

Looking at Differentiation in a Different Way

Serbia

Edmund Dudley

March 2019



In this talk

- adapting the materials we use
- exploring a variety of working modes
- shaping attitudes and beliefs

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Working with mixed-ability groups

There are no perfect materials

this text will be

- too challenging for some
- not challenging enough for others
- interesting for some
- boring for others

What can be done?

FEEL THE FEAR

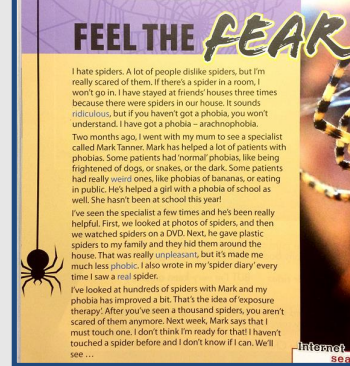
I hate spiders. A lot of people dislike spiders, but I'm really scared of them. If there's a spider in a room, I won't go in. I have stayed at friends' houses three times because there were spiders in our house. It sounds ridiculous, but if you haven't got a phobia, you won't understand. I have got a phobia – arachnophobia.

Two months ago, I went with my mum to see a specialist called Mark Tanner. Mark has helped a lot of patients with phobias. Some patients had 'normal' phobias, like being frightened of dogs, or snakes, or the dark. Some patients had really weird ones, like phobias of bananas, or eating in public. He's helped a girl with a phobia of school as well. She hasn't been at school this year!

I've seen the specialist a few times and he's been really helpful. First, we looked at photos of spiders, and then we watched spiders on a DVD. Next, he gave plastic spiders to my family and they hid them around the house. That was really unpleasant, but it's made me much less phobic. I also wrote in my 'spider diary' every time I saw a real spider.

I've looked at hundreds of spiders with Mark and my phobia has improved a bit. That's the idea of 'exposure therapy'. After you've seen a thousand spiders, you aren't scared of them anymore. Next week, Mark says that I must touch one. I don't think I'm ready for that! I haven't touched a spider before and I don't know if I can. We'll see ...

Internet search



Differentiating the input

Jigsaw reading / peer dictation

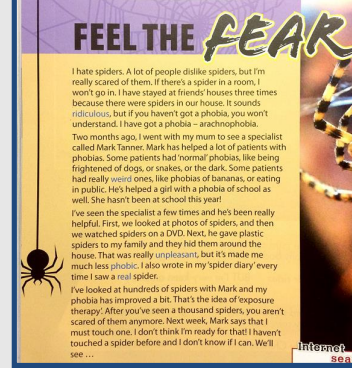
- take a short extract from a SB reading text

I hate spiders. A lot of people dislike spiders, but I'm really scared of them. If there's a spider in a room, I won't go in. I have stayed at friends' houses three times because there were spiders in our house. It sounds ridiculous, but if you haven't got a phobia, you won't understand. I have got a phobia – arachnophobia.

- create three gapped versions of the text (e.g. red, green, blue)

Differentiating the input

Jigsaw reading / peer dictation



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Every 7th word missing

I hate spiders. A lot of people dislike _____, but I'm really scared of them. If there's _____ spider in the room, I won't go in. _____ have stayed at a friend's houses three times _____ there were spiders in our house. It sounds _____, but if you haven't got a phobia, you _____ understand. I have got a phobia – arachnophobia.

Every 9th word missing

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Every 11th word missing

Pros and cons

Pros

- interactive
- co-operative
- multi-skilled

Cons

- requires preparation
- not easy to manage
- not a realistic option to prepare for each class

Differentiating the input
Jigsaw reading / peer dictation

FEEL THE FEAR
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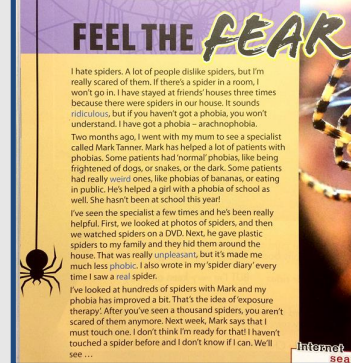
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6

Differentiating the process

Instructions with options

- Look at the task instructions
- Could we add further options in the instructions to make the task
 - *more* challenging?
 - *less* challenging?



