

T'AIN'T WHAT YOU DO...IT'S THE WAY THAT YOU DO IT!

SESSIONS 1 & 2: ORALITY, MIXED-ABILITY CLASSES & ICTS
(II)

PILAR POLO
FERROL, OCTOBER 2016

SESSION OUTLINE:

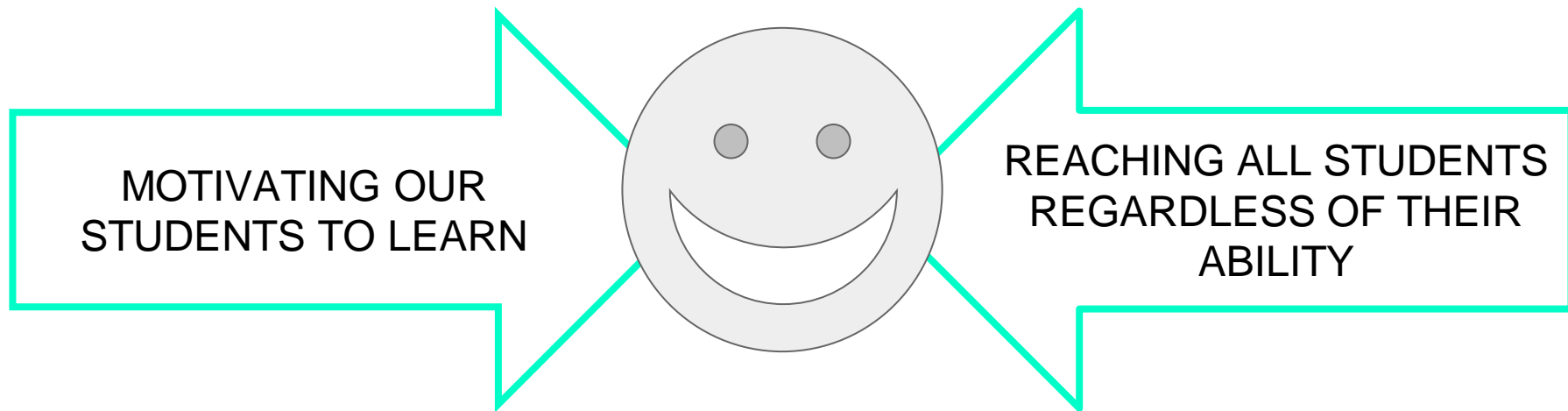
SESSION 2 (25/10, 18.00-21.00)

- ❑ Managing mixed-ability groups: Sharing the experience of teaching students with different levels of English. Brainstorming ideas to put into practice.
- ❑ Using ICT in class: Digital Natives and New Technologies: a combination possible in the FL classroom? Ideas for using ICTs in the class.
- ❑ Summing up. End of session discussion.

