

AUTHENTIC MATERIALS AND LEARNER-CENTRED INSTRUCTION IN MIXED ABILITY CLASSES

In this paper I will deal with the description of a task for teacher training. The aim of the task is to help teachers realize how important learner-centred instruction is in mixed ability classes. It will be emphasized, however, that for learner-centred instruction to be successful it is necessary for teachers to select authentic but realistic materials for their learners.

In *Part I: Theoretical Issues* I will define mixed ability classes and learner-centred instruction within the context of a communicative methodology. Then I will discuss the principles that should regulate selection of authentic materials to be used for learner-centred instruction with reference to the Greek learner of English.

In *Part II: Practical Implications* I will describe in detail the task set up as a problem solving activity I have devised and tried out with teacher-trainees¹ and practising teachers². Selected exemplary materials used in the workshop will also be presented and discussed in the light of the rational argued for in *Part I: Theoretical Issues*.

Part I: Theoretical Issues

1. On defining EFL mixed ability classes

In the context of foreign language teaching the term *mixed ability class* can be defined in various ways. *First*, it can be defined in terms of learners' levels of proficiency. It means that learners of the same age have different levels of proficiency in the foreign language class as is the case with EFL classes in state schools.

Second, it may be defined in terms of learners' age differences. It means that learners in a particular class are not of the same age, hence they do not share similar social and cognitive perspectives as is often the case in private and state evening schools³.

Third, a mixed ability class may also be defined in terms of differences in cognitive style and learning strategies of the learners. This last definition

1. My fourth year students the last three academic years, namely, 81-82, 82-83, 83-84.

2. EFL teachers in the state and private sector.

3. Classes of this type may be found in programmes of certain frontistiria, the Popular Adult Education (N.E.A.E.) foreign language programmes, the Workers' Union (Εργατική Εστία) foreign language programmes among several others run by the Greek State and some non-profit organizations.

seems to me to be a very important one. I will discuss my reasons for it presently.

Due to hereditary and environmental reasons, all humans develop their cognitive style and learning strategies based on culturally shared knowledge of the everyday social and physical world. Researchers have differentiated between an individual's ability to solve problems and the manner or the mode in which the problems are solved. Ability has closely been tied to intelligence and cognitive development. Cognition has been conceptualized in terms of various cognitive styles. Cognitive styles refer to individual variation in preferred ways of perceiving, organizing, analyzing and recalling information and experience, in other words how individuals process information and think. (cf. Cohen, 1977).

The stylistic preferences in way of thinking and information processing are believed to influence human functioning pervasively in a number of areas from the cognitive to affective to the temperamental and interpersonal. Cognitive style includes such dimensions as field dependance — field independence; reflectivity— impulsivity or conceptual tempo and so on. It is thought to be a relatively stable mode of adaptation that reflects an individual's personality. (cf. Messick, 1976).

Needless to say, our EFL learners have developed their own cognitive style and preferences for certain learning strategies as well as their personality characteristics. Although our EFL learners have developed a working system of cognitive style and learning strategies based on the culturally shared knowledge of the everyday social and physical world they were raised in and their L₁, cognitive styles and learning strategies are personal and unique because each individual's knowledge and experience differs from each other's⁴.

While learning their mother tongue, our EFL learners might have developed preferences for such learning strategies as practicing formal or functional aspects of language, monitoring and inferencing for interpretation and production, associating meaning with sound, or particular graphemic forms and so on. Some of these strategies all learners in a class may share as primary learning strategies; others they may not. See Appendix 1, p. 6 for a list of potential learning strategies learners may make use of to do a certain task. Differences in learning strategies may be even more important in foreign language instruction since language teaching is not restricted to a certain age although the overwhelming majority of foreign language learners are children and adolescents.

4. For relevant research work in the area of learners' preferences, learning strategies and foreign language learning see Rivers et al, 1981; Bialystok E., 1981; and Birkbichler D. W. et al, 1978 among several others.

Consequently, if we take into account personal differences in cognitive style, learning strategies and experiences even the smallest group of learners, homogenous in all other respects, (i.e. age, social and educational background, motivation and purpose, classroom facilities and teacher proficiency) is a mixed ability class. EFL learners are a group of people of different working abilities and personalities, which a good teacher should take into account.

2. On learner-centred instruction in the mixed ability EFL class

The inevitable differences in learners' abilities and individual preferences has led to new educational developments in classroom practices. Foreign language teaching methodology, in particular has orientated itself towards *learner-centred instruction*. It is characterized by great interest in the process of learning, learners' individual differences in learning styles and the active role that the learner may take in this process. The learner is now viewed as a whole person, a unique individual, who brings a complex past and present in the learning experience. The recognition of this reality forces us to conclude that there is no one right method, nor certain right materials. Different learners need different programmes.

Learners' needs are usually defined in terms of what the learners' ought to know to function well in the L_2 (cf. Van Ek, 1975/1980; Van Ek et al, 1977; Munby, 1978). However, learners needs should also be considered in terms of learners' experiences as well as cognitive style and learning strategies, in other words, in terms of what the learners are able to do to learn the foreign language.

Learner-centred instruction as defined above is based on human interaction and interpersonal rapport while learners are engaged in doing an activity or solving a problem. It also depends on learners' willingness to assume an active role in determining their own pace and quality of learning. The techniques that seem to conform best to the requirements of learner-centredness are primarily pair and group work. In this way it is hoped that learning a foreign language may not be only a matter of accumulating knowledge about it but also of experience.

There is a point to make here, however. This experience may be different for each individual in the group or the pair. This is so because each learner's contribution may be different. A learner's contribution is relevant to the learner's abilities, personality and language needs. For as Littlewood has argued, successful language learning in the context of a learner-centred approach can only take place "if learners have motivation and opportunity to express their own identity and to relate with the people around them" (Littlewood, 1981, p. 93). For learners however "to have motivation and opportunity to express their own identity" it is important that learner-centred materials and exploitation tasks, activities and exercises are selected to fulfill

the requirements of individual learners' needs and experiences within a group or pair.