5 SPEAKING Work in pairs. Ask and answer the questions.

- 1 What do you think of spiders and insects?
- 2 Are there any animals you're afraid of?
Which ones?
- 3 Are you scared of anything that isn't real?
What?

Differentiating the process

Instructions with options

- less challenging: List or draw five animals. Your partner guesses which one you are afraid of

- standard prompts →

5 **SPEAKING** Work in pairs. Ask and answer the questions.

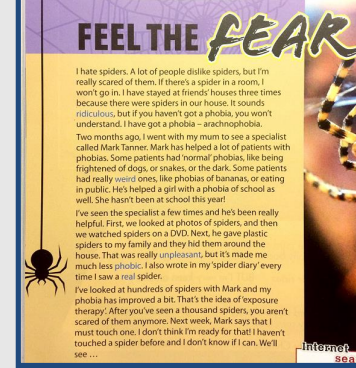
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Which ones?
- 3 Are you scared of anything that isn't real?
What?

- more challenging: Imagine you are afraid of kittens. Explain why!



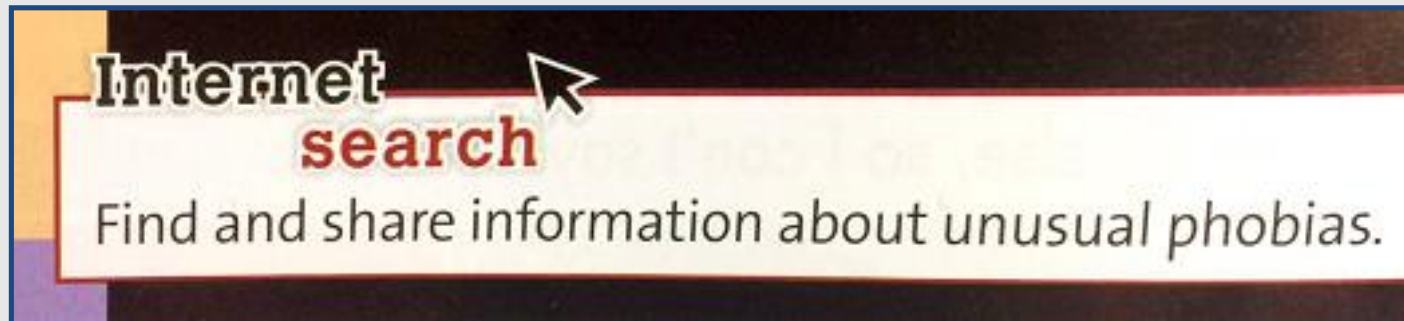
Differentiating the output

Open-ended options



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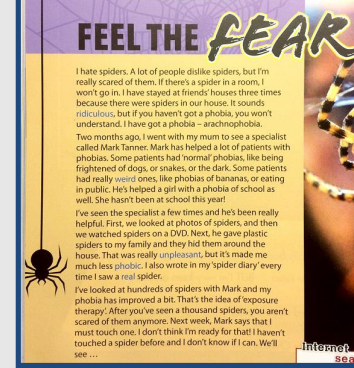
Tasks with *open-ended* prompts work well:



Are there any ways to make this task more accessible?

Differentiating the output

Ways to make it more accessible



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give the option of
pair work

use *Simple English*
wikipedia

find L1 web pages

Internet
search

Find and share information about unusual phobias.

let sts use L1 to
plan

do project work

encourage peer
teaching

Simple English Wikipedia

simple.wikipedia.org



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List of phobias (selected)

- **Bibliophobia** - fear of [REDACTED]
- **Ailurophobia** - fear of [REDACTED]
- **Ephebiphobia** - fear of [REDACTED]
- **Anatidaephobia** - fear that a [REDACTED], somewhere, is watching you
- **Hippopotomonstrosesquipedaliophobia** - fear of long [REDACTED]

In this talk

- adapting the materials we use
- **exploring a variety of working modes**
- shaping attitudes and beliefs