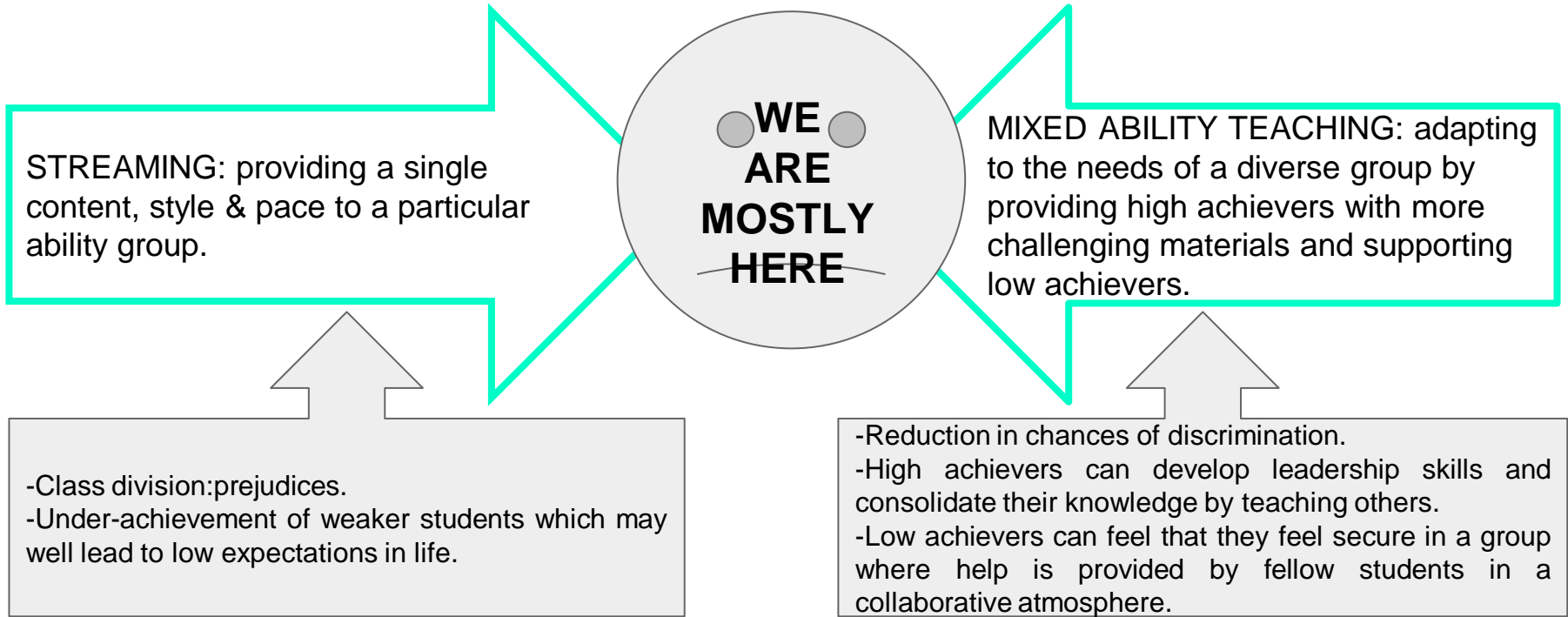
SESSION

2

AN EDUCATOR'S MOST CHALLENGING TASK IS..?



STREAMING VS MIXED ABILITY



MIXED ABILITY CLASSES: A NEW CONCEPT?

Definition of mixed-ability

A TAG FOR A FACT? ○

Haven't
we all got
different
abilities?

no two students are
alike =
no two students
learn the same way

personality

topic interests

learning styles & preferences

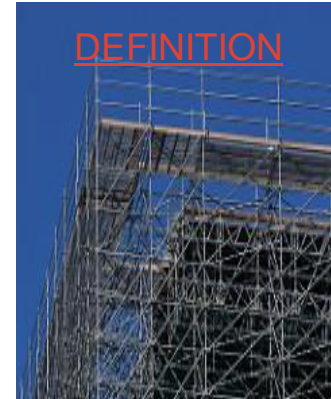
language level

multiple intelligences

HOW TO ADDRESS MIXED ABILITY...



'Create a structure to move students from where they are to where you want them to be'



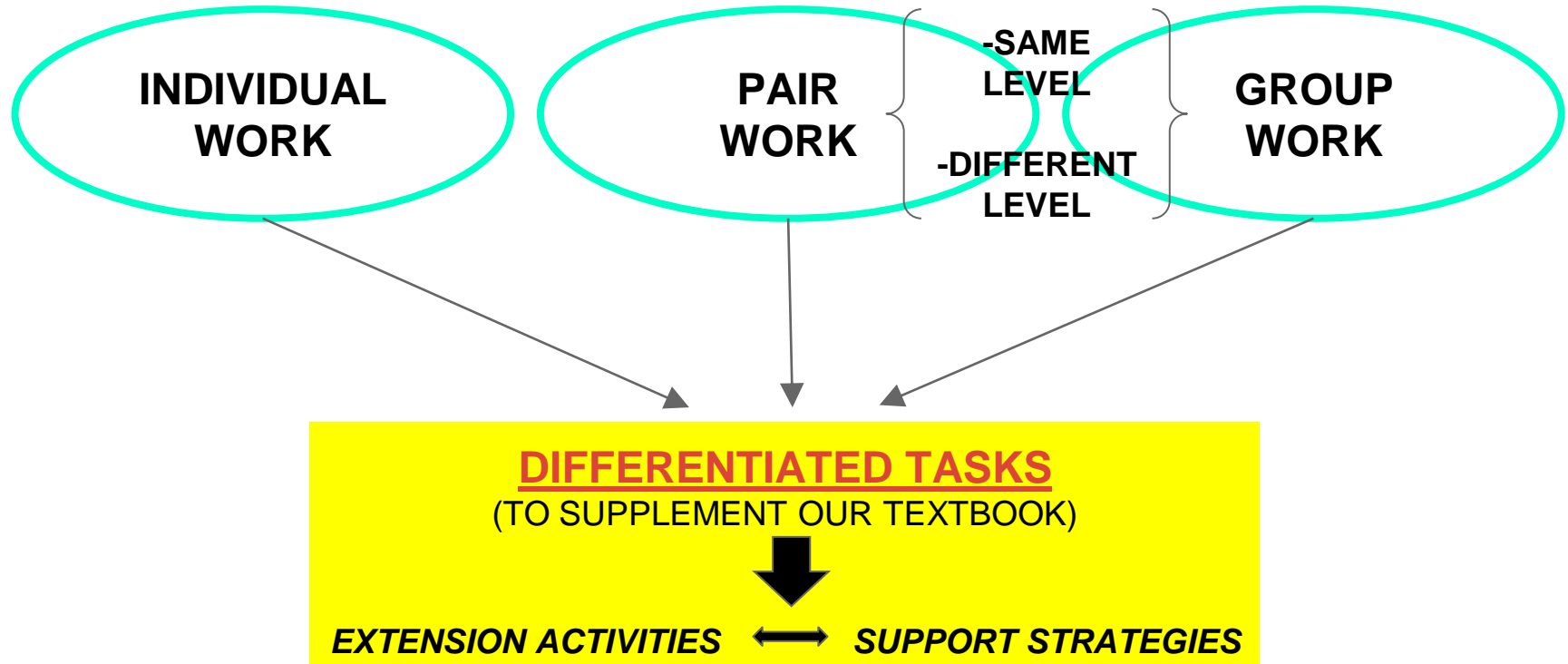
USUAL SITUATIONS IN A MIXED-ABILITY CLASS...

