“HEDGEHOGS AND FOXES: TEACHING ALL OF OUR STUDENTS, ALL OF THE TIME”

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Texas Language Center
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ISAIAH BERLIN: ON HEDGEHOGS AND FOXES
Berlin’s Dichotomy

- Foxes
  - Dostoevsky
  - Plato
  - Dante
  - Proust
  - Nietzsche
  - Ibsen

- Hedgehogs
  - Tolstoy
  - Aristotle
  - Shakespeare
  - Erasmus
  - Goethe
  - Joyce
Which are YOU??

“The fox knows many things, but the hedgehog knows one big thing.”

--Archilochus
OUR STUDENTS ARE FOXES, HEDGEHOGS....

...AND MORE!

How To Teach The WHOLE Class
HOWARD GARDNER’S MULTIPLE INTELLIGENCES AND THE LEARNER
**Frames of Mind: Multiple Intelligences**

In the heyday of the psychometric and behaviorist eras, it was generally believed that intelligence was a single entity that was inherited; and that human beings - initially a blank slate - could be trained to learn anything, provided that it was presented in an appropriate way. Nowadays an increasing number of researchers believe precisely the opposite; that there exists a multitude of intelligences, quite independent of each other; that each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early 'naive' theories of that challenge the natural lines of force within an intelligence and its matching domains.

(Gardner 1993: xxiii)
BETTY LOU LEAVER: TEACHING EVERYONE
Whole-class teaching is not another method; it is not another syllabus design. Whole-class teaching is a philosophy that puts responsibility for learning back into the students’ hands and responsibility for the classroom back into the teachers’ hands, from whence contemporary approaches have wrenched both. [It] subordinates method and definition of appropriate outcomes to students’ specific learning needs realized within a group setting in order to improve outcomes dramatically – not on tests alone, but in actual learning achieved and the ability and motivation to continue learning on a lifelong basis.

(Leaver1998: vii)
LEARNER TYPES AND FOREIGN LANGUAGE TEACHING

Making it Work
RATIONALE

- All students can learn.
- Not all students can learn in a prescribed way.
- Unmotivated students do not exist.
- Teachers must help students, not give up on them.
- Students success may have more to do with how students are taught than with innate ability.
- Style wars can be won.
- The chaos in the field of learner differences can be organized.
- The miracles reside within the students.
RATIONALE

- Learner-centered instruction is not an easy answer, but it is an effective approach.

- Learner-centered instruction can resolve style conflicts.

- Learner-centered instruction can increase success rates and lower attrition.

- There are tools for teaching the whole class.

- All teachers can teach all students.
**How do we know who’s a Hedgehog and who’s a Fox?**

<table>
<thead>
<tr>
<th>Sample Learner Types</th>
<th>Myers-Briggs Type Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Kolb's model</td>
<td></td>
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<tr>
<td>Honey and Mumford’s model</td>
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<tr>
<td>Anthony Gregorc's model</td>
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<tr>
<td>Sudbury model of democratic education</td>
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<tr>
<td>Fleming's VAK/VARK model</td>
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</tbody>
</table>
The Myers-Briggs™ Type Indicator
(The Keirsey Temperament Sorter)

<table>
<thead>
<tr>
<th>E</th>
<th>S</th>
<th>T</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extroverted (Expressive)</td>
<td>Sensing (Observant)</td>
<td>Thinking (Tough-Minded)</td>
<td>Judging (Scheduling)</td>
</tr>
<tr>
<td>I</td>
<td>N</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>Introverted (Reserved)</td>
<td>Intuitive (Introspective)</td>
<td>Feeling (Friendly)</td>
<td>Perceiving (Probing)</td>
</tr>
<tr>
<td>ISTJ</td>
<td>ISFJ</td>
<td>INFJ</td>
<td>INTJ</td>
</tr>
<tr>
<td>-------</td>
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<td>---------</td>
</tr>
<tr>
<td>Doing what should be done</td>
<td>A high sense of duty</td>
<td>An inspiration to others</td>
<td>Everything has room for improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISTP</th>
<th>ISFP</th>
<th>INFP</th>
<th>INTP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready to try anything once</td>
<td>Sees much but shares little</td>
<td>Performing noble service to aid society</td>
<td>A love of problem solving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTP</th>
<th>ESFP</th>
<th>ENFP</th>
<th>ENTP</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ultimate realists</td>
<td>You only go around once in life</td>
<td>Giving life an extra squeeze</td>
<td>One exciting challenge after another</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTJ</th>
<th>ESFJ</th>
<th>ENFJ</th>
<th>ENTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life’s administrators</td>
<td>Hosts and hostesses of the world</td>
<td>Smooth talking persuaders</td>
<td>Life’s natural leaders</td>
</tr>
</tbody>
</table>
Learning styles are characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators on how learners perceive, interact with and respond to the learning environment.” Keefe (1979), p. 4