Exploring a variety of working modes

Some simple techniques

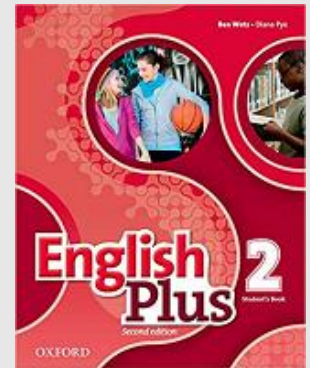
- recognising differences between individuals
- pair work and group work
- giving students more of a say
- encouraging a spirit of enquiry

Recognising differences between individuals

Time limits and word limits

A TASK

Write a short text for a project about an author you know about. Use the notes on Hergé or details about another writer you admire.



Different students work at different speeds.

→ Give *time limits* for writing tasks instead of *word limits*.

Pair work and group work

Put different skills to the test

Students have different skills and strengths, e.g.

- vocabulary skills
- observation skills

When working with mixed pairs, do activities that exploit these differences



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Pair work and group work

Collaborative work

Bring in other skills, such as artwork and presentation skills

Footgolf

Footgolf is a hybrid of football and golf. You play it on a special golf course or a park. The rules are not very difficult. It's similar to golf, but you use a football. The players don't hit the ball; they kick it. Footgolfers say the best thing about their sport is that you don't need a lot of money to play – all you need is a football and a place to play.

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

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.



Giving students more of a say

A less linear approach

When doing exercises in the SB or WB:

give students choices about:

- which exercise they do
- how many items they do
- the sequence followed when checking answers

7 Write about your experiences. Use the affirmative or negative form of the verbs.

- 1 ... (live) in another city when I was younger.
- 2 ... (have) different colour hair when I was a baby.
- 3 ... (like) sweets when I was young.
- 4 ... (go) to another country last year.
- 5 ... (see) a good film last month.
- 6 ... (watch) sport on TV last night.
- 7 ... (play) video games last weekend.
- 8 ... (visit) my grandparents in January.
- 9 ... (eat) soup yesterday.



Giving students more of a say

Speak, pass, or nominate

After pair work, give students the option of *not* speaking; instead, they can choose to ***pass*** or ***nominate*** their partner

- builds trust
- is face-saving
- increases confidence
- works well try it and see for yourself!

8  **USE IT!** Work in pairs. Compare your sentences in exercise 7.

I lived in another city when I was younger.

Me, too! I lived in Paris.

Really? I didn't. I lived here.

Encouraging a spirit of enquiry

Helping students to speculate

Fear of being wrong

Students are often reluctant to speculate

→ Praise guesses as well as correct answers

Give students useful language:

I have no idea but I'll say...

It could be...

I think it's...

I'm pretty sure it's...

I know this one, it's...



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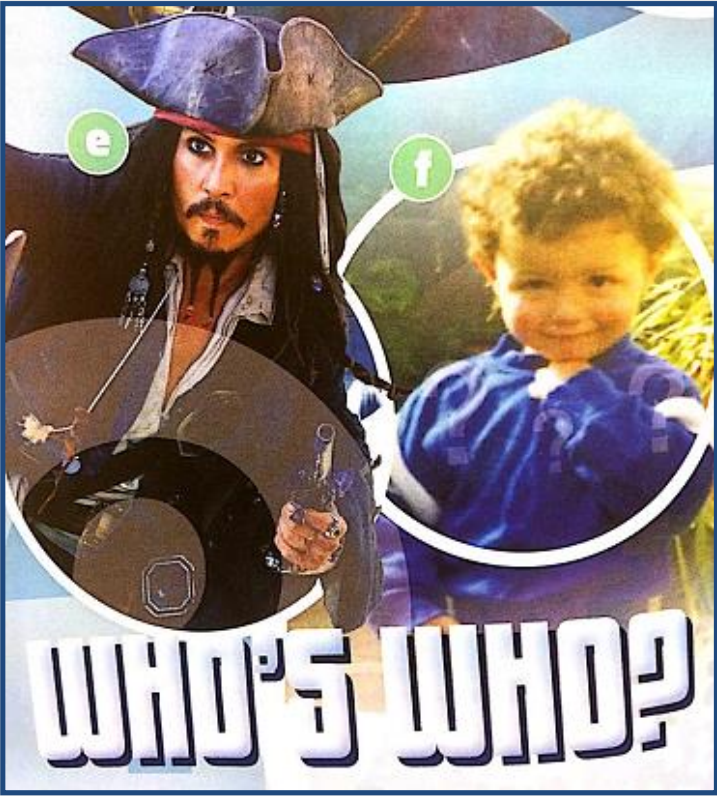
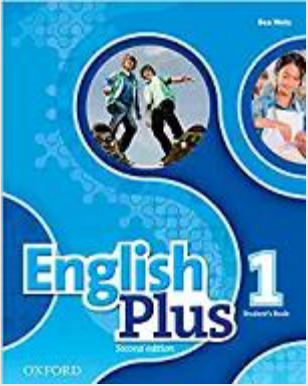
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Shaping attitudes and beliefs