- Working pace (fast finishers <-> slow learners).
- Falling behind with our syllabus objectives.
- Boredom (-> disruption/apathy) of stronger/weaker students.
- Lesson domination of stronger students.
- Pairwork dilemma: weak+strong or weak+weak/strong+strong?
- Setting the level of the activities/tasks done in class.
- Poor homework by weaker students.

SOURCE: [Managing Large Mixed Ability Classes Workshop](#). British Council Palestine

- Complex questions by stronger students

WORKING MODES IN A MIXED ABILITY CLASS



TIPS TO USE IN A MIXED ABILITY CLASSROOM

- ❑ **REDUCE** 'lockstep teaching' (same thing/time/results).
- ❑ **DIFFERENTIATE** tasks according to ability.
- ❑ **APPLY** the **KWL Qs** (What do I already KNOW?-WHAT do I want to know?-What have I LEARNT?).
- ❑ Teach **COOPERATIVELY**:
 - Jigsaw Technique
 - Inside/Outside Circles
 - Pair of Pairs
 - Think-Pair-Share
 - Numbered Heads Together
 - **Team Games Tournament**
- ❑ Promote **PBL** (Project-based learning) where different ability students work together on a common task.
- ❑ Use 5 SENSES when teaching (manipulatives, visual aids, kinesthetics...).
- ❑ **ENCOURAGE** Peer Monitoring.
- ❑ **CONSIDER** Classroom Flipping.
- ❑ Use **ICTs** in the classroom.

ICTs IN THE CLASSROOM

They mean...

- ...more ready-made resources
- ...more practice outside the classroom too
- ...more suitability to the learner's own pace
- ...more engaging for the student
- ...immediate feedback

ICTs IN THE CLASSROOM

but also...

