

A Learner-Centered Classroom for Literature and Language Teaching

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Differentiated Instruction (D.I.)...

- is an approach to planning so that one lesson is taught to the entire class while meeting individual needs of each learner (Eaton, 1996)
- means creating multiple paths so that the students of different abilities, interest, or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as part of the daily learning process (www.enhancelearning.ca)

Cont.

- allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning (www.enhancelearning.ca)
- means starting where the learners are rather than adopting a standardized approach to teaching that seems to presume that all learners are alike (<http://webhost.bridge.edu>)

Cont.

- is “responsive teaching” rather than a “one-size-fits-all” teaching
- involves planning varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he/she can as efficiently as possible (Tomlinson, 2003)

Cont.

- involves providing students with avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching products so that all students within a classroom can learn effectively, regardless of differences in ability (<http://en.wikipedia.org>)
- stems from beliefs about differences among learners, how they learn, how they perform, and what their individual interests are (Anderson, 2007)

May I feel said he (e.e.cummings)

may i feel said he
(i' ll squeal said she
just once said he)
it' s fun said she

(may i touch said he
how much said she
a lot said he)
why not said she



(let' s go said he
not too far said she
what' s too far said he
where you are said she)

may i stay said he
(which way said she
like this, said he
if you kiss said she
may i move said he
it is love said she)
if you' re willing said he
(but you' re killing said she



but it's life said he
but your wife said she
now said he)
ow said she

(tiptop said he
don't stop said she
oh not said he)
go slow said she

(cccome, said he
ummm, said she)
you're divine said he
(you are Mine said she).

Theoretical Bases of D.I.

- Lev Vygotsky, a Russian psychologist: individuals learn best in accordance with their readiness to do so (in Allan & Tomlinson, 2008); the readiness of the students should match what they learn, how they learn it, and how they demonstrate what they have learned
- Jerome Bruner (in Allan & Tomlinson, 2000): when interest is tapped, learning is more likely to be rewarding and students become more autonomous learners

Cont.

- Howard Gardner, an American psychologist: people have different intelligences and learn in many different ways; schools should offer individual-centered education – the curriculum is tailored to a learner's intelligence preference (Neuro-myth)
- Brain research: when tasks are too hard for a learner, the brain 'downshifts' to the limbic area of the brain that does not 'think,' but rather is designed to protect an individual from harm

Cont.

- Brain research: when tasks are too easy for learners, those learners do not show thoughtful brain activity, but rather show patterns that look more like the early stages of sleep
- Brain research: only when tasks are moderately challenging for an individual does the brain ‘think’ in a way that prompts learning

Cont.

- Brain research: no two learners are alike; no two students learn in the identical way; an enriched environment for one student is not necessarily enriched for another; children should be taught to think for themselves (www.enhancelearning.ca)
- Learning style is a myth

Four Ways to Differentiate Instruction

Differentiating the Content/Topic

Differentiating Process/Activities

Differentiating the Product

**Differentiating by Manipulating the Environment/
Accommodating Individual Learning Styles**

Differentiating the Content/Topic

- This requires that students are pre-tested so the teacher can identify the students who do not require direct instruction.
- The apt students are allowed to accelerate their rate of progress.
- They are allowed to work ahead independently on some projects – they cover the content faster than their peers.

Differentiating the Process/Activities

- Students may use graphic organizers – maps, diagrams, or charts – to display their comprehension of the concept/s covered
- Varying the complexity of the graphic organizer can very effectively facilitate the differing levels of cognitive processing for students of differing ability.

Lets try this

- **Which One Do You Want?**

Which one do you want?

I want that one!

This one?

No, no, that one!

Which one?

That one, I want that one!

Do you mean the green one?

No, not the green one.

I want that one!

Which one?

That one!

Warning

by Jenny Joseph

When I am an old woman I shall wear purple
With a red hat that doesn't go, and doesn't suit me,
And I shall spend my pension on brandy and summer gloves
And satin sandals, and say we've no money for butter,
I shall sit down on the pavement when I'm tired.

And gobble up samples in shops and press alarm bells
And run my stick along public railings
And make up for the sobriety of my youth,
I shall go out in my slippers in the rain
And pick flowers in other people's gardens
And learn to spit.

