

Mixed-Ability Teaching

A whole-person approach

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Who is he?



IQ

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



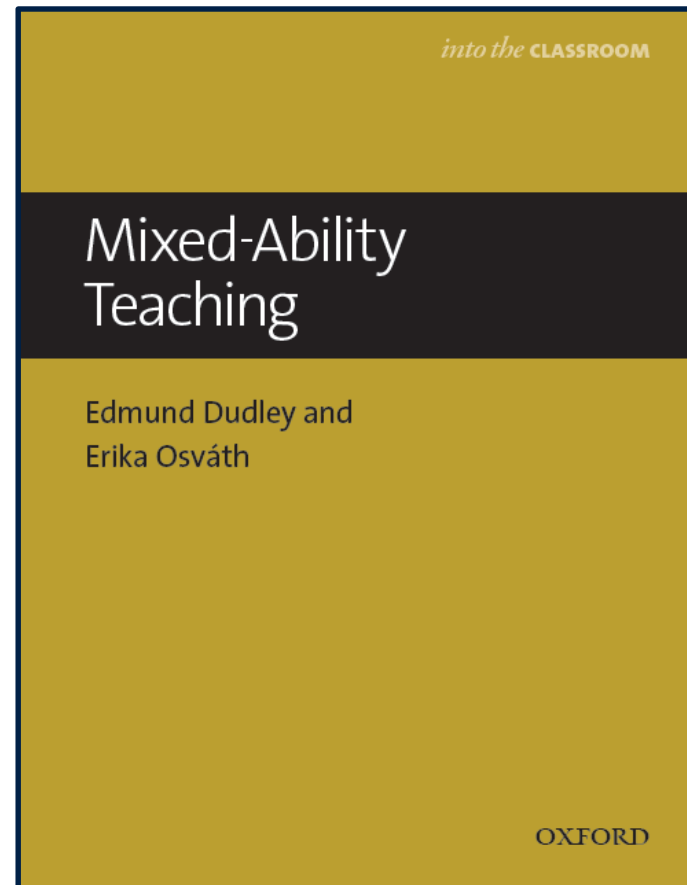
What does he do?



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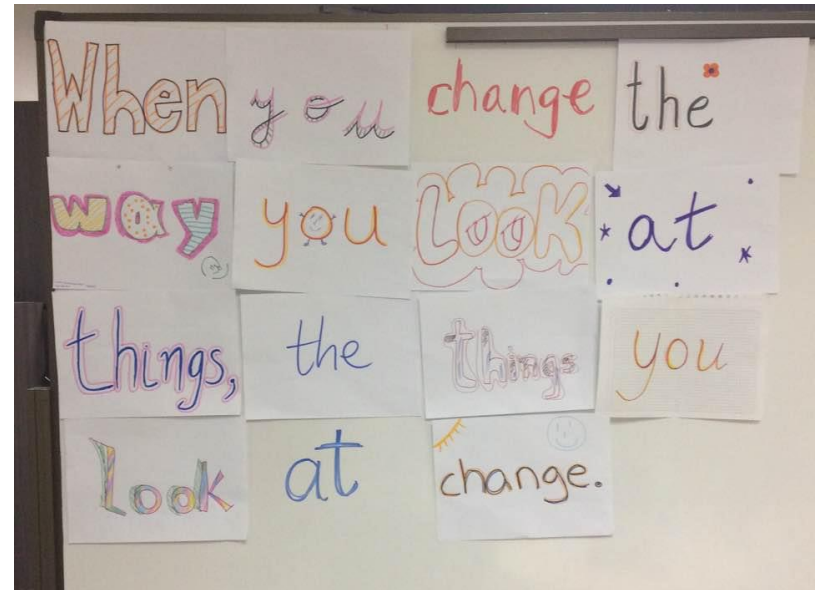
- Construction
 - Farm-hand
 - Ranch-hand
 - Cowboy
 - Firefighter
 - Forest ranger
 - **Bouncer**
- Teacher
 - Lawyer
 - Astronomer
 - Army General
 - Economist
 - Professor
 - Physicist

“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.”



