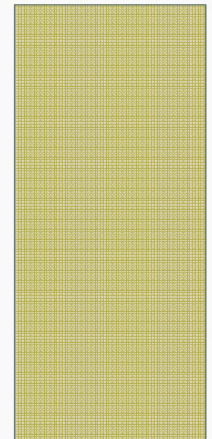


REACHING OUR MULTILEVEL, MULTI- FACETED ESL STUDENTS

ROB JENKINS
CATESOL 2012



WHAT WE WILL LEARN

- Multilevel ESL instruction is good instruction with a twist.
- Teaching any ESL class is a skill that can be and needs to be developed over time.
- For the novice multilevel instructor, consider approaching the process of teaching your class in stages.

WHAT'S THE MYSTERY?

“My multilevel class is way too hard. I am exhausted trying to be three teachers in one!”

“I have been to many multilevel workshops and still don't get it. The process is just too complicated.”

It is a mystery to me how anyone can do this. I am totally lost.

IT IS ESL INSTRUCTION WITH A TWIST!

With every graduate class, with every workshop on teaching techniques, with every day honing teaching skills in the classroom, teachers have been developing most of the skills they will need in the multilevel ESL classroom.

5 CONCEPTS TO ESL AND MLI



- Establish good objectives.
- Incorporate good grouping and cooperative learning strategies.
- Incorporate learner-centered instruction.
- Build community in your classroom.
- PLAN, PLAN, PLAN!

GOOD OBJECTIVES FOR ESL

ESL

Consider what you want your students to be able to **DO** by the end of class.

- Make sure it is a “**performance objective**”
- Make sure it is **simple**.
- Make sure it is **measurable**.
- Make sure students can actually **do** it.
- Make sure it is a **competency**.

CREATE GOOD OBJECTIVES

By the end of class, students will be able to ...

ESL

In groups of 3-5, create good objectives for one of the following themes:

Personal Information

Food / Nutrition

Consumer Economics

Housing

Community

Employment

1) Performance

2) Simple

3) Measurable

4) Doable

5) Competency

GOOD OBJECTIVES FOR ESL

ESL

Tell your students what the objective is.

Design activities that are driven by it.

Evaluate if Ss are able to do it during the lesson.

Design an application activity to prove it!

CREATE GOOD OBJECTIVES FOR MLI

MLI

SUPER OBJECTIVES!

1. Write the most basic objective.
2. Make the objective more difficult.
3. Make it even more difficult
4. Write a super-objective that relates to all 3.

GROUPING STRATEGIES

ESL

- Student Self-Selection
- Teacher Selection
- Line Up
- Corners
- **Deuces are Wild**
- Matching
- Numbered Heads

[http:// esl-teacher.net](http://esl-teacher.net) *75 Effective Activities*

COOPERATIVE LEARNING

ESL

When we engage our students in cooperative learning, they are developing cooperative skills.

Active listening

Paraphrasing

Checking for understanding

Resolving conflict

Building consensus

Expressing appreciation

GOOD GROUPING AND COOPERATIVE LEARNING

ESL

Every ESL classroom has an element of multilevel ESL Instruction.

- Students have different skill levels.
- Students have different interests.
- Students have different motivations.

Group students by skill levels, interests, and motivations.