Cont.

You can wear terrible shirts and grow more fat
And eat three pounds of sausages at a go
Or only bread and pickle for a week
And hoard pens and pencils and beermats and things in boxes.

But now we must have clothes that keep us dry
And pay our rent and not swear in the street
And set a good example for the children,
We will have friends to dinner and read the papers.

But may be I ought to practice a little now?
So people who know me are not too shocked and surprised
When suddenly I am old and start to wear purple.

Differentiating the Product

- This means varying the complexity of the product that students create to demonstrate mastery of the concept/s.
- Students below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or more advanced thinking.
- Sometimes it is motivating for students to be offered choice of product.

Differentiating by Manipulating the Environment/Accommodating Individual Learning Styles

- The curriculum is no longer defined in terms of what a teacher will teach but rather in terms of what students will be able to demonstrate.
- It is important that we understand what each student knew at the beginning and how to move him/her forward from that point in a successful manner.
- We need to understand how each student learns best.
- We need to build on what they already know.

Ang pagkain ng hinog na mangga (Edilberto alegre)

Kurutin mo and tulis na dulo

At hubaran ang palibot nito

Pero huwag mong balatan ng tuwiran

‘Yung tama lang para mayroon kang makagat

Lasapin mo ang lahat ng nakalantad na laman

Piho, may aagos na katas, agapan mo

Kasi baka tumulo sa kamay mo

Ang pinakamahusay nga ‘y dilaan mo na ito

Sumige ka lang, kahit na puro katas

Ang nguso mo ‘t baba - masarap naman



*At kapag nangalahati ka na hubaran mong
Dahan-dahan ang natitira 't kagatin
Mula sa itaas, mula sa tagiliran
Sa pagkatas nito, kahit na pahalik ka 't pasipsip na
Hindi maiiwasang may tutulo sa mga daliri mo
Pero huwag mong bitiwan
Huwag mong pakadiin
Kasi hindi masarap ang lamog o ang malapirot na
Ipitin mo sa mga labi ang basang buhok*



