

Mixed-Ability Teaching

Creating a positive learning environment

Edmund Dudley

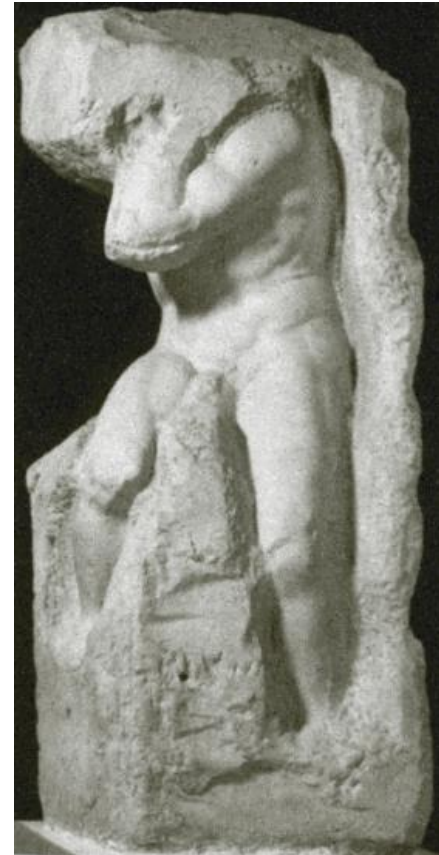
Tallinn, 6 October 2016



In this talk

Creating a positive learning environment

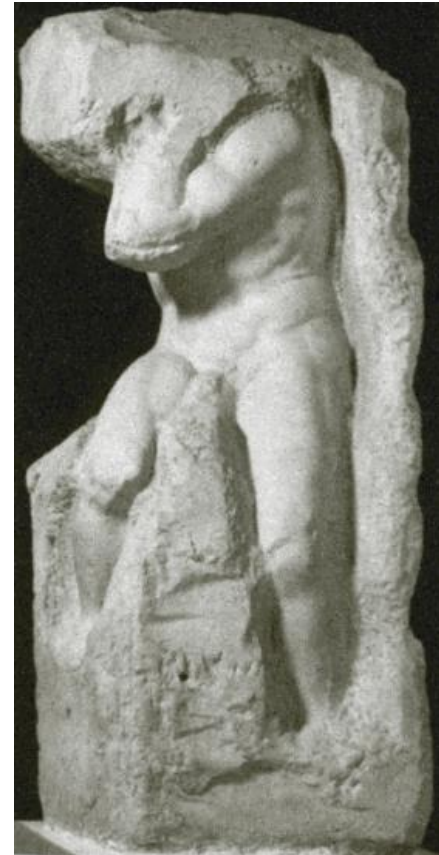
- Grouping learners
- Group and pairwork activities
- Classroom roles
- A whole-person approach



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Creating a positive learning environment

- **Grouping learners**
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Grouping learners within lessons

- Why is it important?
- What criteria should we use?
- What grouping techniques can we use?



Grouping learners within lessons

Why is it important?

- Personalizes learning
- Easier to provide help and assistance
- More language activation
- Greater levels of participation
- Builds levels of confidence + reduces anxiety



Grouping learners within lessons

What criteria should we use?

Some
possibilities:

same level together

different levels
together

choice of topic

at random

Grouping learners within lessons

What techniques can we use?

