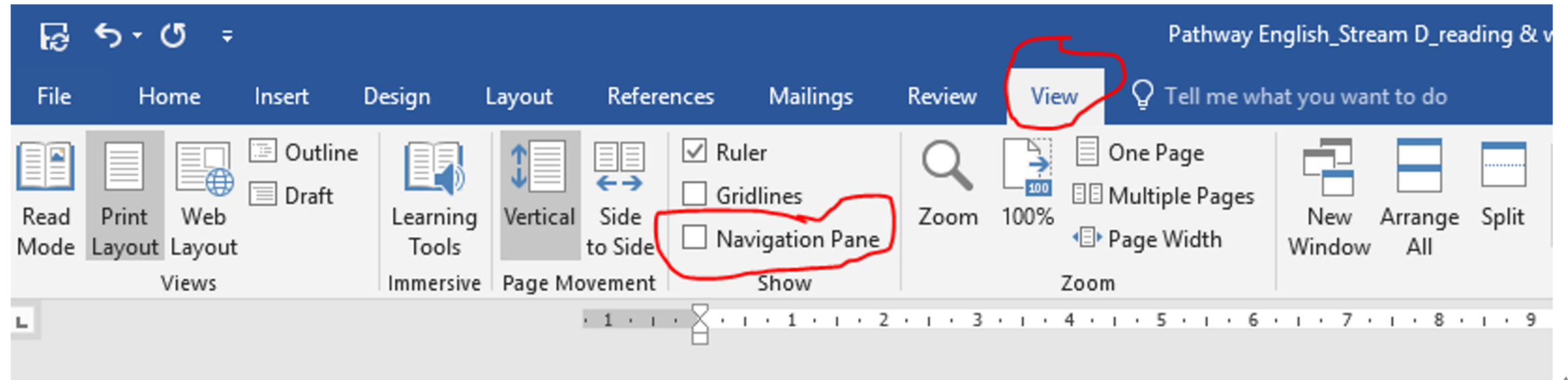
Creating these stories,
what's the workload like?

Wang Yi's Notes:

This is a living document, changes ongoing.

Topics organised on a weekly basis, starting week at the bottom.

Weeks / Topics formatted in 'headings', 'show or hide' by clicking 'Navigation Pane' under 'View'. See below:



Final words

When we care,
they learn,
and we learn
even more.



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**People don't care
how much you know**
until they know
how much you care.

~Theodore Roosevelt



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AWESOME.

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**Diverse Learners:
Inclusive Teaching**

A conference on tertiary
teaching best practice

Wang.Yi@wintec.ac.nz

28th-29th November

Unitec Institute of Technology

Auckland, Aotearoa

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