MLI - 3 TYPES OF GROUPING

Whole Class

ESL

Like-ability

ESL

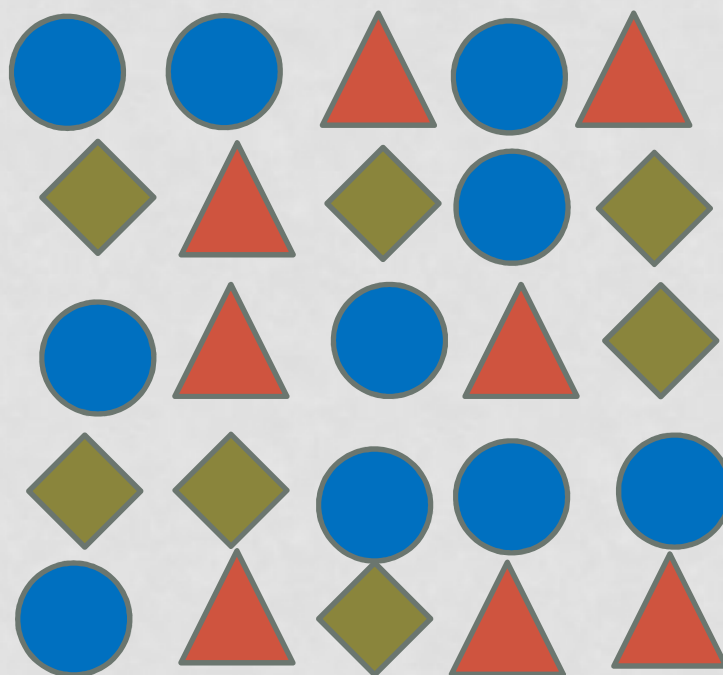
Cross-ability

MLI

WHOLE CLASS

ESL

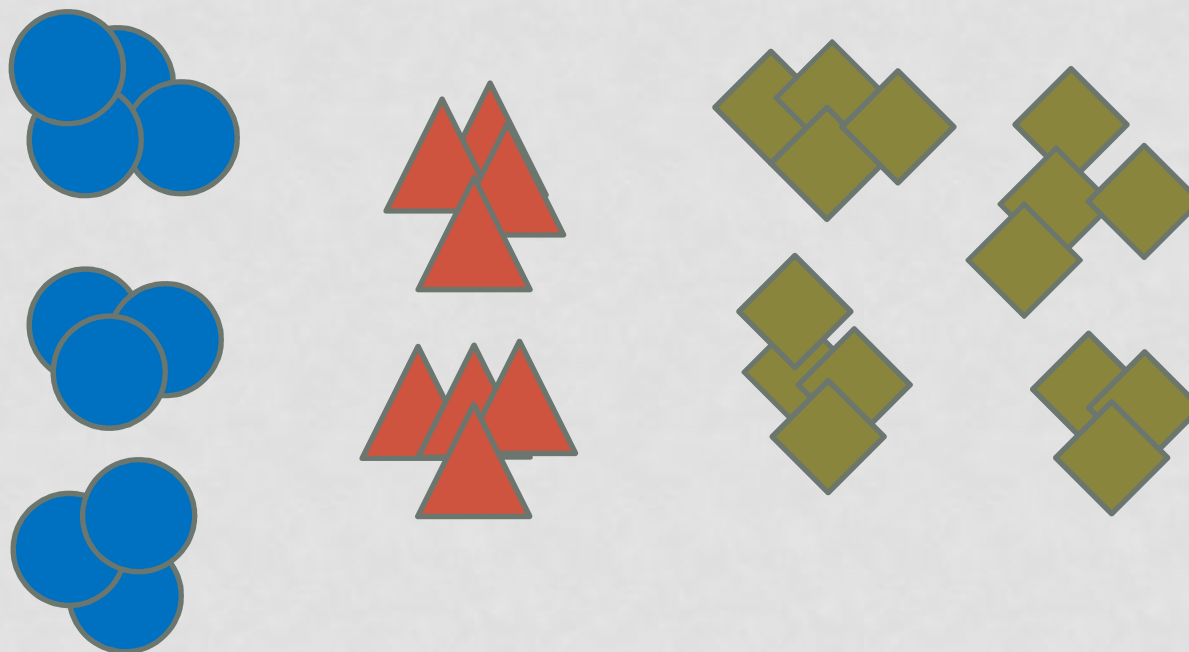
Address the whole class for unit openers, addressing the common theme, establishing all objectives, applications, and closing.



LIKE-ABILITY GROUPS

ESL

Set up cooperative groups of “like” skill levels. Don’t create more than 3 levels!