*Sipsipin mong pahagod hanggang maubos
ang katas*

Tapos hubaran mo na ng tuluyan

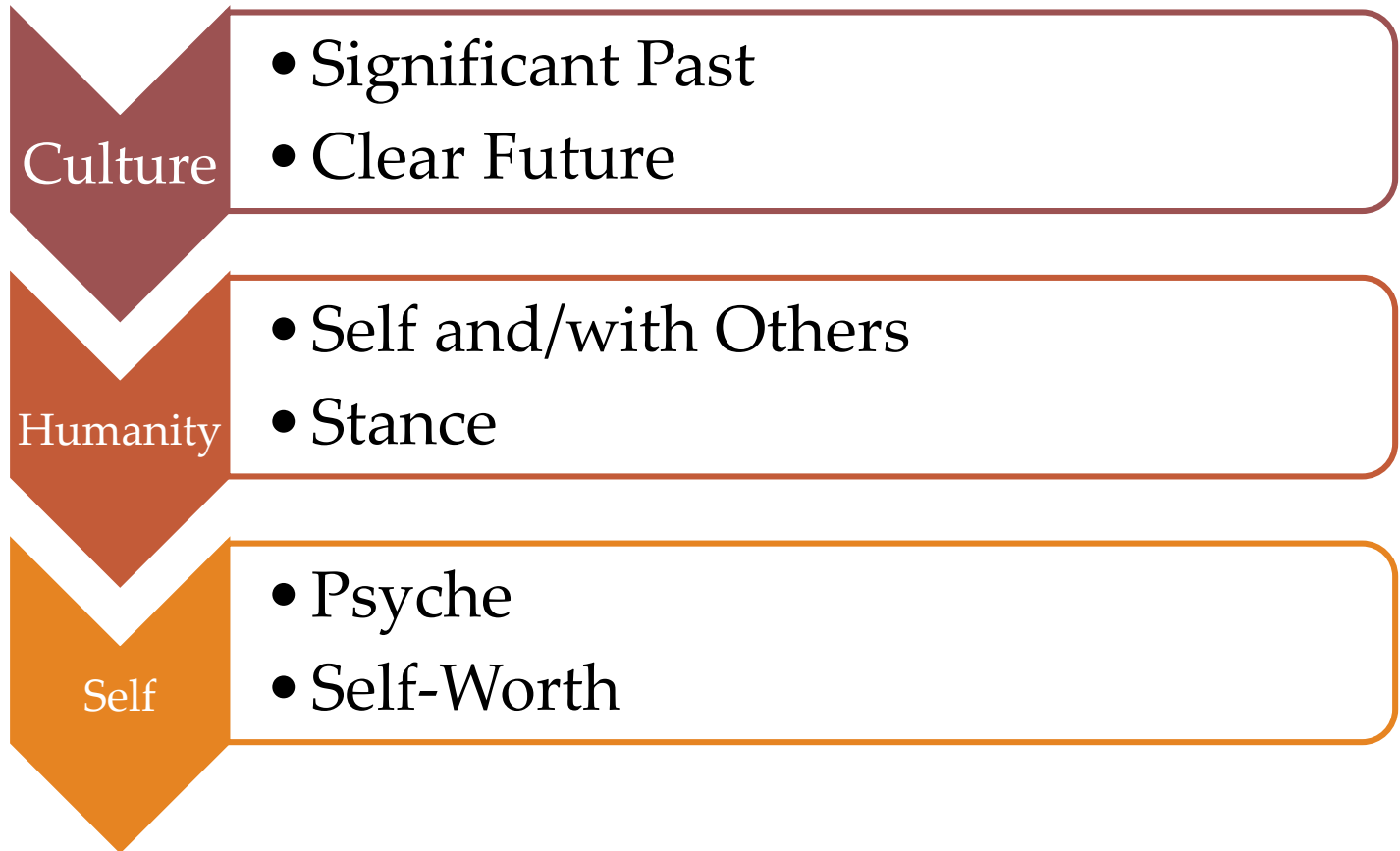
Baliktarin mo 't kagatin mula sa ilalim

*Banayag, hanggang sa may malambot sa
dila himurin hanggang buto*

How was literature studied in the past?

- Philology (linguistics, language, grammar)
- Rhetorics (the art of eloquence and persuasion)
- Moral philosophy (human conduct)
- History (the past)
- Textual scholarship (the accuracy of texts)
- Biography (the author and the circumstances in which he/she wrote)

The K to 12 Curriculum



NOW...



Defined
Culture



Reflective
Tradition



Focused
Belief



On Culture

Hymn of Man

A thousand heads hath Purusha, a thousand eyes,
a thousand feet.

On every side pervading earth he fills a space
ten fingers wide.

This Purusha is all that yet hath been and all that is to be,
The Lord of immortality which waxes greater still by food

So mighty is his greatness; yea, greater than
this is Purusha.

All creatures are one-fourth of him, three-fourths eternal
life in heaven.

On Tradition

from The Analects
Book IV

The Master said, Without Goodness a man
Cannot for long endure adversity,
Cannot for long enjoy prosperity.

The Good Man rests content with Goodness; he that
is merely wise pursues Goodness in the belief that it
pays to do so.

- Confucius

On Beliefs



What is a
hero?