Teachers have an impact

Don't think of differentiation as a 'cure' for some kind of 'problem'.

There is nothing *wrong* with mixed groups.

Over time, students will prosper or struggle partly in response to the feedback they get from us.



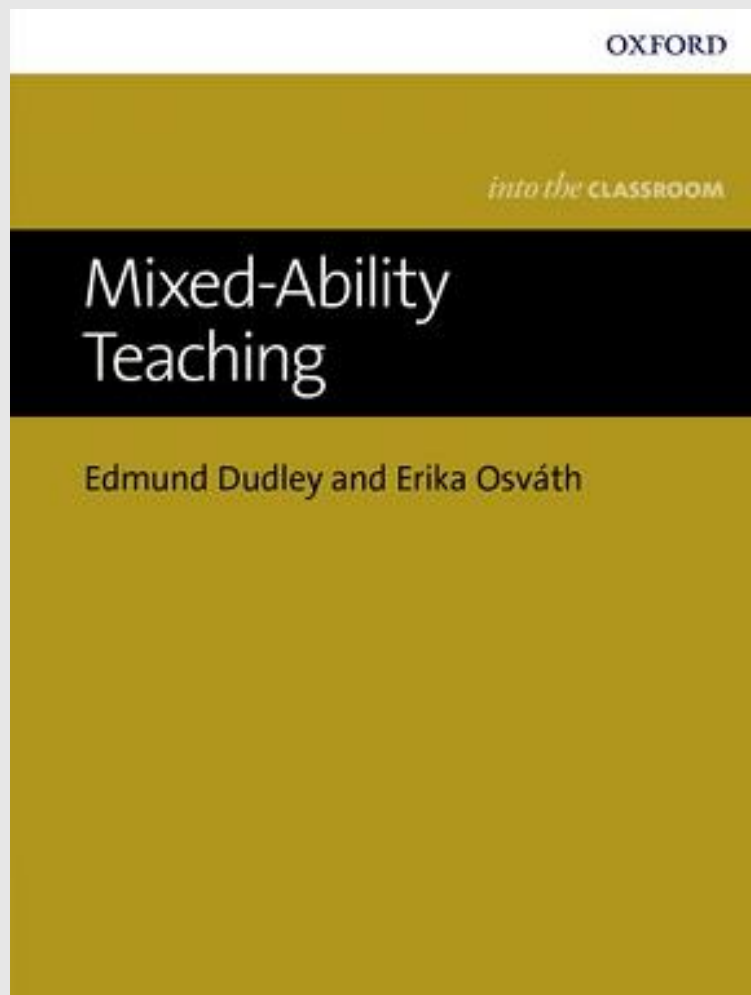
Shaping attitudes and beliefs

A checklist for modelling helpful attitudes

Teachers should:

- accept that students are heterogeneous
- look beyond language when appraising students
- reinforce effective habits
- be a role model for positive attitudes and beliefs
- be a guide and a warden
- give the students – and themselves – time to grow better

For further practical ideas...



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Slides here:

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