"So, what's it about?"

Building global understanding skills in reading and listening classes

John King
Senior Educator + Curriculum Specialist
RMIT Vietnam (SEUP)
john.king@rmit.edu.vn

TEACHER TALKS at RMIT Vietnam

RMIT UNIVERSITY SEUP

Building global understanding skills in reading and listening classes

Defining global understanding

"**Global comprehension** means understanding the **general meaning** of what you are listening to or reading."

British Council TeachingEnglish, Professional Development

"**Gist**, **global comprehension**: To read or listen to a text and understand the **general meaning** of it, without paying attention to specific details."

Cambridge Assessment English, TKT glossary

Building global understanding skills in reading and listening classes

Defining global understanding

"**Global comprehension** refers to the understanding of information beyond the sentence, including main ideas [and] the links between ideas in the text."

Weir et. al, 'The cognitive processes underlying academic reading'

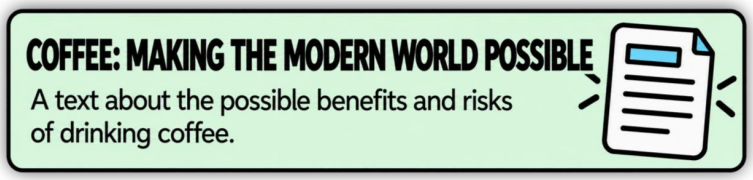
"**Listen for global understanding**: Understand the general idea in a text [...] the theme, the topic, and the overall view of the speaker."

Vandergrift & Goh, 'Teaching and Learning Second Language Listening'

Building global understanding skills in reading and listening classes

Defining global understanding

Which of these tasks focuses on global understanding?



~~A. Are the following statements True (T) or False (F)?~~

B. Choose the best alternative title for the text.

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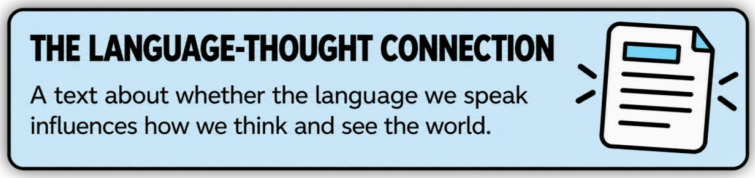
Defining global understanding

Which of these tasks focuses on global understanding?



~~A. According to the text, how many languages are there in the world?~~

B. Write a summary of the text in 15 words or fewer.

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Defining global understanding

Which of these tasks focuses on global understanding?



A. **What do all the places in the text have in common?**

~~B. Which place in the text would you most want to visit and why?~~

Building global understanding skills in reading and listening classes

Exploring different approaches

Look at the example activities on your table and talk to your partner:

- Have **you seen or used** an activity like this before?
- How does this activity **help learners** demonstrate or develop their global understanding?
- How might you **use or adapt** this type of activity for your learners?

GLOBAL UNDERSTANDING

TEXTUAL

UNDERSTAND



- Choose the **best summary / title**
- Find and fix the **mistakes** in this summary
- Choose the **correct answer(s)** for the following question(s)
- Answer **the following questions** (in your own words)

IDENTIFY



- Find **5 examples** of _____ in the text / recording
- Select the **main advantages / problems / reasons** mentioned in the text / recording
- Organise these ideas from the text / recording into **main and supporting ideas**

CREATE



- Write your own **title**
- Write a **summary** (in 10 words or fewer)
- **Finish** this title / summary (in your own words)
- Finish these **sentence stems**

GLOBAL UNDERSTANDING

STRUCTURAL

IDENTIFY



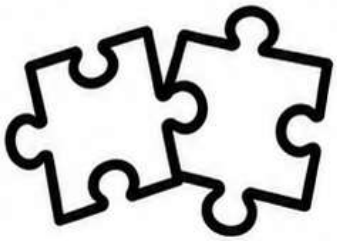
- Underline the **main idea** in each paragraph / section
- Choose the **correct sentence** to finish each paragraph / section
- Highlight the sentence in each paragraph / section that **does not support** the main idea