A practical example of this view is given in Appendix 13b. In the activity described not all members of the group are requested to participate equally in the doing of it. On the contrary, some are more actively involved than others. It all depends on their personality characteristics, preferred ways of learning and experiences. However, all of them get their own "slice of the cake". This approach to responsibility sharing in an activity leads to individualized learning within the group or pair in the sense that learners' contribution is related to their experiences and language ability.

Last but not least, successful learner-centred language learning also depends on the teacher's ability not only to present language data but also to help learners to learn the foreign language in their own preferred ways. They may do so by helping them to discover their own strategies or by helping them to find out new solutions, that is, new strategies to tackle old problems. As a result the role of the teacher not as an authority but as an equal communicator and participant in the teaching/learning game is absolutely essential⁵.

3. *On authentic materials in EFL mixed ability classes*

As research in language learning and language development has shown, language learning is the outcome of the interplay of knowledge and experience with the immediate verbal and contextual environment of the language learner. Foreign language courses, however, either structural⁶ or functional⁷, usually provide the learners with knowledge about the new language and culture. Very often this knowledge is not related to the learners' immediate experience. With the introduction of role playing⁸ and simulation⁹ in the foreign language classroom there has been an attempt to

5. For a discussion about the role of the teacher in the foreign language classroom, see my paper «The Role of the Foreign Language Teacher Revisited' G.A.L.A. — Bulletin Vol 2 (1983) 53-64.

6. Any language course that takes the linguistic unit 'sentence' as a teaching unit.

7. Any language course that takes the communicative unit 'discourse' or 'text' as a teaching unit.

8. *Role playing* may be defined as an activity which involves characters of everyday life situations. It provides practice in particular language functions and their linguistic realizations within a situation. Role playing is used in the foreign language classroom to stimulate interest, enjoyment and motivation. It provides learners with an opportunity to use language actively and spontaneously. The activity is usually teacher-controlled.

9. A *simulation* is a 'classroom copy' or 'model' of real life events. Essential background information is given in the form of texts, recordings and/or documents. A simulation is not just a long role-playing activity. Learners will not only be playing roles but they will be also drawing on their own experiences sharing the decision making and problem solving with each other. Unlike role playing, simulation is open-ended. The teacher's role is to make sure that the simulation runs smoothly; otherwise, he/she does not interfere. Simulation as a classroom technique was

introduce experience in the classroom. In many cases, however, role playing and simulation are far removed from the real experience of the learners. To make myself clear, I would use the following example. Learners are often asked to role play a visit in London. How much do learners know about London from personal experience? How easy is it for them to see themselves there in the near future? Content wise this type of activity is still based on possible knowledge, not on learners' experience. The more remote the situation and the roles are from the experience of the learners, the more 'unreal' the language they use becomes. In role playing and very often in simulations learners have the support and the protection of a mask to hide behind, they speak as the characters in a situation, not as themselves.

We may partly overcome some of these problems if we introduce use of authentic but realistic materials for role playing and simulation activities in mixed ability classes. Authentic materials are usually defined as any written or oral source of language addressed to and used by native speakers in natural communicative events. Not all authentic materials are good enough for learning/teaching purposes, however. Authentic materials must also be realistic and relevant to learners experiences, cognitive style and needs. For authenticity is not only a matter of working from genuine materials. There is more to that. Learners must be also engaged in meaningful activities and tasks whereby they may exercise their cognitive abilities for making sense out of signs in utterances, objects, diagrams and/or pictures.

They will be most willing to do so if they feel they are involved in solving problems which are worthwhile and are conceptually related to their own knowledge and experience and their potential needs.

Consequently, the questions to ask are as follows: In what situations and roles can learners more easily identify themselves with and may they see an immediate use of what they are learning? When will they need to use the L_2 to communicate and to express their own intentions and purposes either in face-to-face communication or in writing in the immediate future outside the classroom environment? If we want to be honest with ourselves we must admit that the possibilities are rather rare. No wonder if it may sound odd for our adolescent learners, in particular, to be asked to communicate their intentions and purposes to each other in the L_2 since they have their L_1 to do so. Foreign language learning is still a matter of knowledge for them, not a matter of experience.

I would suggest, however, that there might be a solution to the problem. Talking or writing to a friend or casual tourist or a pen-pal friend may be an experience our learners are acquainted with or they may easily see

themselves involved in. Such a possibility may offer them a purpose in learning¹⁰.

The fact that this country receives an influx of tourists each year makes this claim valid. Where else may learners of English for general purposes — children, adolescents or adults — use the foreign language they are learning in natural communicative events but in their travels across the country or abroad?

In the light of the above argument, what topics, we may ask, would our learners be interested to talk, read or write about which would satisfy their needs when making contacts with their potential friend(s) or acquaintance(s)? I would broadly categorize the topics that might interest the Greek learners in three basic thematic categories: *first*, learning to talk about the people whose language they are learning, their culture and their country; *second*, learning to talk about self and country; and *third*, learning to talk about the world around us — problems and events of common interest in our world at our time. (See also *Part II: Practical Implications* for discussion and practical examples).

Authentic but realistic materials for learner-centred instruction can be found in a variety of sources.

Newspapers and magazines are the primary source but other sources such as brochures and advertisements for tourists, programmes and tickets, popular songs and leaflets, books for native speakers, medicine boxes and instructions, street and station signs and so on are useful too. Teachers may collect materials themselves or they may involve the learners in that, too. Learners may bring to class those language sources they find of interest to them. Learners' involvement may increase their motivation and will reflect their own potential interests and needs much more closely.

We must always remember that a full description of our learners' needs cannot be simply contained in a syllabus, in reality it goes beyond it. If learners are involved in sampling for authentic materials, they are engaged in self-directed learning and become primarily responsible for the organization and direction of their learning.

Materials may be used as found or it may be necessary for teachers to edit them before they use them to suit the learners' needs and purposes. Editing may mean an occasional change of vocabulary items to shortening of the text or even breaking down sentences to shorter ones to suit the needs of the learners. It may else mean that a number of authentic texts covering a common topic can be presented together as one unit. (See Appendix 5).

10. The role of foreign language learning for the promotion of international understanding has been well documented in the work of the Council for Cultural Cooperation of the Council of Europe. See 'Modern Language Project: A European unit/credit scheme for foreign language learning' and relevant publications, Council of Europe, Strasbourg.