Physical deed

Hero performs a courageous act in battle or saves life

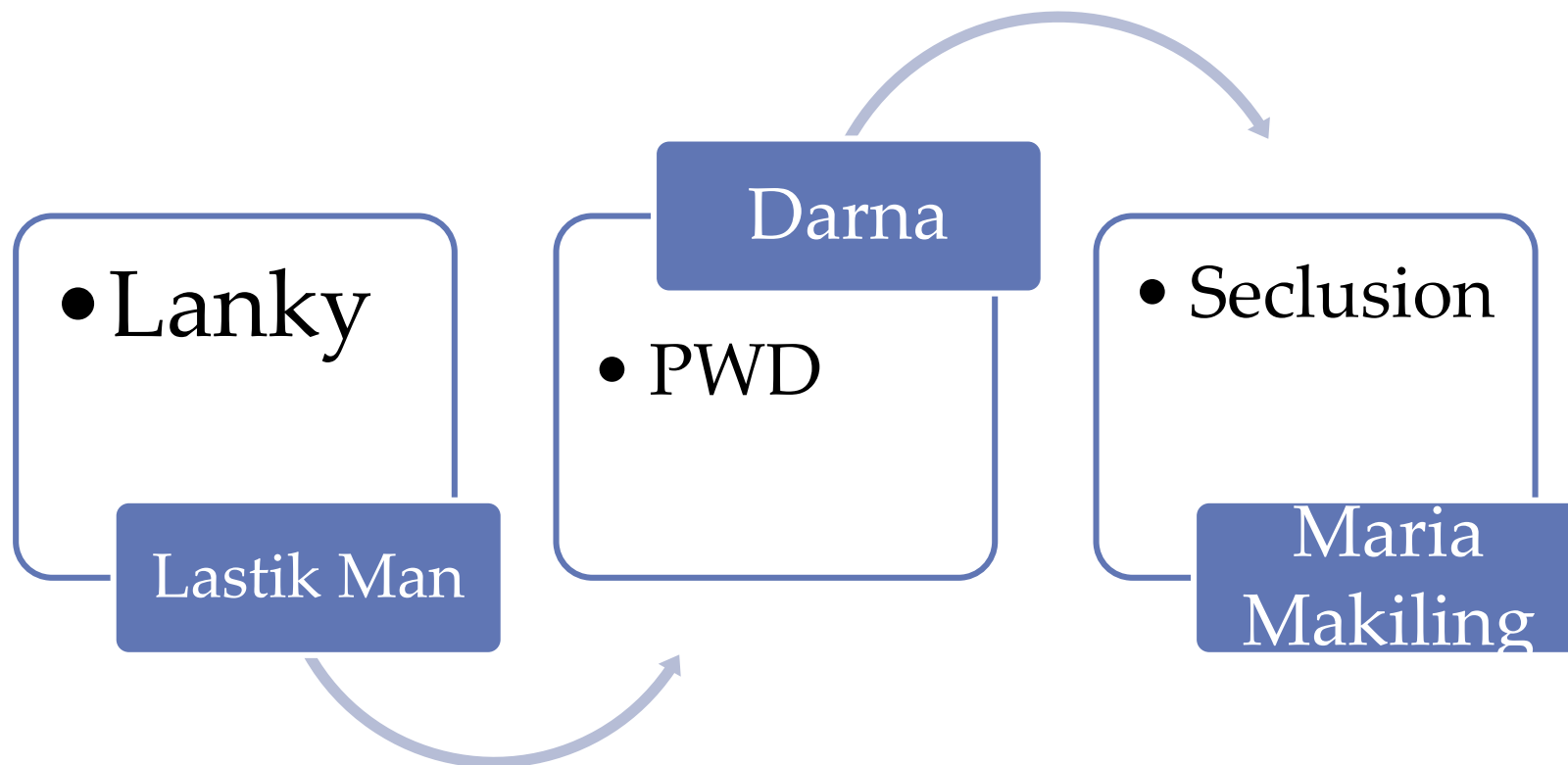
Spiritual deed

Hero learns to experience the supernatural range of human spiritual life then comes back with a message