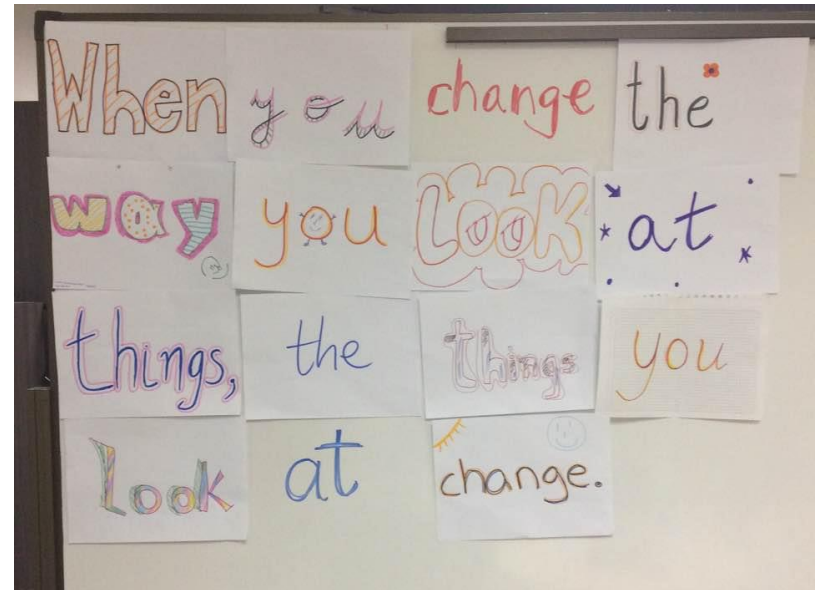
In this session

- Beyond language: motivation and validation
- Social skills, values and life skills
- Ideas to try out



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Beyond language

Motivation

What do we mean by this?



In the classroom, motivated students...

Beyond language

Motivation

Motivated students have...

- a reason to join in
- a goal to achieve
- something to look forward to
- a sense of enjoyment



Beyond language

Validation

What do we mean by this?

Validated students have...



Beyond language

Validation

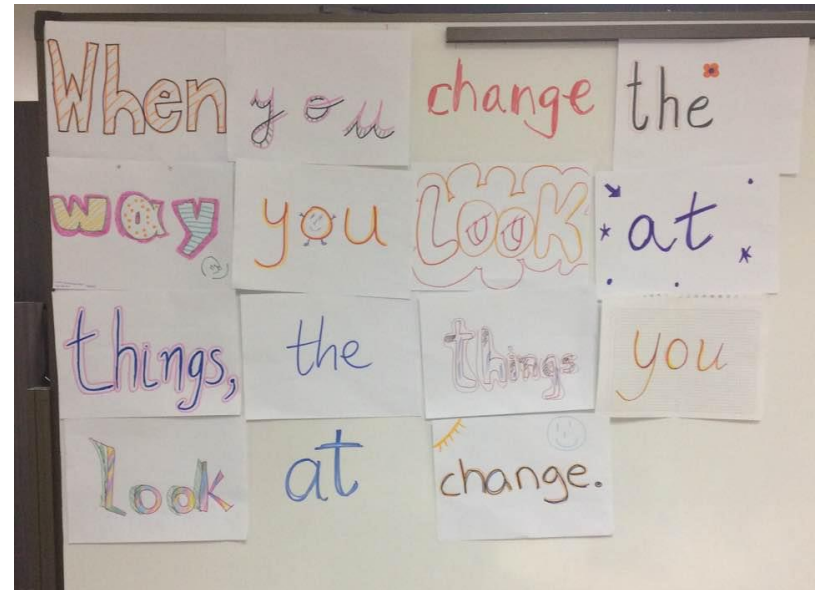
Validated students have...