Finally, teachers may blend text and visual materials from different sources to facilitate interpretation for learners.

When the teachers use their own selection of authentic materials in the class, it is also required of them to prepare exploitation materials for them, too. When doing so teachers must choose exercises, activities and tasks that best suit their learners' needs and fit the materials in question well enough. The tasks, activities or exercises they will devise or adopt must evoke the learners' learning strategies such as guessing, inferencing, predicting and so on, (See Appendix 1, Information Sheet 4, p. 6), and activate their ability in handling language as a means of communication. This activation is the result of an interaction between authentic language materials and their knowledge and experience about language in use as they participate in interaction process.

Learner-centred activities may help learners develop all four skills. Learners are trained to receive, interpret and transmit messages relying on their knowledge and experience as a first source for communication processing.

Classroom activities that incorporate such classroom techniques as pair-work, peer-tutoring, peer-correction, group work, individualized projects and so on seem to fit best learner-centred instruction. Teachers' efforts should aim towards making language learning a matter of experience, not only a matter of knowledge for their learners in the context of the foreign language classroom.

Part II: Practical Implications

1. A teacher-training task: a workshop

This approach to using authentic materials for learner centred instruction in mixed ability classes has resulted in a teacher-training task. (See Appendix 1.).

On page 1 and 2 there are instructions to the participants about task organization, the authentic materials bank and the exploitation tasks bank.

The authentic materials bank consists of a great number of authentic materials collected from a variety of sources, such as newspapers, magazines, brochures for tourists, textbooks for native speakers and so on. Participants in the task are invited to go through the materials and select those that best fit their learners' needs (See Appendices 2-13).

The exploitation tasks bank consists of a number of exploitation exercises, activities or tasks. Participants are requested to match exploitation tasks with materials appropriately (See Appendices 2a-13b).

In Information Sheet 1, p. 3, participants are requested to enter relevant information about learners' age differences (if any), learners' level of competence in English and learners' linguistic and/or communicative needs.

Due to differences in cognition, personality, experience and language proficiency learners will be divided in groups to work together. Next participants may enter information about learners' socio-cultural background and interests so that they may look for appropriate materials for them. Finally, there are two more open-ended entries for the participants to fill in accordance with the specific requirements of a particular class. As with syllabi no questionnaire may be so exhaustive as to foresee all possible needs of the learners. Obviously, needs vary from year to year, from class to class and from region to region. The finishing touch should be put by the teachers themselves who know best the real needs of their learners.

In Information Sheet 2, p. 4, participants are requested to fill in General Learning/Teaching Objectives. These objectives are relevant to contextual, sociolinguistic and linguistic features to look for in materials in relation to learners' needs and interests. Materials may serve different aims in the classroom. They may be used to introduce new vocabulary, for instance, or to review structures and functions in new contexts. They may also be used to drill structures meaningfully. Finally they may be used by learners to practice aspects of language use or for free communication centred around a certain topic in a certain context. It all depends on learners' needs and the potential benefit they may derive from such activities.

In Information Sheet 4, p. 5, participants list their objectives in terms of the channel or channels to be used — oral or written — as well as the skill or skills to be developed. Depending on learners' needs groups may need the development of different skills.

In Information Sheet 4, p. 6, participants may list their learning objectives in terms of the potential learning strategies the learners may select to do the task.

In Information Sheet 5, p. 7-8, participants list their teaching/learning objectives in greater detail. The information they have entered in Information Sheets 1-4 and their search through the authentic material bank and exploitation tasks bank can help them to become more specific about their learners' linguistic and communicative needs as well as the contextual features of materials to be used by learners. Obviously, similar materials may be used to fulfill different learning/teaching objectives. Differences in learners' cognitive style, learning strategies, experiences and needs may lead the teacher to decide on various tasks and activities for different groups of learners for the same materials. See for instance Exemplary Materials, Appendices 13a/13b.

In Information Sheet 6, p. 9, participants are requested to verbalize the rational they followed in doing the task, problems they faced and how they solved them through talk.

2. *Exemplary Materials: A Discussion*

In this section I will discuss very briefly some of the exemplary materials from those used in the teacher-training task¹¹.

Usually, young learners, children and adolescents, do not have particular needs for learning English. For most of them English is either a subject they have to take at school or they are simply sent by their parents to an evening language school to learn the foreign language. Consequently, motivation, purpose and interests are rather low.

Learning to use a language, however, is the outcome of the interaction of a language user's knowledge and experience in relation to his/her interests, motivation, purpose, age and needs for expression. The knowledge and experience a language user develops is primarily language and culture-specific. Consequently, materials that are too much L₂ culture orientated may add additional problems to the learning load of our learners. From authentic materials for young learners we may select those that reflect experiences known to our learners. We can exploit young learners' curiosity and need for experimentation with language and the environment through the use of the foreign language as an alternative way for expressing known experiences¹².

An example of this approach is given in Appendices 2/2a and 3/3a. In Appendix 2/2a the learners are requested to write in the balloons following the instructions given to them how puppets introduce themselves to an audience in English. In Appendix 3/3a younger learners are requested to sort out, label and categorize the objects in a Scrambled Shoe Shop-window. Both activities are within the experience of younger learners and fun to do in the foreign language. In this way authentic materials may be used to drill structures meaningfully and functionally making use of the learners' own knowledge and experience. They may also be used to build up learners' vocabulary meaningfully while training them in the use of dictionary work in order to learn to spell words correctly in English, as in Appendix 3/3a, see also Appendix 4/4a. In both examples the skills to develop are speaking listening, reading and writing. Potential primary learning strategies for the learners to make use of are: hypothesizing, memorizing, categorizing, imitating and matching.

Older learners, adolescents and young adults, might like to talk about their personal hobbies, interests, things they like or dislike (See Appendix 4/4a for

11. The materials used in the teacher training workshop were collected over a number of years. They come from newspapers, magazines, brochures and maps for tourists, children's magazines, textbooks, instructions and so on. Some were edited to suit our purposes. All exploitation materials were prepared by the writer herself.