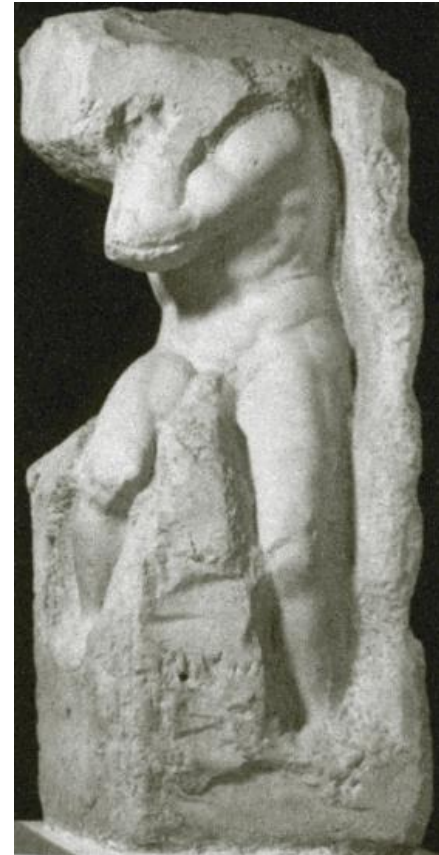
- Post-it notes
- Grab the end of the string
- Lining up



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You're travelling by train from Spain to Holland. Which of these countries is on your route?

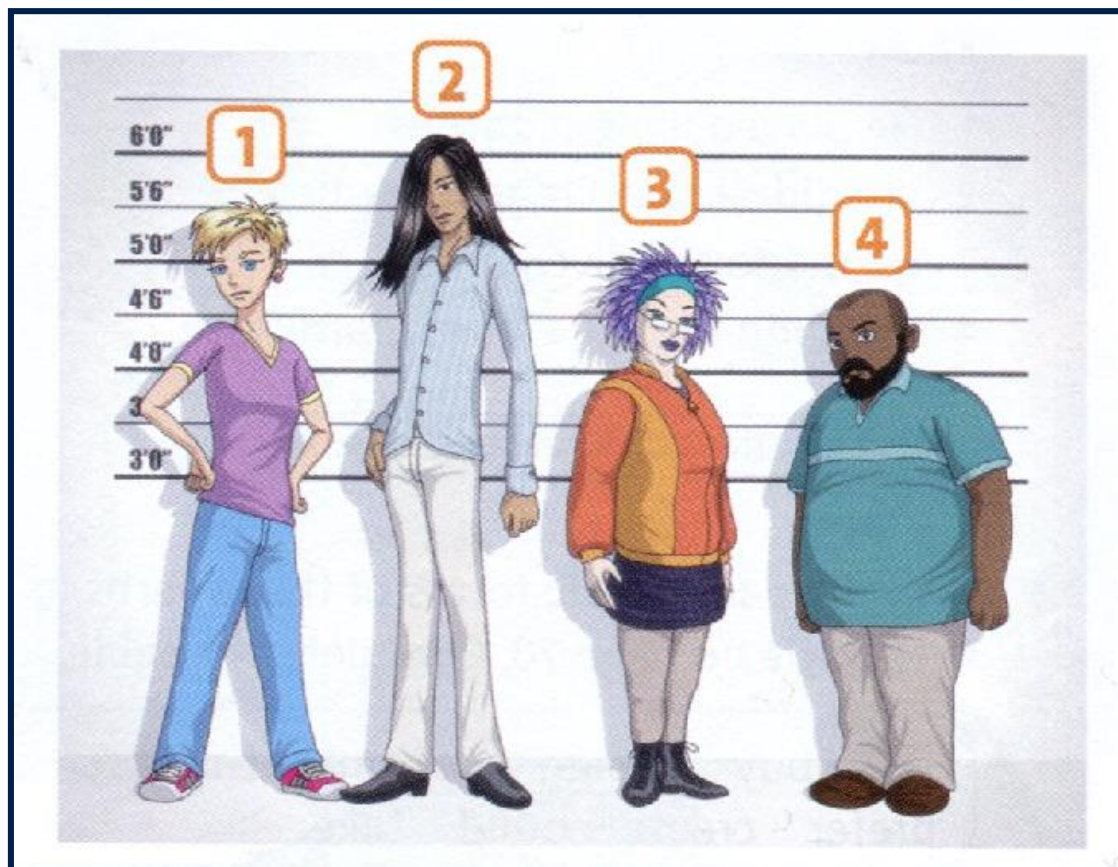
- a** France
- b** France and Italy
- c** France and Belgium

Where would you write these words on the map?