- a sense of security
- a feeling of importance
- a sense of achievement
- the experience of success



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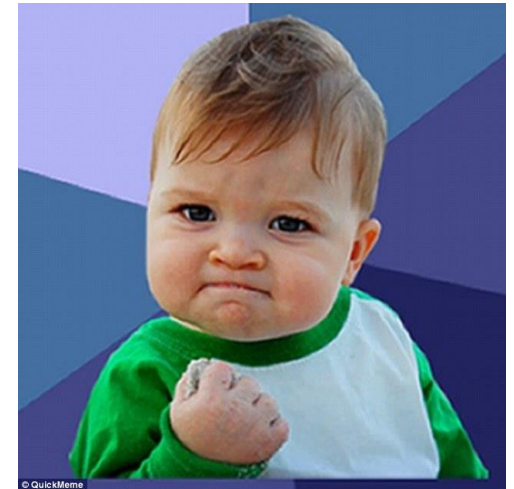
A broader context for learning

“Students should never be allowed to fail at tasks until they have had a reasonable chance to succeed.”

J Raffini

“The only way true self-esteem is built is by making people successful.”

D Scheidecker and W Freeman



Social skills

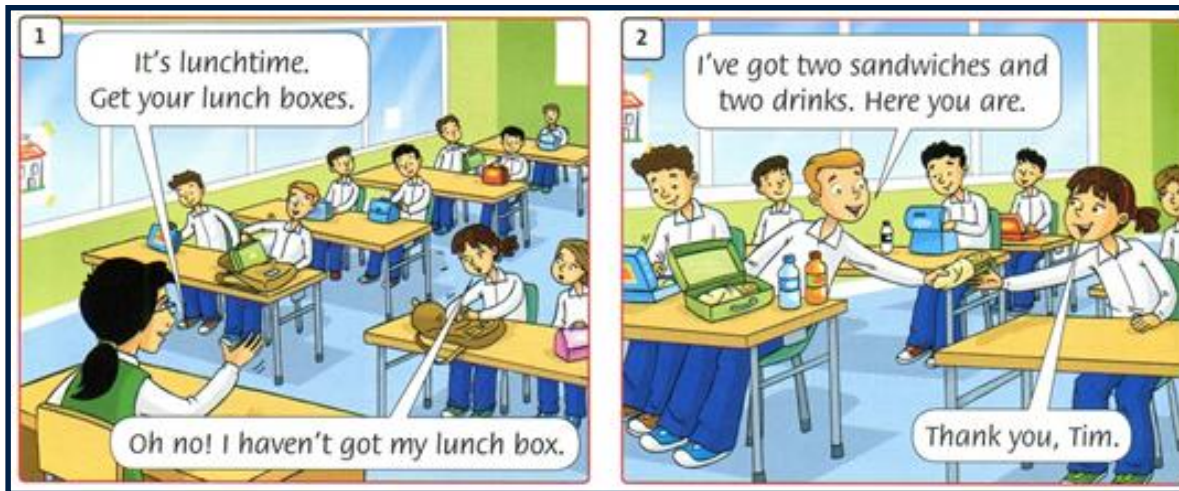
- turn-taking
- team work
- fair play
- respecting others' opinions
- willingness to compromise



→ reward attitudes as well as outcomes

Values

- What makes someone a good person?
- What are the qualities of a good classmate?



→ Discuss, describe, assign - together

Life skills

Thinking about:

- success outside school
- life challenges

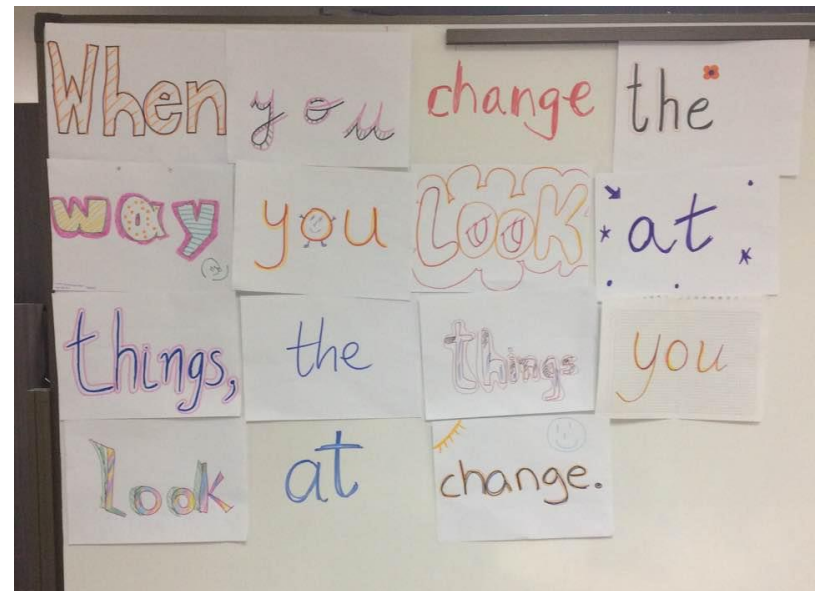
Focusing on non-cognitive skills:

- not giving up
- being brave
- seeking advice
- getting help

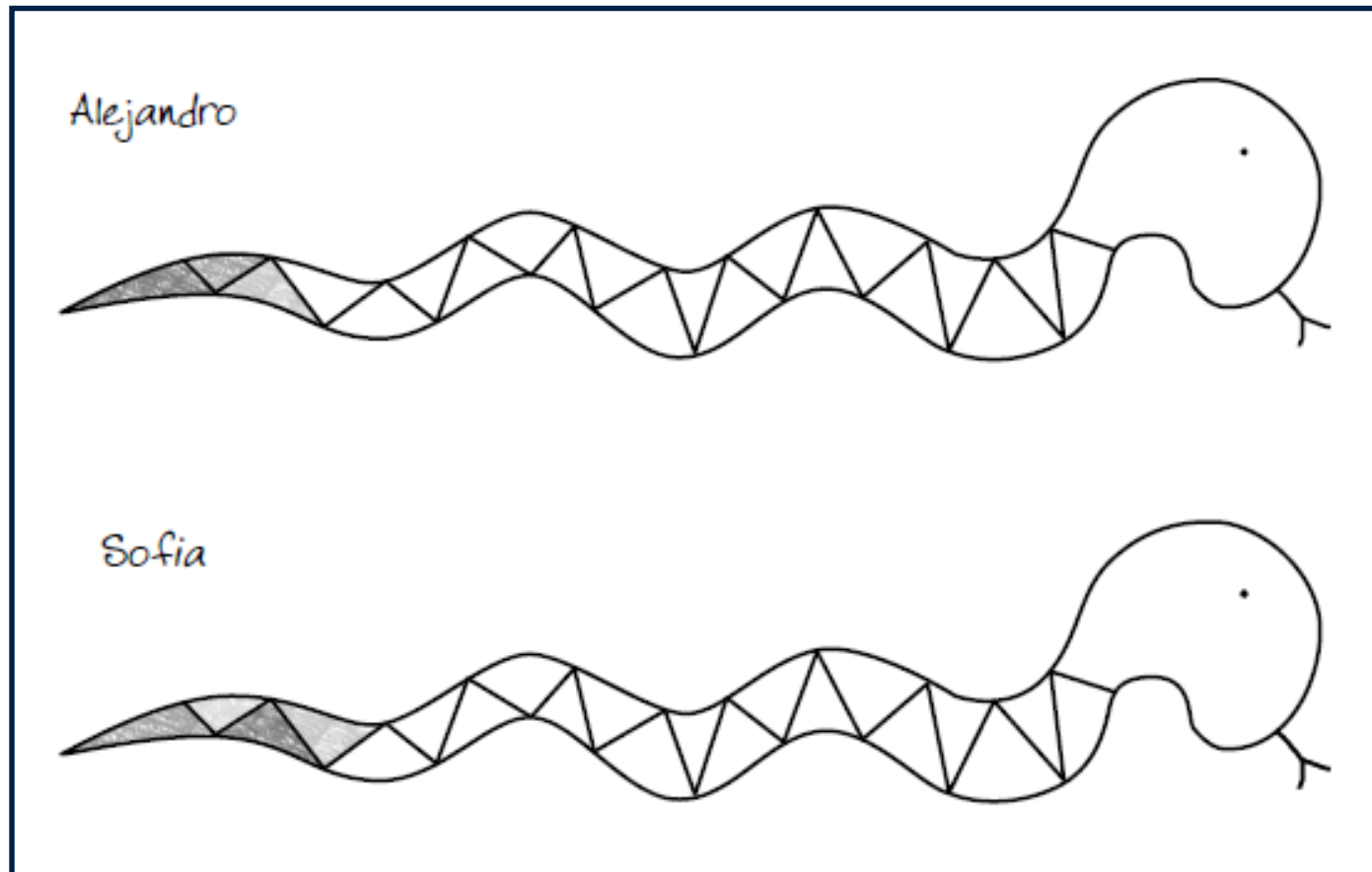


In this session

- Mixed-ability groups: the challenges
- Beyond language: motivation and validation
- Social skills, values and life skills
- **Ideas to try out**



Continuous motivation and validation



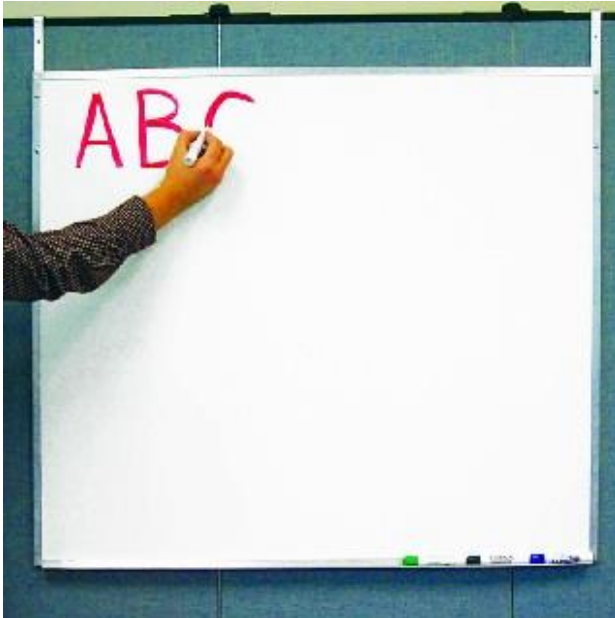
Dice Master

Choose a student to be *Dice Master*

- Present the group with two options
- Ask the *Dice Master* to help
- Dice Master rolls:
 - 1,2 or 3 = Option A
 - 4,5 or 6 = Option B



Rewards and incentives



Subjective map

Where would you write these words on the map?