12. For a discussion about principles of selection for materials for young learners, see my paper 'Reading to Children Reading by Children' G.A.L.A. — Bulletin Vol. 3 (1984) 234-246.

instance), about problems and events of common interest in our world and in our time e.g. drugs and youngsters or violence in our world (See Appendix 5). The learners might like to talk about their country or about aspects of every day life there (See Appendices, 6, 7, 8). It is usually fun but also a great surprise for the learners when they discover how things they are familiar with and usually take for granted can be talked about in the foreign language they are learning. It is worth noticing that in some activities a member of the group or pair is supposed to be a foreigner. The presence of a foreigner even of a 'let's pretend' one may make the use of the foreign language sound more natural.

Authentic materials may also be used to draw comparisons of aspects of life between their country and the foreign country. (See Appendices 9/9a). In this task for instance learners are requested to compare and contrast a Sunday BBC T.V. programme with an equivalent Greek television programme.

All these activities help the learners develop their communication, reading and writing skills while they may make use of a variety of learning strategies such as inferencing, predicting, matching, transforming, analysing and so on to do the tasks. Which strategies the learners may use will depend on the nature of the task and the specific learners' learning style.

Other type of authentic materials may help learners to learn to talk about their language, namely Greek, and its contribution to the world (See Appendix 10). A second aim of this task is to make learners aware of what is common between Greek and English. They also become aware of certain learning strategies, namely, breaking down linguistic information, that is, analysing and then relating new information to old information, that is, matching. Here learners rely on their knowledge and experience as speakers of Greek.

A teacher may have even more difficulties to decide about authentic materials for learners with special interests such as Lycio Learners or music students. A possible solution might be to use authentic materials related to the learners interests in relation to the specific subjects (DESMI) they take. For instance lycio students who attend DESMI 1 might find it interesting to read about medicine prescriptions, medical instructions and so on. On the other hand, lycio students who attend DESMI 2 might like to read about computers and related matters. (See Appendix 11).

Music fans may find it more interesting and more fun to work with authentic materials related to their area of interest such as the one presented in Appendix 12.

On the other hand, the same materials may be used with learners of varying competences and ages as well as for different learning/teaching objectives. Appendix 13 is an example of such a possibility. The aim of the first exploitation task in Appendix 13a is for the learners to review certain

vocabulary items and practice specific structures the teacher might decide upon. It can be done by pairs of learners for peer-teaching purposes and for practicing usage aspects of the foreign language.

In the second exploitation task (Appendix 13b) the same material may be exploited in a completely different way. The most outgoing and competent members of the group may take an active role whereas the more shy and less competent members may take a more receptive role. Nonetheless all of them participate in the task to the best of their ability.

Concluding Remarks

The aim of this paper was to discuss the importance of learner-centred instruction in conjunction with authentic but also realistic materials for the Greek learner of English in mixed ability classes. It was stressed that not all authentic materials are usefull for teaching purposes just because they are used by native speakers. They must also be relevant to learners' knowledge and experience, needs and purposes. The need to look at the learner as a unique individual who has developed his/her own strategies and preferances for learning was emphasized. The recognition of this reality makes it necessary for teachers to try to open up their teaching practices and incorporate learner-centredness as a permanent feature of their classroom practices.

In *Part II: Practical Implications* the teacher-training task and the Exemplary Materials were presented and discussed. The task and the materials were the outcome of the theoretical issues raised in *Part I: Theoretical Issues*. It is hoped that an awareness of the theoretical issues involved in the principles for authentic materials selection will equip teachers with these insights that will allow them to make their own choices to fit their learners' cognitive, learning, personality and foreign language needs.

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ΠΕΡΙΛΗΨΗ

Σοφία Παπαευσθυμίου - Λύττρα, *Αυθεντικό υλικό για διδασκαλία και η μαθητοκεντρική διδασκαλία της Αγγλικής ως ξένης γλώσσας σε τάξεις μεικτών ικανοτήτων*

Σ' αυτή την εργασία περιγράφεται μια άσκηση (a problem - solving task) για την εκπαίδευση καθηγητών της Αγγλικής ως ξένης γλώσσας. Σκοπός της άσκησης αυτής είναι να βοηθήσει τους καθηγητές (εκπαιδευόμενους ή μετεκπαιδευόμενους) να καταλάβουν πόσο απαραίτητη είναι η μαθητοκεντρική διδασκαλία στις τάξεις μαθητών με μεικτές ικανότητες. Επισημαίνεται επίσης ότι η μαθητοκεντρική διδασκαλία γίνεται περισσότερο επιτυχής, όταν ο καθηγητής χρησιμοποιεί αυθεντικό υλικό, αλλά συγχρόνως προσαρμοσμένο στις γνώσεις και εμπειρίες, ανάγκες και σκοπούς των μαθητών και κυρίως στις στρατηγικές μάθησης που έχουν αναπτύξει οι μαθητές κατά την εκμάθηση της μητρικής τους γλώσσας.

Η εργασία διαιρείται σε δύο μέρη. Στο πρώτο μέρος παρουσιάζεται το θεωρητικό μέρος της εργασίας και δίνεται ο ορισμός των όρων «αυθεντικό υλικό για τη διδασκαλία της Αγγλικής ως ξένης γλώσσας», «μαθητοκεντρική διδασκαλία» και «τάξεις μεικτών ικανοτήτων» μέσα στο πλαίσιο της επικοινωνιακής μεθοδολογίας για τη διδασκαλία των ξένων γλωσσών. Ομοίως εκτίθενται οι βασικές αρχές που πρέπει να διέπουν την επιλογή αυθεντικού υλικού για χρήση σε μαθητοκεντρική διδασκαλία με αναφορά στον Έλληνα σπουδαστή της Αγγλικής.

Στο δεύτερο μέρος παρουσιάζεται λεπτομερώς η οργάνωση της άσκησης που χρησιμοποιείται για την εκπαίδευση των καθηγητών. Μέρος του αυθεντικού υλικού για διδασκαλία και οι ασκήσεις που το συνοδεύουν, και που χρησιμοποιείται από τους καθηγητές στην άσκηση, παρουσιάζεται και αξιολογείται σε σχέση με τις πρακτικές ανάγκες του Έλληνα μαθητή της Αγγλικής γλώσσας.