ORDER



- Put the **main ideas / key events** in the correct order
- Put the **paragraphs / topic sentences** in the correct order
- Put the **pictures** in the correct order

CONNECT



- Match each **main idea** to the correct paragraph / speaker
- Match each **topic sentence** to the correct paragraph / section
- Match each **problem** to the correct **solution**

GLOBAL UNDERSTANDING

VISUAL

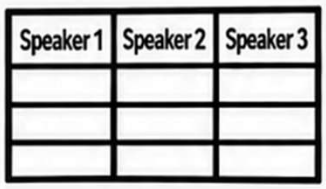
ILLUSTRATE



- Choose the **picture / diagram** that best matches the overall message
- Choose the picture that **does not match** an important idea from the text / recording

ORGANISE

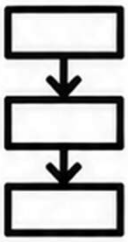
- Make / Finish / Fix the notes in the…



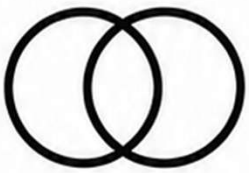
table



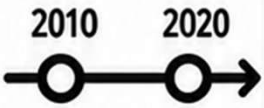
T-chart



flowchart



Venn diagram



timeline

MAP



- Finish the **labels / information** on the map
- Place these objects / people / ideas on the **correct positions** on the map
- As you read / listen, **move the characters** to the correct locations on the map

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Putting ideas into practice

Read the text and brainstorm possible activities with your group.

- Which **textual**, **structural** or **visual** approaches might work well for this text?
- How might you **adapt or combine** activities to help different learners demonstrate or develop global understanding?

You don't need to read the text carefully or plan your activities in detail.

GLOBAL UNDERSTANDING

A TEAM'S JOURNEY TO SUCCESS

Sieng Sokchan was the captain and coach of a basketball team for women with disabilities, and she had recently learned that she would be leading the Cambodian national team to their first international competition. She was going to the 2018 Asian Para Games in Jakarta, Indonesia, where she would join 3,000 athletes in a celebration of sports for competitors with disabilities.

When Sieng was a child, street fights were common in her town. One day, Sieng was helping at her grandmother's market stall. She felt a strange sensation in her back. She had been shot by a stray bullet. Her spine had been damaged, and she would never walk again.

Following the accident, Sieng remembers, "I felt angry, but there was no one to talk to." That all changed one day when she was introduced to wheelchair basketball. She immediately fell in love with the game. Sieng was then asked to form a basketball team for women with disabilities.

Sieng remembers, "It was hard to look for women to play . First, they didn't know how to operate the wheelchairs or how to dribble the ball and shoot the ball, so they were reluctant to take part in the beginning." The women were also dealing with poverty and a lack of medical resources.

Sieng admits that sometimes there were fights or jealousy as the players worked to establish their own roles within the team. However, as a woman with a disability, she told her team, "We must be kind to each other. If we don't love and support each other first, no one will." By showing understanding and compassion toward each individual player, Sieng brought her team together.

Adapted from Pattison, T (2022), 'Reflect Reading & Writing 6', *National Geographic Learning*.

Possible activities to build / demonstrate global understanding:

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Putting ideas into practice



- **Textual** approaches using title / headings / summaries / questions
- **Textual** approaches identifying cause + effect / before + after
- **Structural** approaches connecting cause + effect / before + after
- **Structural** approaches ordering events / matching emotions
- **Visual** approaches using flowcharts / timelines
- **Visual** approaches using emotion icons / pictures

Thank you!

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So what's it about?

Building global understanding skills in reading and listening classes

1. **What is global understanding?**

   Understanding a text or recording as a whole, including its overall theme or message, as well as how the main ideas are connected

2. **Activities to help learners demonstrate and/or develop their global understanding skills**

Textual	Structural	Visual
Choose / Write / Fix / Finish: • Summary • Title • Answers to gist questions • Main and supporting ideas	Find: • Main ideas • Missing / Wrong information Order / Match: • Paragraphs • Headings • Topic sentences • Main ideas or events	Make / Finish / Fix notes in: • Table • T-chart • Flowchart • Venn diagram • Timeline • Map