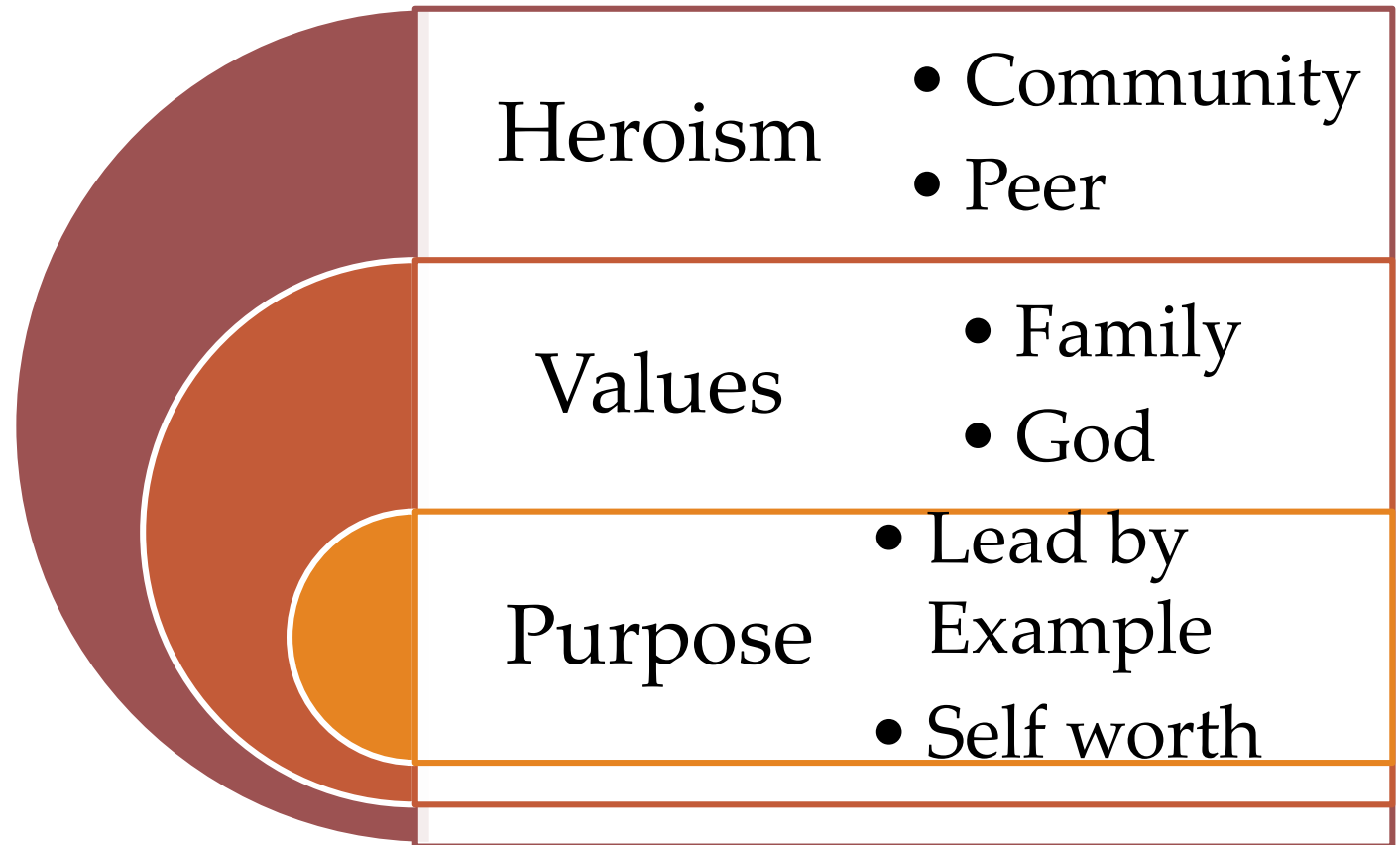
Arthurian Story

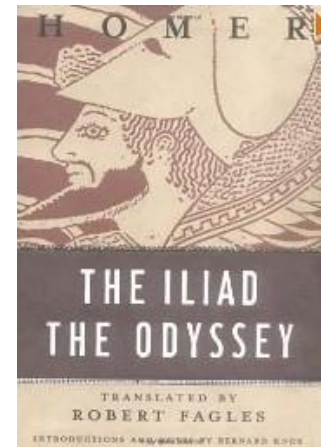
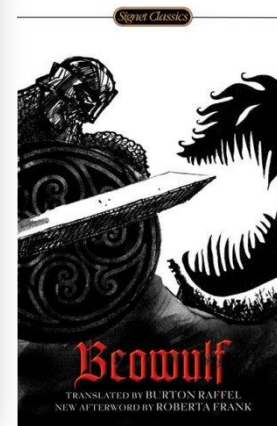
The “received legend contains the essential Arthurian story (also called “the ideal (Platonic) story”, which roughly includes the following:

1. Arthur’ s parentage, birth, rearing by Sir Ector
2. the sword in the stone episode
3. marriage of Arthur and Guinevere
4. formation of the Round Table
5. adultery of the queen and Lancelot
6. grail quest
7. sailing to Avalon to be vengeful; feud with Arthur and the usurpation of the crown by Mordred
8. wounding of Arthur
9. sailing to Avalon
10. death of Guinevere (Umland and Umland 2).