Appendix 1

Authentic Materials and Learner-centred Instruction
in Mixed Ability Classes

A TEACHER-TRAINING TASK

INSTRUCTIONS

AIM: To arrive, through discussion, at a consensus over what kinds of authentic materials (and sources of materials) may be relevant to your learners' needs, applicable to their level of English and cognitive abilities and suitable to develop their communicative competence in English as a foreign language.

TASK: 1. Split yourselves in groups of four. One of you will act as the leader of the group.

2. Work with your group and draw a profile of your learners. Remember that not all your learners share the same needs. Some need improvement in linguistic competence, others in oral use of the language and so on. You may group together learners who share similar needs and interests or are of the same age. You may split your learners in as many groups as you feel it necessary. In this workshop you will work with a minimum of one group (i.e. all learners will do the same task) or a maximum of three.

Fill in the necessary information in Information Sheet 1.

3. Decide on teaching/learning objectives for each group of your learners. The information requested in Information Sheets 2, 3, and 4 will help you to make your decisions. Fill in all entries with relevant information.

4. Your leader goes to the materials bank on the desk at the corner to find appropriate materials for your group or groups of learners. Of course, you need materials for each group to suit their needs. Discuss the materials your leader has brought for your group and reject the materials which don not conform to your requirements. Return the rejected materials to the desk. Other groups might like to use it. Remember to check materials rejected by other groups. You may find something useful there.
5. Each group should send one person as a 'runner' to other groups to see if they may be holding materials which suit their requirements better - in which case the 'runner should try to convince the group to give up the materials.
6. After your group has decided about teaching/ learning objectives and relevant materials, turn your attention to exploitation of the materials. Go through exploitation sheets (i.e. task sheets) and choose those that best suit your purposes. Please do as for materials in 4 and 5.
7. Your leader will take down notes about your choice of materials and relevant exploitation tasks. See Information Sheet 6.
8. At the end the leader will report to the other groups.

INFORMATION SHEET 1

LEARNERS' PROFILE : General I

	Group A	Group B	Group C
Age			
Level			
Needs			
Linguistic			
Communicative			
Interests			
Socio-cultural background			
+			
+			

+ Please add any other you consider appropriate.

INFORMATION SHEET 2

LEARNING/TEACHING OBJECTIVES: General II Linguistic, socio-linguistic contextual features of materials related to class work.

(Tick as appropriate)

material to teach/learn	to introduce			to review			to drill			to practice			to com- municate		
	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
1 linguistic features (grammar, voc. etc.)															
2 sociolinguistic features (functions, roles etc. and appropriate language)															
3 cultural features (i.e. about the people and their cultures, songs, lit., paralanguage etc.)															
to learn to talk about myself and my country in I ₂															
to learn to talk about problems and events of common interest in our world and our time															

+ Please add any other you consider appropriate.

INFORMATION SHEET 3

LEARNING / TEACHING OBJECTIVES: Specific I :
:to develop skills + abilities

individual skills	group a	group b	group c
listening			
speaking			
reading			
writing			

integrated skills/ abilities	group a	group b	group c
listening/ speaking			
listening/ writing			
reading/ writing			
listening/writing speaking			
reading/writing speaking			
reading/ speaking			

INFORMATION SHEET 4

LEARNING/ TEACHING OBJECTIVES: Specific II Tick the potential learning strategies learners may make use of to do the task.

Potential learning strategies	Groups		
	a	b	c
memorizing			
imitating			
repetition			
matching			
transferring			
categorizing			
evaluating			
guessing			
hypothesizing			
identifying			
analysing			
working out assumptions			
predicting			
inferencing			
transforming			
generalizing			

INFORMATION SHEET 5

LEARNING/TEACHING OBJECTIVES: Specific III Insert details about what your learners would do in relation to materials and exploitation tasks.

1. To develop linguistic competence in terms of

a. grammar

b. vocabulary

2. To practice specific language functions and related speech acts

a. how to

situation

participants (roles)

subject

b. how to

situation

participants (roles)

subject

c. how to

situation

participants (roles)

subject

3. To learn cultural features

a. about the people i.e. customs, habits etc

b. about their culture i.e. songs, literature, paralanguage
etc.

4. To learn to talk about myself and my country in L₂

5. To learn to talk about problems and events of common interest
in our world in our time

INFORMATION SHEET 6

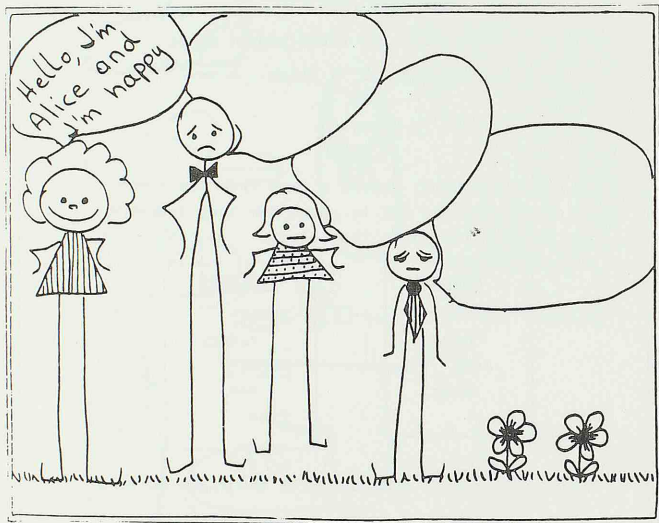
MATERIALS AND EXPLOITATION TASKS

Please write down your comments about your choice of materials for your learners and relevant exploitation tasks.

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

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Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

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This is a Puppet Show!

- Do you remember what puppets say when they come on stage?
- They introduce themselves to us. They also tell us how they feel.
- Listen to what Alice the first puppet says:

" Hello, I 'm Alice
and
I 'm happy."

Now work together. Choose a name from the list for the other puppets, try to guess how they feel and help them to introduce themselves.