- Environmental preferences
  - Sensory modalities
  - Personality types
  - Cognitive styles
ENVIRONMENTAL PREFERENCES
Physical surroundings and physiological conditions of learning

- Group vs. Individual Work
- Vibrant vs. Quiet Classroom
- Day vs. Night Classes
- Morning vs. Afternoon Classes
- Cooler vs. Warmer Room
- Before Lunch vs. After Lunch

Adjust where possible, and where not possible, help students to adapt, especially regarding homework and study time and place.
SENSEORY MODALITIES
Students take in new information through different physical channels

- Verbal vs. Visual
- Vocabulary list vs. Pictograms
- Print text vs. Video text
- Reading out loud vs. Being read to
- Grammar rules vs. Grammar in context
- Reading it vs. Doing it

Vary types of presentation with the same goals, including media, manner, and modality. Consider alternative types of assessment of the same.
PERSONALITY TYPES
Ways in which learners relate to each other and the rest of the world around them influence their learning.

- Hands off vs. Hands on
- Individual vs. Group work
- Written vs. Oral
- Write an essay vs. Perform a skit
- Flash cards vs. Words in context
- Talking about the language vs. Speaking the language

Create diverse activities with the same goals, appealing to diverse personalities. Use portfolios to allow students to find suitable ways of mastering content.
COGNITIVE STYLES
Ways in which people perceive and process information affect how they learn.

- Global vs. Specific
- Rules first vs. Text first
- Inductive vs. Deductive
- Theory vs. Practice
- Concrete vs. Abstract
- Sequential vs. Random

Consider varying the presentation, practice, and assessment of material that will engage different parts of the brain: words and visuals, discrete items and whole texts, etc.
FOR YOUR CONSIDERATION

Models of Instruction
Grammatical Function: Past Tense of Verbs

**Learner A**
- Chart of Grammatical Endings
- Models of Verbal Conjugation in the Past Tense
- Task: Here is a list of verbs. Write out the past tense forms of each.

**Learner B**
- Newspaper article reporting a story from the day before.
- Use of Past Tense forms in a short model text
- Task: Circle all the past tense forms in the article and write them out.
**Grammatical Function: Past Tense of Verbs**

<table>
<thead>
<tr>
<th>Learner C</th>
<th>Learner D</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Audio recording of native speaker narrating historic event in the past.</td>
<td></td>
</tr>
<tr>
<td>• List of verbs from broadcast indicating past tense forms</td>
<td></td>
</tr>
<tr>
<td>• Task: Create a radio news broadcast of past event.</td>
<td></td>
</tr>
<tr>
<td>• Scene from feature film with dialogue relating past events.</td>
<td></td>
</tr>
<tr>
<td>• List of verbs from film indicating past tense forms</td>
<td></td>
</tr>
<tr>
<td>• Task: Act out the scene from the film using all past tense verbs.</td>
<td></td>
</tr>
</tbody>
</table>
**Lexical Function:** Talking about the Weather

<table>
<thead>
<tr>
<th>Learner A</th>
<th>Learner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>- List of new vocabulary items with translations.</td>
<td>- Newspaper weather report with narrative.</td>
</tr>
<tr>
<td>- Flash cards with vocabulary items</td>
<td>- List of relevant vocabulary for reference</td>
</tr>
<tr>
<td>- Task: Write out sentences using the new vocabulary items.</td>
<td>- Task: Identify all of the vocabulary related to weather in the article and give the English equivalent.</td>
</tr>
</tbody>
</table>
LEXICAL FUNCTION: TALKING ABOUT THE WEATHER

Learner C
- Radio broadcast of weather report from target country.
- Transcript of same report
- Task: Prepare a similar broadcast script for your hometown.

Learner D
- Television weather broadcast with conditions in target country.
- Key weather vocabulary from broadcast.
- Task: With the sound off on the video, provide the voice-over for the broadcast.
PROFICIENCY FUNCTION: TALKING ABOUT ONESELF

Learner A

- Biographical questionnaire.
- Reference sheet with conversation formulas: My name is..., I’m XX years old, etc.
- Task: Fill out questionnaire and be able to narrate its details.

Learner B

- Facebook entry of personal information of user.
- Native language Facebook page, with L2 translations.
- Task: Construct your new Facebook page in the target country’s site. Tell you friend what’s on it.
Proficiency Function: Talking about Oneself

Learner C

- Transcript from a student gathering.
- Reference sheet with conversational formulas.
- Task: As a group, play out a student mixer and get the biographical details of at least three classmates.

Learner D

- Job training video of interviewing techniques.
- List of key speech acts in video.
- Task: With a partner, act out a job interview for a job you want in your target country.
QUESTIONS?

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