- ...impersonal

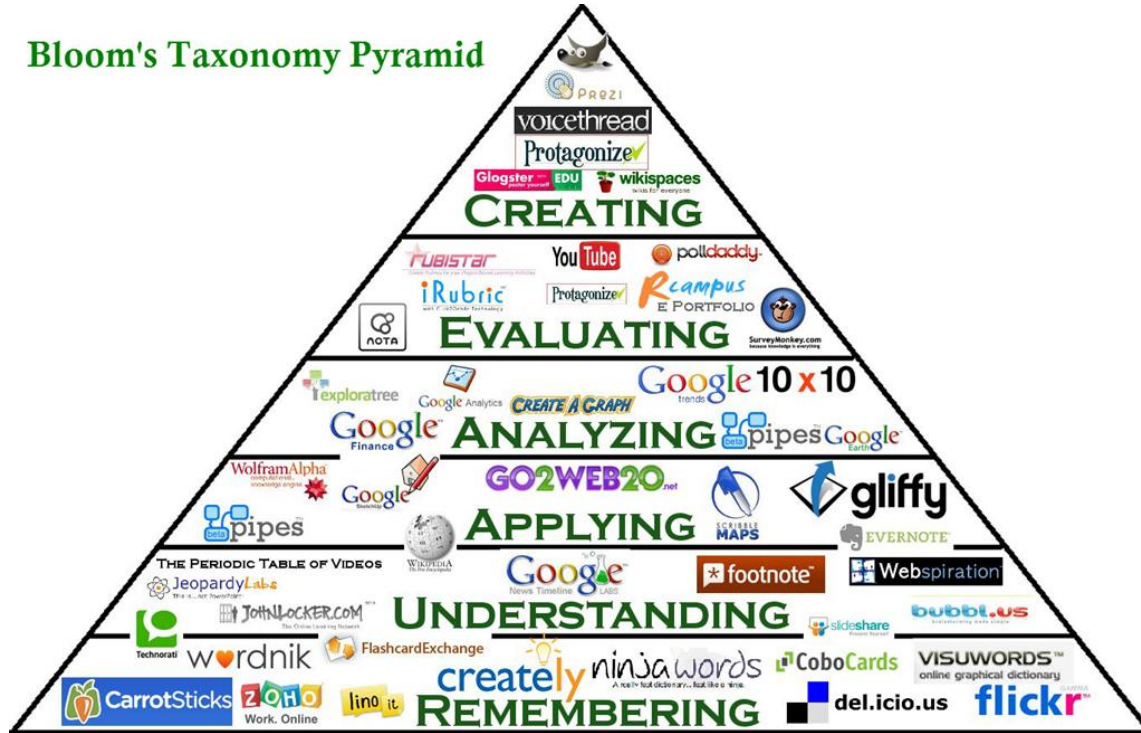
- ...useless outside the classroom without internet

- ...unreliable

- ...intimidating

ICT TOOLS APPLIED TO BLOOM'S TAXONOMY

Bloom's Taxonomy Pyramid





<https://openclipart.org/detail/222289/bright-idea>

ONLINE
(EDU-)GAMES

CREATE YOUR
OWN RADIO
STATION

BECOME A SCRIPT
WRITER

A FILM MAKER
IS BORN!

MY PRESENTATION/TUTORIAL
ON...

'VIRTUALISE'
YOURSELF!

I SPY...ONLINE!

ONLINE CHAT-CLASS

WHAT ABOUT YOU?



<https://openclipart.org/detail/1087/uncle-sam-pointing>

ICT-BASED ACTIVITIES FOR TABLETS, COMPUTERS OR DIGITAL BOARDS...

Beat the machine!

Online I Spy 1 2

Online Games (1 2)

Script Writing /Voiceover Activities
(Short Films Vol. I Short Films Vol. II)
(Complete the cartoon 1 2)

Mini Audio Novels

Cartoon Strips

Comic Generator

Film Making example (with PowToon)

Video Making with Movie Maker (examples: 1 2)

Radio Programme example (with Podomatic)

Class Blog example with Blogger

An avatar example with Voki

Online chatroom example with Edmodo

Cartoon example with MakeBeliefsComix

Presentation example with Google Slides

WEBSITES & EXAMPLES...



DISCUSSION
TIME!

ENGLISH IN PRE-SCHOOL & PRIMARY...



WHICH ONE DID YOU LIKE BEST?



ENGLISH IN SECONDARY...

WHICH ONE DID YOU LIKE BEST?



START SMALL
(& take it from there!)

SHALL WE THINK
'OUTSIDE THE BOX'?

TALK WITH YOUR SS
(& encourage same eye-level)

**GIVE SS
RESPONSABILITY**
(& move away from
'spoonfeeding' them!)



DELEGATE
(& encourage a hands-on
student-centred approach)

SOURCE: <https://pixabay.com/es/idea-respuesta-ilustraci%C3%B3n-1026394/>

BEFORE WE GO...
A LAST-MINUTE
MESSAGE FROM
CYBERSPACE

1. Address: [redacted]
 2. City: [redacted]
 3. State: [redacted]
 4. Zip: [redacted]
 5. Phone: [redacted]
 6. Business: [redacted]
 7. Home: [redacted]
 8. Mobile: [redacted]
 9. Other: [redacted]
 10. Notes: [redacted]

With the support of the CEFORL,
General Eduka leads a brave
RESISTANCE. Eduka is desperate
to find teaching comrades and
gain their help in restoring love
for English and Learning to the

BIBLIOGRAPHY