Names

Peter
Susan
John
Mary

Feelings

hungry
sleepy
tired
sad
fine

Fill in the balloons with the right answer!

Using Authentic Material in Mixed Ability Classes

An in-service teacher-training task

© Sophia C. Papaefthymiou-Lytra

A SCRAMBLE SHOE SHOP-WINDOW

Look at the shop-window carefully and listen to the shoes crying out:

" Help! Help! Where is my partner? "

- a. Can you help? Of course, you can! That's how you can do it: colour each partner with the same coloured pencil.

- b. Now number each pair _____
and name it. _____

Remember if you have problems you may look up the word in a dictionary!

- c. Now look at these pictures. Write under each picture who wears which pair.







Appendix 4

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

(c) Sophia C. Papaefthymiou-Lytra

The following items should be brought with you every day : (in plastic bag or day pack)

- | | |
|--------------------------|--------------------|
| - extra pair of sneakers | - hat with brim |
| - bathing suit | - rain gear |
| - towel | optional equipment |
| - lunch | - canteen |
| - sunscreen | - 3 hole notebook |
| - sunglasses | - pen/pencil |

In addition to the above items, the following should be brought on overnights : (in duffle bag or day pack)

- sleeping bag
- ground cloth
- 1-2 changes of clothes
- lunch for first day
- eating utensils
- unbreakable plate and cup
- flash light
- sweater
- toilet articles (tooth brush, toothpaste, comb/brush)

Appendix 4a

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

© Sophia C. Papaefthymiou-Lytra

Task sheet

- a. Suppose you are going camping with your friends.
Jot down what items you should have with you.

-----	-----
-----	-----
-----	-----
-----	-----

- b.. Now compare your list with the list you are provided with.

In your opinion, is there anything important you might have left out?

Remember that you can use your dictionary if you don 't know how to spell a word.

Now that you finished the first task try to do the second one. Answer these questions about the material you were given:

- Who might have written it?
- Who might this person have prepared it for?
- Why did this person write it?

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

(c) Sophia C. Papaefthymiou-Lytra

**ATTACK VICTIM'S
PLEAS IGNORED**

Passersby ignored the cries of a 38-year-old woman who begged someone to call the police as she was punched and kicked by two teenage muggers in the early evening in College Road, Crosby, Merseyside. Police, who were "appalled and disgusted" at the "cowardly" onlookers, said the woman was treated in hospital for severe bruising to the head, back and legs. The muggers fled with her purse containing £5.

1

SYRIAN SHOT DEAD

By Our Munich Correspondent
A Syrian businessman found shot dead in his Munich home might have been politically assassinated, West German police said yesterday. They identified him as Saffat Mayed, 37.

2

DISASTER TOLL

The final toll in the last month's earthquake in Guinea is put at 275 dead, 1,435 injured, and 20,000 homeless, the United Nations Disaster Relief Office announced in Geneva yesterday. —Reuter.

3

**Taylor
wants end
to feud**

By COLIN GIBSON
GRAHAM TAYLOR, the Watford manager, would sacrifice a place in the F.A. Cup fourth round if he could be guaranteed there would be no crowd trouble at the local derby match with Luton.

Mr Taylor was worried that the pairing "was simply not worth the trouble it causes" when the draw was made in December. He said: "A small minority of people turn these games into feuds."

4

FIVE BOYS HELD

Five boys, all aged about 11, were detained by police in a dawn raid at Caversham, Reading, yesterday, when more than 40 stolen bicycles were found in a lock-up garage.

6

**DEATH CRASH
HUSBAND HELD**

By Our Crime Staff
Detectives are investigating the death of a woman whose body was recovered from a wrecked car on the M1 near Stannmore, Middlesex, early yesterday.

The husband of Mrs Elaine Brown, 26, of Nottingham, who was driving, sustained chest, head and leg injuries. Scotland Yard said he was under arrest.

7

**YOUTH JOYRIDER
KILLED DRIVER**

A teenage "joyrider" who killed another motorist while being chased by police was sentenced to three years youth custody at the Old Bailey yesterday.

Jeffrey Elliot, 17, a shop assistant of Rowley Way, West Hampstead, admitted taking a car without consent, driving recklessly and causing the death of Mr Andre Costeac, 44, a marketing consultant from Hornsey.

5

WARM WELCOME

Stephen Cleavey, 11, was so pleased to have his mother back from a holiday that he set off a rocket and set alight the family home at Wetheringsett, Suffolk.

8

Appendix 5a

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

c Sophia C. Papaefthymiou-Lytra

Task sheet

- These are cut-outs from newspapers. They all deal with a common theme. Read them carefully and find out what the theme is.

- Now that you know what the theme is. Try to answer the following question:

Is this the result of bad intentions only?

Support your point of view with examples from the handout.

- Make a statistical analysis about who might have performed what it is described in each text from the information you can get from these eight texts.

	1	2	3	4	5	6	7	8
adult								
adolescent								
child								
male								
female								
nature								

- Make a list of the words and phrases that are strongly indicative of the theme of these eight texts.

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

© Sophia C. Papaefthymiou-Lytra

It's Greek to me

**Do you know
your Greek myths?**

1. _____
was the goddess of
wisdom and also of war.
A famous city in Greece
was named in her
honor.

2. _____
was the god of the sea
who frequently traveled
in a chariot pulled by
dolphins. His scepter
was a large trident.

3. _____ was
the goddess of love and
beauty. According to
legend she rose from the
sea. She received a
golden apple for her
great beauty.