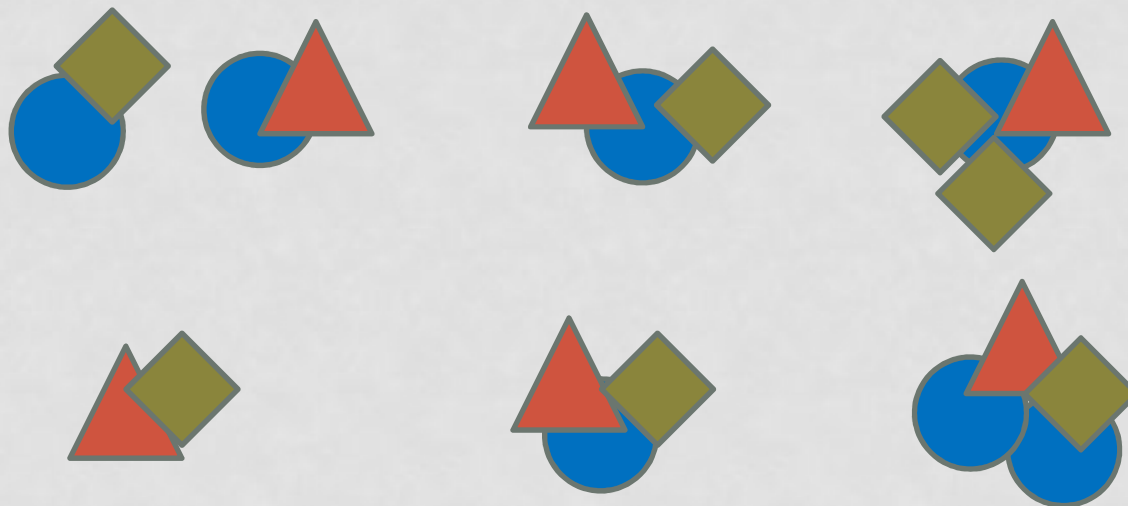


Get the higher levels going and spend more time with the lower levels (prepare contingency plans for groups that finish earlier than expected)

CROSS -ABILITY GROUPS

MLI

Set up cooperative groups of different skill levels.

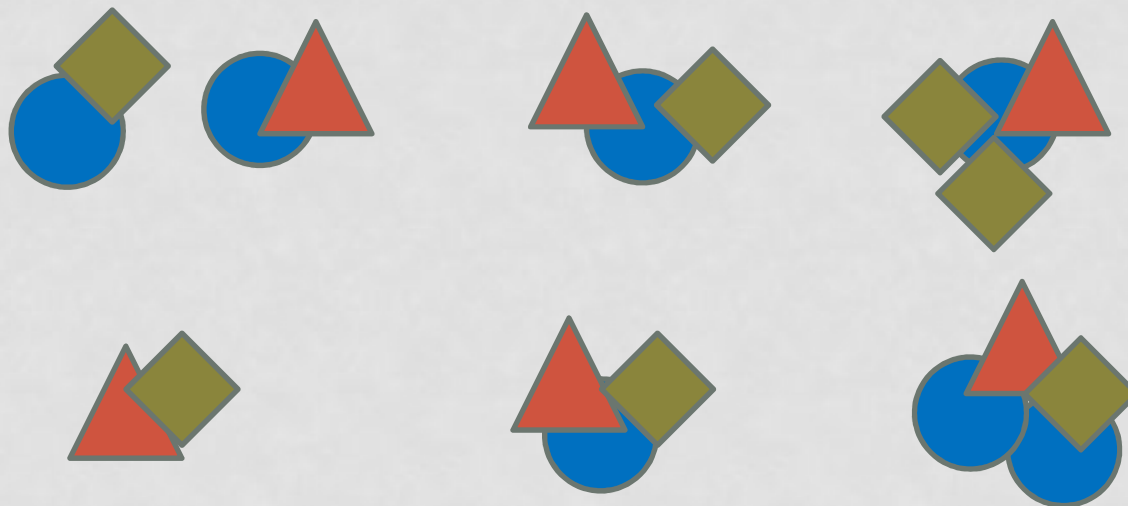


Be careful to model. Don't impose mentor – mentee relationships.