- football
- music
- love
- beauty
- food

Now explain your choices.





Tips for a ...?

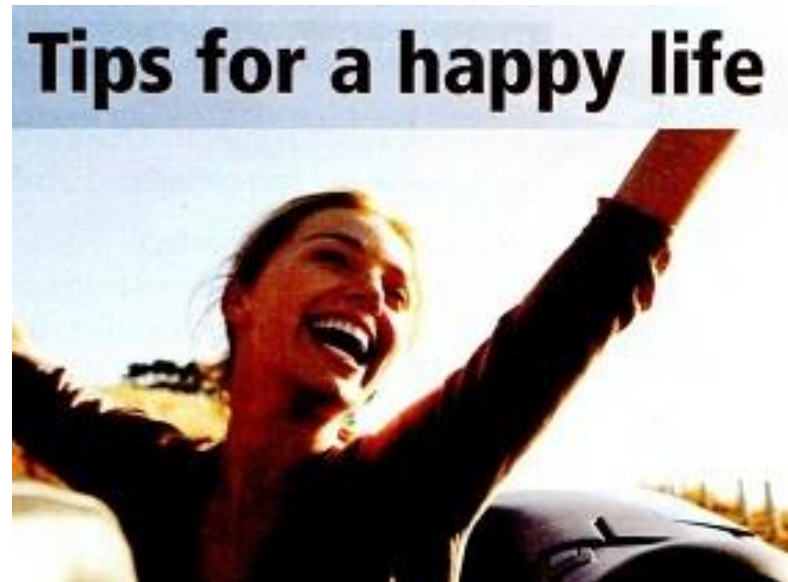
Task in pairs

Participant A:

You will be shown the topic.

Participant B:

Look away now!



Tips for a ...?

Participant A:

Share some advice on this topic.

Participant B:

Listen and guess the topic



Value

Tips for a happy life



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Tips for a happy life

Be ¹kind / kindness to others. The ²able / ability to help someone will make both you and them feel good.

Offer your time to people in need – ³generous / generosity will make you feel good about yourself!

Try to get up early – ⁴lazy / laziness will make you feel ⁵tired / tiredness – you will feel more positive after an early start.

It's not ⁶necessary / necessity to have more and more things. ⁷Prosperous / Prosperity isn't the key to happiness. Be ⁸happy / happiness with what you have and who you are.