ANSWERS

Athena
Poseidon
Aphrodite

This is a
little Cupid



Appendix 7

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

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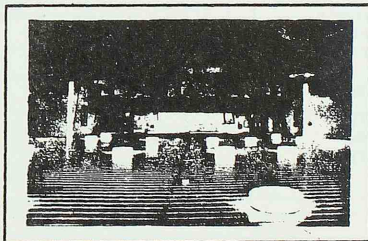
FROM GREECE TO ITALY

	ARRIVALS	DEPARTURES
ATHENS	—	14.00 BY COACH
PATRAS	17.30 BY COACH	21.00 IONIS
CEFALONIA	24.00	00.30 NEXT DAY
ITHACA	01.30	01.45
PAXI	05.00	05.15
CORFU	07.30	08.00
BRINDISI	15.00	—

SAILING DATES

MONTHS	DAYS																											
JUNE	13	16	18	20	23	25	27	29																				
JULY	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31												
AUGUST	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30													
SEPTEM.	1	3	5	7	9	11	13	15	17	19	21																	

- * Departure from ITHACA-CORFU one day later than the dates mentioned above.
 - * Departure from PAXI one day later than the dates in blue frames.
- COACH TERMINAL IONIAN LINES AGENCY**
4, MARNI ST. ATHENS TEL: 8222068 - 8224079



Appendix 7a

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

(c) Sophia C. Papaefthymiou-Lytra

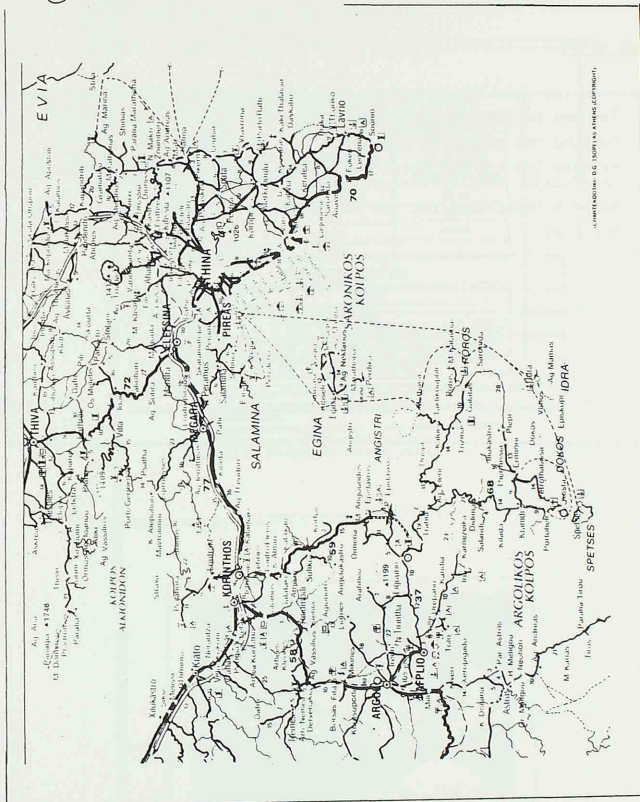
Task sheet

You are in Paxi and you want to go to Italy to spend a week touring the country. You definitely want to leave sometime between the 5th and the 14th of July. Look at your prospectus carefully. Pick up the most appropriate sailing date and write a telegramme for the IONIAN LINES agency to book a cabin for you.

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

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CONTINUATION OF FIGURE 14.1 (SEE PREVIOUS PAGE)

Appendix 8a

Using Authentic Material in Mixed Ability Classes

An in-service teacher-training task

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Task sheet

You and your friend will drive to Epidaurus with a foreign friend to attend a drama performance of the National Theatre of Greece. You suggest you should take the inland (old) road to Epidaurus because your friend will have the opportunity to visit and see places. Trace the road on the map to find support for your argument.

Your friend suggests you should take the new road to Epidaurus. It's more fun, relaxing and you can go swimming .

Remember that you will be leaving Athens at 6:30 in the morning, the performance starts at 9:00 p.m. and it takes about three hours and a half from Athens to Epidaurus by the inland road and two hours and a half by the new road non-stop.

Your foreign friend is not helpful at all. He constantly asks questions about what he can do or see on his way to Epidaurus. He finds both plans so exciting that he cannot make up his mind about which way may be better. He is nuisance with his questions, not a help!

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

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TELEVISION — SUNDAY

BBC-1

9 a.m. Mr Benn, rpt. 8.15 Sunday Worship: Jesus and Forgiveness, from St. Aldate's Church, Oxford. 10 Asian Magazine. 10.30 Thinking in Action: Creativity, Design, Innovation. First in a new series of six programmes. 10.40 Maths Help, rpt. 10.55 Greek, Language and People, rpt. 11.25 The Unemployment Industry: Less Strick, Not Much Carrot! Rpt. 11.50 Business Club: Thinking Ahead, rpt. 12.15 See Hear! 12.40 Making the Most of the Micro, rpt. 1.5 Farming: Weather. 1.30 Discovering Birds. Moving Out, rpt. 1.55 News. 2 Tennis: World Doubles Championship Final from the Royal Albert Hall. 4.45 Lifeboat: A Bit Like a Fireman on Shift. First of a new six-part series: the Humber lifeboat is the country's only permanently manned, full-time lifeboat. 5.15 The Goodies, rpt.

5 45 NEWS, WEATHER.

5 55 THE HOLIDAY PROGRAMME—Anne Gregg with the main item, a two-week holiday in the Far East, plus a high-speed holiday in France and Cliff Michelmore on his home ground, the Isle of Wight.

6 30 THAT'S THE LIMIT—Think about Drink. The first of a new five-part series on how to enjoy drink and stay healthy, presented by Derek Griffiths. For once it's not just about driving, but on the general health hazard, our alcohol consumption having doubled in the last decade.

6 40 SONGS OF PRAISE—From Guildford Cathedral, with Geoffrey Wheeler.

7 15 HIDEHI: The Graven Image. Joe Maplin has commissioned his own statue for the holiday camp.

7 45 THE THORN BIRDS—Part one. Australia 1920. The start of the five-part, nine-hour, 21-million dollar TV version of the best-selling novel by Colleen McCullough, and I suspect it has deteriorated in the process. This opener is no better than the usual American Best Seller standard, and at times is unbelievable, as when the 76-year-old Barbara Stanwyck, white-haired and very croaky, plays a steamy love scene with a naked Richard Chamberlain as a Roman Catholic priest who takes baths in semi-public. There is next to no feeling of Australia, but much dialogue which manages to be both inflated and empty at the same time.

9 40 NEWS, WEATHER.

9 55 THAT'S LIFE—Esther Rantzen starting a new 26-part series.

10 40 EVERYMAN—Do You Sincerely Want to Live for Ever? The "Life Extension" movement filmed in America. Peter France reporting on man's quest for immortality.