- football
- music
- love
- beauty
- food

Now explain your choices.



English only - Any comments?



Questions for the Hungarian teachers

- e.g. *When do your students and you use Hungarian in the English lesson?*
- Non-Hungarians: Ask questions in English
- Everyone else: help to translate the question into Hungarian
- Volunteer Hungarian teacher: Answer in Hungarian
- Everyone else: help to translate the answer into English

A second look at the picture

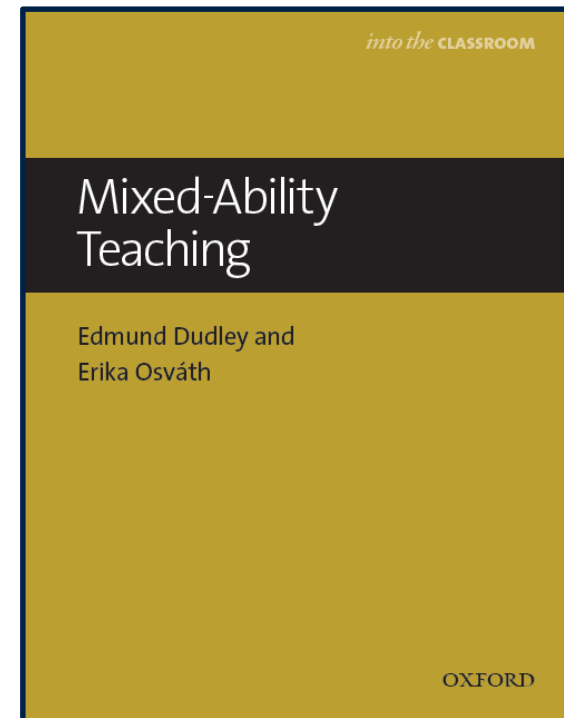


First to leave / Last to leave



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