- Social skills
- Life skills
- Values

discuss

describe

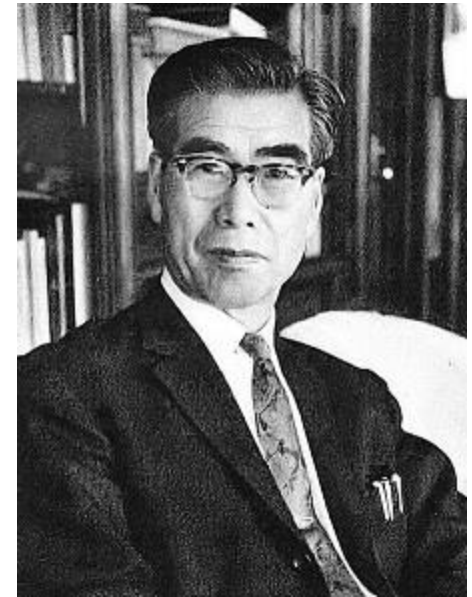
decide

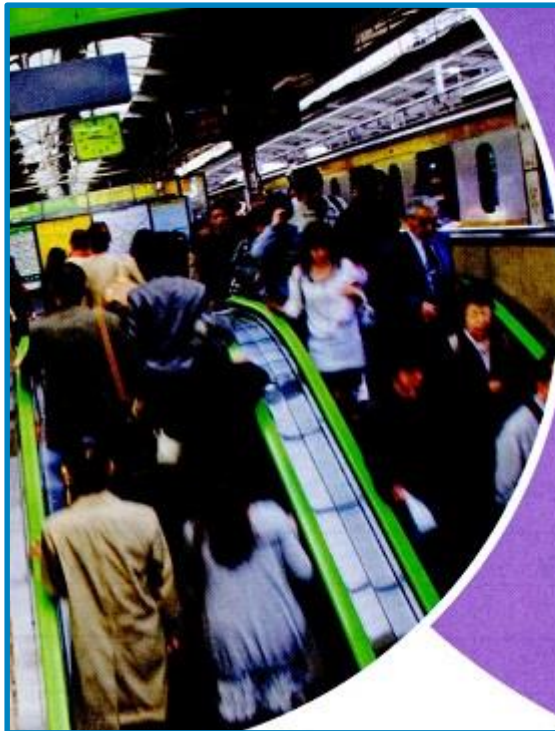
Tips for a happy life



Seiji Kaya, founder of *Small Kindness Movement*.
What inspired him?

- a.) surviving a fire
- b.) being robbed
- c.) a beloved pet





World Kindness Day

2B

¹In 1963, Mr Seiji Kaya was a teacher at Tokyo University.

²Every day, Mr Kaya took the train to work. ³At 8 a.m. one February morning, he was waiting for his train. ⁴It was snowing and a lot of people were at the station. ⁵Mr Kaya was getting on the train when a man stole his bag.

⁶He shouted for help, but no one tried to stop the thief.

Mr Kaya was upset but no one asked if he was OK. In fact, no one talked to him at all.

After this bad experience, Mr Kaya started to encourage his students to 'be brave and practise small acts of kindness every day'. He wanted to create a wave of kindness across Japan, so he started the Small Kindness Movement. In 1997, 13 November became World Kindness Day and today people celebrate it all over the world!



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11 SPEAKING Think about a time when you helped someone or someone helped you. Make notes about the things below. Then tell your stories to the rest of the class. Which act of kindness do you think was the most generous?

- When did it happen?
- What were you doing?
- What was happening in the background (the weather, people, etc.)?
- Why did you help them, or why did they help you?
- How did you feel?



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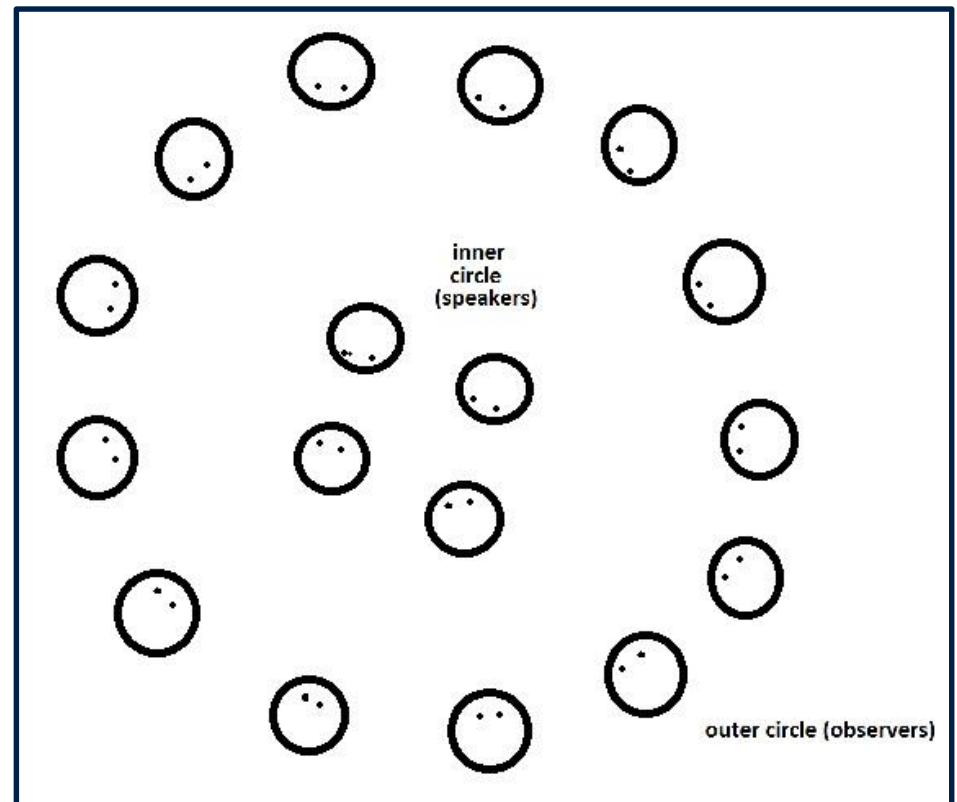
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- How did you feel?