11 20 THE SKY AT NIGHT—The Winter Sky.

11 40 TENNIS—World Doubles Championship. Final highlights. 12.30 Weather.

GUIDE BY RONALD HASTINGS

Using Authentic Materials in Mixed Ability classes

An in-service teacher-training task

- © Sophia C. Papaefthymiou-Lytra

a. This is a television programme of BBC-1. Read it carefully with your group. Then classify the productions of that day's broadcasting under certain major headings: sports, entertainment, documentaries, education.

b. Can you discover any other major headings? Then write them here.

α. _____

β. _____

γ. _____

etc.

c. Now get a Sunday TV programme for the Greek TV. Do with it what you did in a. and b. for the BBC-1 programme.

d. Compare your findings. Report them to class.

Remember that one of you will act as a leader of the group. He/she or some other volunteer will report to class.

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

© Sophia C. Papaefthymiou-Lytra

DO YOU KNOW YOUR Greek?

Wordmaker

You can be a wordmaker. If you know the Greek roots and prefixes of words, you can easily discover the meanings of many words. Study these examples:

● **astrology**: astro = star + logy = study of the stars.

● **polygon**: poly (many) + gon (sided) = many sided.

● **perimeter**: peri (around) + meter (measure) = I measure around.

Use what you know about Greek roots to work out the meanings of these words:

**Can you figure
what these
words mean?**

**AUTO - SELF OF BY
ONESELF**

- A. autograph.
- B. autobiography.
- c. automatic.
- d. automobile

PHONE-SOUND

- e. telephone.
- f. microphone.
- g. saxophone.

**METER-DEVICE FOR
MEASURING**

- h. thermometer.
- i. j. speedometer
- k. pedometer

**TELE-LONG
DISTANCE: FAR**

- l. telephone
- m. television
- n. telescope.
- o. telegraph

Appendix 11

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

© Sophia C. Papaerthyiou-Lytra



In the deluge of computers, at last
re's a ray of light.

The Rainbow. The personal computer
Digital.

A computer so well thought out, it will
you perform any task quicker.

A range of software programmes
been specially written for most kinds
sinesses.

We offer the most comprehensive
port system available. From
tructing you how to use the Rainbow,
maintaining it at your office.

Think of it as a pot of gold.

Digital Equipment Corporation International (Europe),
12 avenue des Margines, 1213 Petit-Lancy 1, Geneva. (022) 93 33 11.

digital

Appendix 11a

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

© Sophia C. Papaefthymiou-Lytra

Task sheet

① Read these questions before you read the text.

- What is this text?
- Where can you find a text like that?
- Who is this text addressed to?
- What is the writer trying to do in this text?

② As you noticed there whole words or parts of words missing from the left side of the text. With your group try to work out what is missing.

③ Now list the services that this equipment can offer to prespective customers:

-----	-----
-----	-----
-----	-----

④ Discuss with your group why phrases such as 'a ray of light' and 'pot of gold' are found in a text like this one.

Appendix 12

Using Authentic Materials in Mixed Ability Classes
An in-service teacher-training task

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"We speak with our vocal organs, but we converse
with our entire bodies; conversation consists
of much more than a simple interchange of spoken
words."
(Abercrombie, 1972 : 64)

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

© Sophia G. Papaefthymiou-Lytra

Task Sheet

Look at these pictures carefully.

Can you guess what this gentleman is? _____

Now try to guess what he is doing. _____

And now try to guess what he is saying in each picture.

Picture 1: _____

Picture 2: _____

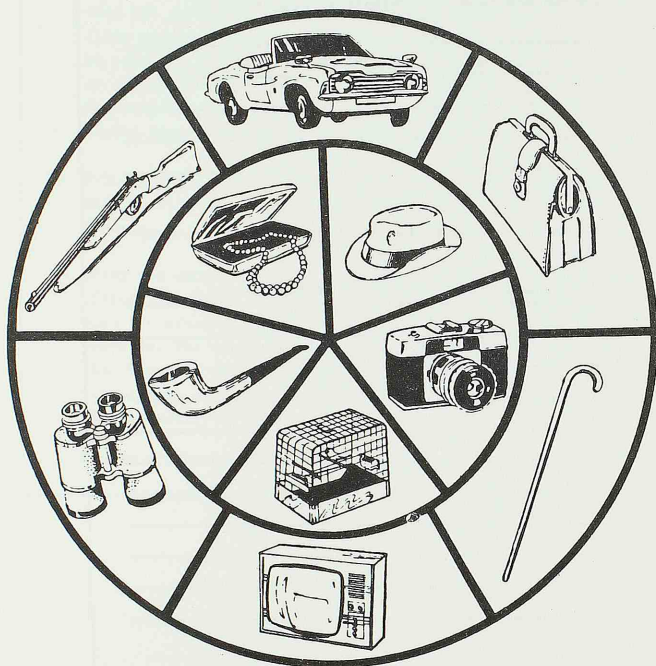
Picture 3: _____

Discuss all possibilities with your group members and try to reach a plausible decision.

Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

(c) Sophia C. Papaefthymiou-Lytra



Using Authentic Materials in Mixed Ability Classes

An in-service teacher-training task

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Task sheet

- Number and name the objects in your handout.

- Now write down for what purpose we might use each object. Do it like that:

A cane is used to walk with.

[illegible]

Using Authentic Material in Mixed Ability Classes

An in-service teacher-training task

- (c) Sophia C. Papaefthymiou-Lytra

- a. You came back after a week's holiday and you found your house broken in. You called on the police to report the theft. The officer-in-charge asks you to tell him in detail what 's missing from your home. (Your missing things are in the picture.) Occasionally, he asks you questions about the size, quality, colour or condition of your stolen things. He also shows his surprise when small and big things have been stolen from your home by the same burgler.
- b. While you will be talking a third member of your group will be listening to you taking down details of your report.
- c. After the conversation is over the "secretary" to the officer-in-charge will report to the rest of the group what the missing things are with as many details as possible. The other members of the group- who have also listened to the conversation - will make corrections or add relevant information missing from the "secretary's" report.

Number of group members: 5 to 6