CROSS -ABILITY GROUPS

MLI

Set up cooperative groups of different skill levels.



Be careful to model. Don't impose mentor – mentee relationships.

DEMONSTRATION

MLI

Whole Class

Like-ability

Cross-ability

LEARNER CENTERED INSTRUCTION

ESL

“Learning is more meaningful when topics are relevant to students’ lives, needs, and interests and when students are actively engaged in creating, understanding, and connecting to knowledge”.

(McCombs and Whistler, 1997)

GET TO KNOW YOUR STUDENTS

ESL

- Open forums
- Discussions
- Questions
- Test
- Quizzes
- Assessments

MAKE ADJUSTMENTS TO INSTRUCTION

MLI

- Use colored folders.
- Add labels.
- Adjust like-ability groups when appropriate.



BUILD COMMUNITY

ESL

- Cooperative Learning

Cooperative learning fosters “positive Interdependence and individual accountability”

- Learner-centered Instruction

They [students] must make what they learn part of themselves”. Chickering & Gamson (1987)

BUILD COMMUNITY

MLI

- Opening Classroom Activities
- Cross-ability Activities (Demo)
- Same/Different Activities
- Closing and Application Activities

PLAN, PLAN, PLAN!

A red rectangular label with the text "ESL" in white, tilted at an angle.A blue rectangular label with the text "MLI" in white, tilted at an angle.

W Warm –up Start with previously learned content. Often this can be from the application of the previous lesson. It can be [like-ability](#), [cross-ability](#), or [same/different](#).

I

P

P

E

A

PLAN, PLAN, PLAN!

A red rectangular label with the text "ESL" in white, tilted at an angle.A blue rectangular label with the text "MLI" in white, tilted at an angle.

W

I

Introduction Introduce the theme, [super-objective](#), and level objectives stating them clearly for the whole group through a community-building opening activity.

P

P

E

A

PLAN, PLAN, PLAN!

A graphic consisting of two overlapping rectangular banners. The top banner is red and contains the text 'ESL' in white. The bottom banner is blue and contains the text 'MLI' in white. Both banners are tilted slightly to the right.

ESL

MLI

W

I

P

Presentation Introduce new information to each group while the other groups are listening. Start with the higher group because they can get started on their own with little help from the teacher. Explain and model the task(s) so all can hear.

P

E

A

PLAN, PLAN, PLAN!



W

I

P

P

Practice Introduce new information to each group while the other groups are listening. Start with the higher group because they can get started on their own with little help from the teacher. Explain and model the task(s) so all can hear.

E

A

PLAN, PLAN, PLAN!



W

I

P

P

E

Evaluation Check to see if each level and most of the students are prepared to do the application. If they are not, do additional presentations and practices using appropriate [like-ability](#), [cross-ability](#), or [same/different activities](#).

A

PLAN, PLAN, PLAN!



W

I

P

P

E

A

Application Design an activity where students apply what they have learned (cross-ability or like-ability).

DEVELOP A PROCESS

MLI

- 1) Meet with the whole class for the first two weeks.
- 2) After a few weeks, pass out colored folders that will identify the levels without pointing a student out as higher or lower. Start with only two levels.
- 3) After you are comfortable, if needed divide the class into three groups and practice as you did in step 2.
- 4). Once you are comfortable with two or three levels, add one cross-ability activity a week.
- 5) Once you understand and are comfortable with how cross-ability works, add these activities to every lesson.

IT IS ESL INSTRUCTION WITH A TWIST!

With every graduate class, with every workshop on teaching techniques, with every day honing teaching skills in the classroom, teachers have been developing most of the skills they will need in the multilevel ESL classroom.

THANK YOU

Rob Jenkins

jenkins_rob@sac.edu

<http://esl-teacher.net>