- Student A - Interviewer: asks questions in **English**
- Student B - Speaker: gives answers in **L1**
- Student C - Mediator: translates between **English and L1**

Goldfish bowl discussions

- **Inner circle:** speak
- **Outer circle:** observe and provide feedback





1 Read the text about the new sports and answer the questions.

- 1 Which sport is a team game?
- 2 Which sport do you play in a park or on a special course?
- 3 Which sport do you think is the most interesting?

2 Invent a new hybrid sport. Follow the steps in the project checklist.

Hybrid sports

Take two sports and put them together. What have you got? A new sport! There are a lot of these new sports – or 'hybrid sports' – around the world. For example, if you're into football, why don't you try one of these?

Footvolley

Octavio de Moraes invented footvolley in 1965. He wanted to play football with his friends on Copacabana beach, but in Brazil there was a rule: no football games on the beach. So Octavio and his friends invented a new game: footvolley.

It's similar to beach volleyball, but you play it with a football and you can't use your hands! There are normally two players on a team.



PROJECT CHECKLIST

1 Choose two sports in the box.

cycling football basketball
tennis swimming

2 Think of a name for your new hybrid sport.

3 Write about your sport. Include:

- the name of the sport
- which two sports it is a hybrid of
- what you need
- where you play it
- rules: what you can and can't do
- why you think it's a great sport

4 Draw a picture of your sport or use a computer to make one.

5 Present your new hybrid sport to your class.

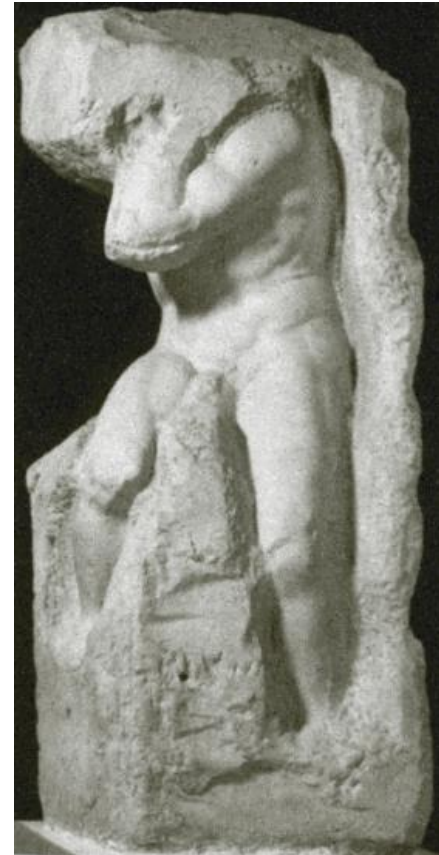
6 Collect all the ideas for the new hybrid sports and make a class poster.



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Classroom management and classroom roles

- Learner roles
- Teacher roles



Learner roles

Day-to-day involvement in...

