

TEACHING MULTI-LEVEL CLASSES

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New York TESOL CENTER

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In this workshop...

You will:

- Brainstorm challenges you currently face with multi-level classes
- Be presented with ideas for dealing with multi-level classes
- Apply these ideas to the challenges you face to (hopefully) come up with some workable solutions

Discuss: CHALLENGES

What are the challenges you currently face dealing with multiple levels in one classroom?

Strategies at 3 Stages

- PRE (planning)
- DURING (teaching)
- POST (reflection)

PRE (planning)

What do you currently do to account for multi-level classes when you are planning your lessons?

PRE (planning)

- Do multiple needs analysis self-reflection surveys for different language skills.

Beginner Writing Needs Analysis

Put a ✓ in the correct box for YOU.

I know....	Yes! I know this! 😊	Maybe, I am not sure. 😐	No, I don't know. 😢
1. ...nouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ...verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ...adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ...how to use punctuation. (., ? ')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ...when to use capital letters. (A a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ...how to write a complete sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ...how to organize sentences and I can write a paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____
Level: _____ Session _____

Intermediate Writing Needs Analysis

Put a ✓ in the correct box for YOU.

	I am good at this	I am okay at this	This is difficult	I don't know this
1. getting ideas / brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. organizing my ideas into paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. writing topic sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. writing an introduction paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. writing a thesis statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. writing concluding sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. writing a conclusion paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. using grammar correctly in my writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. using vocabulary correctly in my writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. correcting my own mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____
Level: _____ Session _____

PRE (planning)

- Survey your students for their interests/areas of expertise.



PRE (planning)

□ Plan your lessons using different class models.

With your group, read each model. Discuss:

How does this meet the needs of a multi-level class? How could you adapt/use this model in your teaching context?

DURING(teaching)



What do you currently do to account for multi-level classes while you are teaching your lessons?

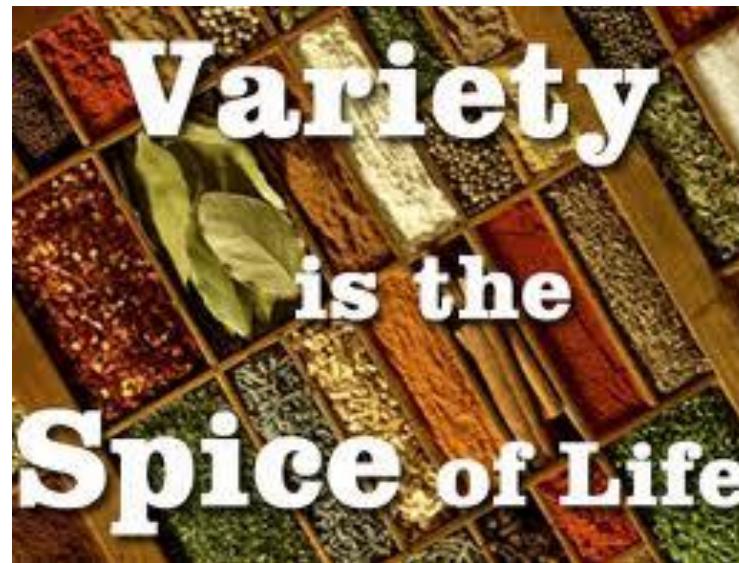
DURING(teaching)

- **Open each class with a group building activity.**



DURING(teaching)

- Incorporate variety through visual, auditory, tactile or kinesthetic modalities. This is also a strategy to make activities easier or harder.



DURING(teaching)

- **Use A LOT of group work BUT:**
 - Change groups frequently.
 - Allow students to choose groups.
 - Assign students roles in the group.
 - Make sure to choose the best number of students for the activity you are doing.

DURING(teaching)

What is the best number of students for each of the following activities?

Dialog practice/vocab exercises

(2)

Problem solving tasks

(5)

Discussions

(3)

Introductions and social interactions

(4 or whole class mingle)

Keep in mind: Sometimes odd numbers can help groups avoid an impasse because there can be a majority in the group.

POST (reflection)

What do you think that you and your students should reflect on in order to improve the learning atmosphere in your multi-level class?

POST (reflection)

Some ideas:

- Reflect on the fact that each person can be multiple levels within the four skills of English. Identify this in each student and track growth.
- Encourage and provide opportunities for student self-assessment (formal and informal).
- Allow students to reflect on group roles and tasks (what works/doesn't work for them).
- Allow students to reflect on the different ways you adjust the lessons to support all the different levels in the class. Get their feedback on what they like/don't like.

Discuss: SOLUTIONS (?)

What solutions are you taking away from this workshop?

Thank you so much for coming!

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