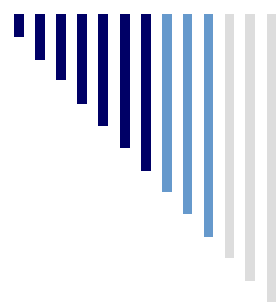


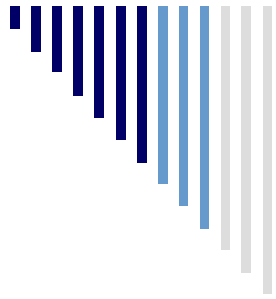
Organised chaos - managing mixed groups

Pauline Swanton



What are we going to do today?

- ☐ Think about 'difference' and its impact on teaching and learning.
 - ☐ Share ideas, resources and activities for promoting and using 'difference'.
 - ☐ Take part in multi-level language activities.
 - ☐ Network and pick each other's brains.
-



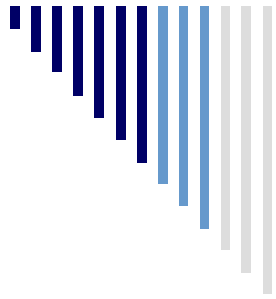
Getting started

Complete the phrase using no more than 10 words.

I love teaching adults because.....

Circulate around the room, introduce yourself and collect as many different endings to this statement as you can.

Choose your favourite answer and be ready to feedback.



Personal details

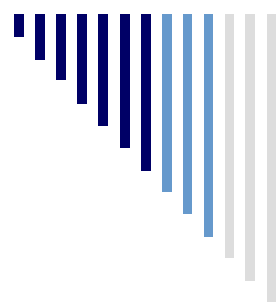
Name:

Language/s you teach:

How long you've taught adults:

Other sectors you have taught/teach in:

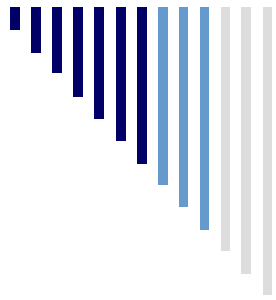
Reason for being here today:



The perfect adult language teacher

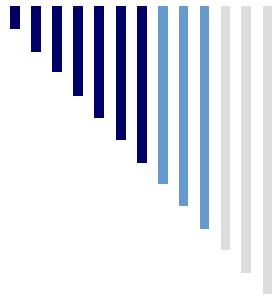
What are the attributes of the perfect adult language teacher?

Come up with a ranked list of at least 5 and justify your choice and ranking.



Managed group work

- ☐ Enables individuals to learn from each other as well as from the teacher.
 - ☐ Enables adults to draw from their own experiences as well as learning from other people's.
 - ☐ Enables mixed level groups (or pairs) to work positively together.
 - ☐ Enables differentiated teacher time.
-

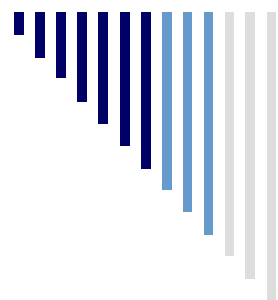


Group work

There is an 'accepted' delivery format for language classes: review; presentation; practice; performance; evaluation. Where might 'controlled' and 'collaborative' fit in these phases? Why?

Give examples of tasks and activities in an adult language class that promote collaborative learning and controlled learning.

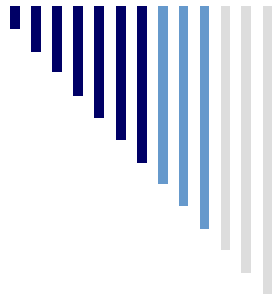
What differences in learning outcomes might you anticipate from collaborative and controlled learning?



Creating a context for collaborative learning

- ☐ Topics work well e.g. personal details.
- ☐ Situations where different levels of language use would be the norm (shopping for food).
- ☐ Fictitious scenarios e.g. soap opera; town twinning events.

<http://tlp.excellencegateway.org.uk> Cliffhanger



Making the context work

- Finding activities, resources, and tasks that enable people to work at their own level AND to work with others of different levels.
 - Managing the process so that people can work at their own level and with people of other levels.
-





Differentiation.....



- ☐ is a proven way of 'customising' learning to meet individual needs;
 - ☐ is a good way to make the most of a single resource which.....
 - ☐ ought to reduce time spent on planning!
-



Differentiation and texts

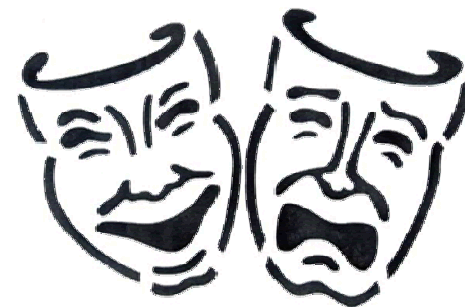


Your group of beginners, intermediate and advanced learners all need to get to grips with a single text.

What tasks and activities can you come up with to familiarise people with the text at different levels?



Role play



Role play enables:

- ☐ learners to work together on the same activity but at different levels;
 - ☐ exposure to unexpected language;
 - ☐ learners to be spontaneous in their use of language;
 - ☐ creativity, independence and risk taking.
-



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