- ...decision-making
- ...supporting the teacher
- ...providing expertise



Teacher roles

- Facilitating involvement
- Creating options and openings for involvement
- Promoting learning in frontal teaching



Lollipop sticks

- Alternative to 'hands up'
- Write student names on lollipop sticks
- Choose a student at random
- Chosen student tries to answer



Traffic light cups

Green = No problems / happy

Orange = not 100% clear

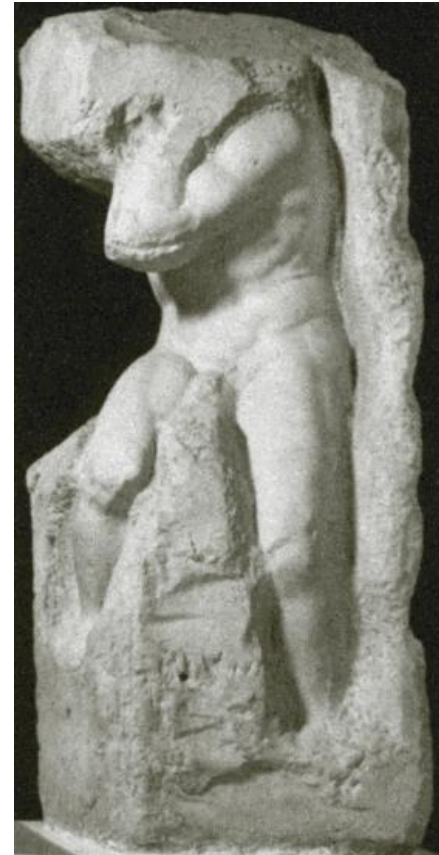
Red = some problems / need help



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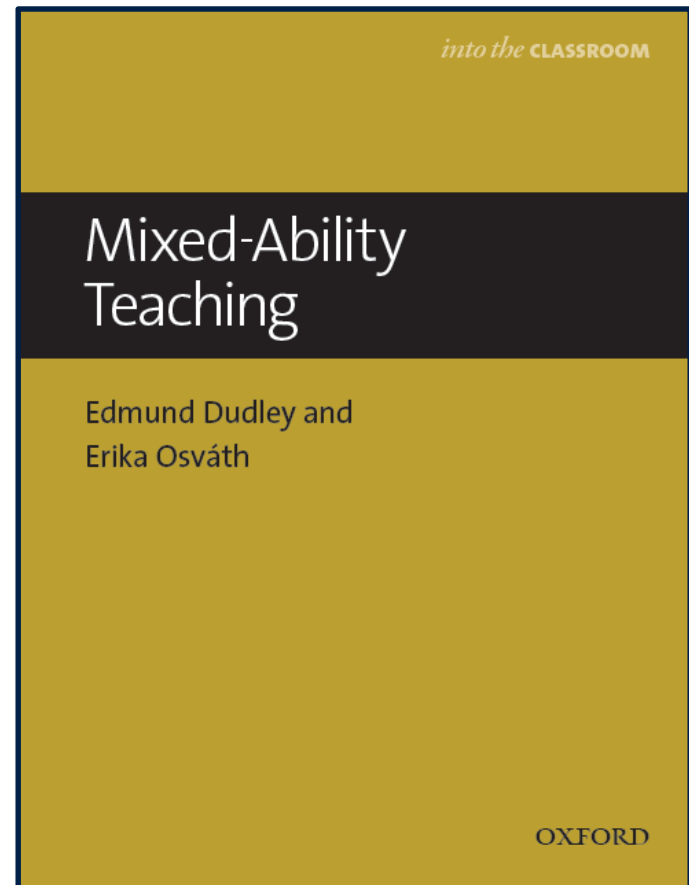
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A wider context for learning

“It makes sense to think of the classroom as a miniature version of the world outside, in which success depends not only on gaining knowledge, but also on having social skills, values, and life skills.”



Who is he?

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IQ

- Average person IQ of 100
- Extremely smart person IQ of 130+
- Albert Einstein IQ of 160
- **Chris Langan IQ of 200**



What does he do?