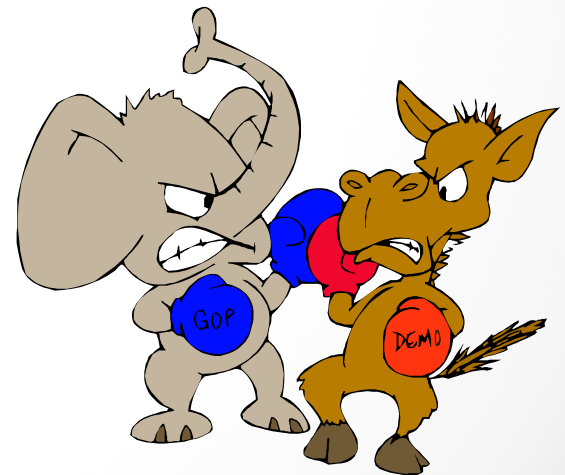
Filipino Heroism





Conflict

Conflict is the dramatic struggle between two forces in a story. Without conflict, there is no plot.



from **Lover Boy** by Lilia Pablo Amansec

‘... before I knew it, I was kissing her, at first timorously, like a young man on his first date, lightly pecking at the corners of her mouth, limning her upper lip with my tongue, then her lower lip. A long hot thrill shot through my loins and I began to push into her mouth, my mouth a suction of desire, engulfing hers, salivating, opening and closing to taste the delights within. ‘Little Lady Moon, Little Lady Moon,’ I whispered hoarsely. Then a wave of passion hit me like a lightning, and I found myself on fire.’

Woman's Longing

Woman's Passion

You and I by Roger McGough

I explained quietly. You
hear me shouting. You
try a new talk. I
feel old wounds reopen.

You see both sides. I
see your blinkers. I
am placatory. You
sense a new selfishness.

Asian Woman
and Asian
Man

I am dove. You
recognize the hawk. You
offer an olive branch. I
feel the thorns.

You bleed
crocodile tears. I
withdraw. You
reel from the impact.

Who is to
Blame?

Bases for Creating Learning Tasks in a D.I. Classroom

- **Concrete to abstract** – advanced learners often benefit from tasks that involve more abstract materials, representations, ideas, or applications
- **Simple to complex** – advanced learners often benefit from tasks that are more complex in resources, research, issues, problems, skills, or goals

Cont.

- **Basic to transformational** – advanced learners benefit from tasks that require greater transformation or manipulation of information, ideas, materials, or applications
- **Fewer facets to multi-facets** – advanced learners often benefit from tasks that have more facets or parts in their directions, connections within or across subjects, or planning and execution

Cont.

- **Smaller leaps to greater leaps** – advanced learners often benefit from tasks that require greater mental leaps in insight, application, or transfer
- **More structured to more open** – advanced learners often benefit from tasks that are more open in regard to solutions, decisions, and approaches

New Genres: Products of Culture

Samples of Flash Literature (Sudden Fiction) **Virgin Territory (Zapata)**

They honeymoon in Venice. Helen's exhausted from the flight. Brad's been waiting two years to see her naked.

"What's one more night?" he's smoking on the balcony of the hotel.

Down below, the gondolas offer him a prelude of cleavage and bare thighs. While a tenor voice croons out an Italian opera, Helen snores uninterrupted

At the Autopsy

Ross Lesko

"Victim's blood is completely drained, apparently through two small puncture wounds in the neck," said the coroner.

"Hey ... you don't suppose it's, you know, the real deal?" asked his assistant.

"No, just some psycho."

"You sure?"

They stared at each other for a moment, then burst out laughing—but stopped when the corpse laughed, too.



The Master said “Shall I teach you what knowledge is? When you know a thing, to recognize that you know it, and when you do not know a thing, to recognize that you do not know it. That is knowledge.”

(from the Analects, Confucius)