-
- Construction
 - Farm-hand
 - Ranch-hand
 - Cowboy
 - Firefighter
 - Forest ranger
 - **Bouncer**
- Teacher
 - Lawyer
 - Astronomer
 - Army General
 - Economist
 - Professor
 - Physicist

Social skills

- turn-taking
- team work
- fair play
- respecting others' opinions
- willingness to compromise



→ reward attitudes as well as outcomes

Values

- me as a language learner
- me as a member of this class
- me as a person



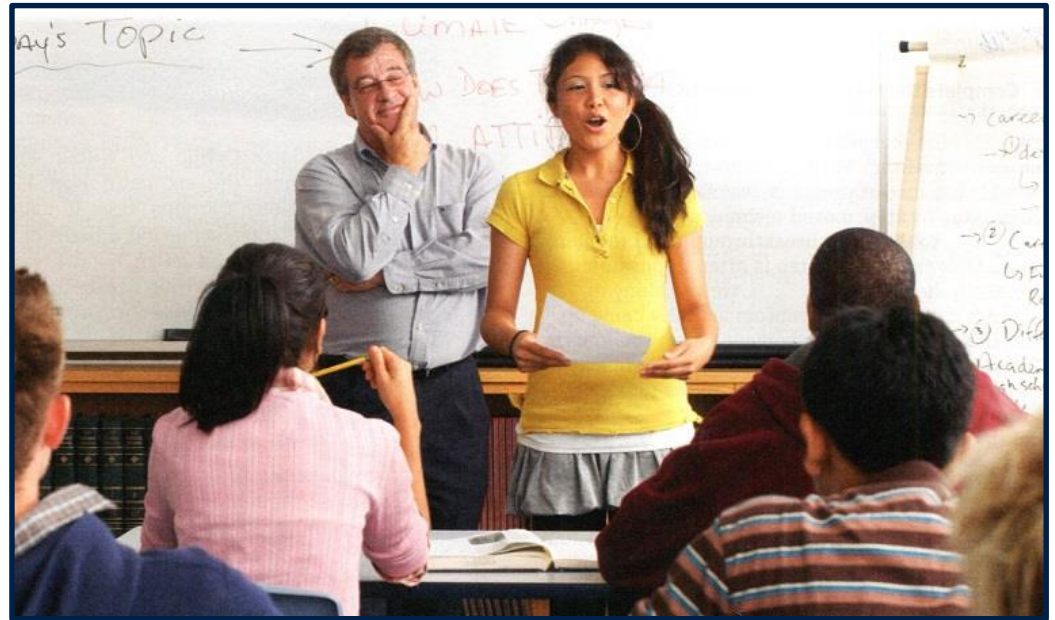
Life skills

Thinking about:

- success outside school
- life challenges

Focusing on non-cognitive skills:

- not giving up
- being brave
- getting help



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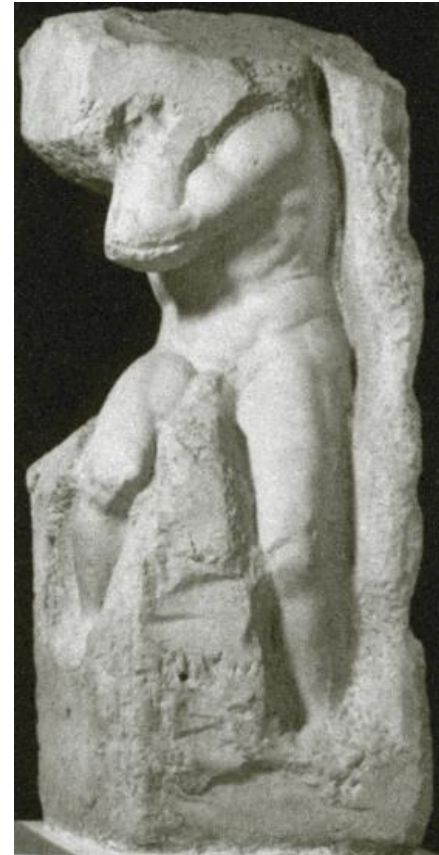
- Affirmation
- Positive reinforcement
- Beginnings and endings



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Thank you!