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English Language Teaching Strategies in Heterogeneous Classes

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Prohlášení

Prohlašuji, že jsem závěrečnou písemnou práci zpracovala a použila samostatně jen uvedených pramenů, literatury a elektronických zdrojů.

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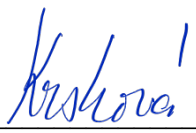

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List of abbreviations

EFL – English as a foreign language

L1 – Lesson plan number 1

L2 – Lesson plan number 2

L3 – Lesson plan number 3

L4 – Lesson plan number 4

L5 – Lesson plan number 5

L6 – Lesson plan number 6

L7 – Lesson plan number 7

L8 – Lesson plan number 8

NSW – The New South Wales

SAK 1 – Seminář anglické konverzace 1

SAK 2 – Seminář anglické konverzace 2

Abstract

Although heterogeneous classes present the majority of classes in the Czech Republic and differentiation is one of the most employed approaches to teaching mixed-ability classes, little research has been undertaken to determine the current situation of its usage among Czech EFL teachers. In this research paper, a perception of heterogeneous classes, the usage of differentiation, and the influence of education on the utilization of various methods and strategies of differentiation are studied. From an online questionnaire, a relatively neutral perception of heterogeneous classes by EFL teachers has been detected. Next, differentiation was adopted by the majority of the respondents and most of the differentiated strategies and methods were apparently used regularly, at least several times a month. In addition, education did not prove to be a crucial variable affecting the usage of various methods and strategies of differentiation, since only three out of six strategies and methods were somewhat influenced by the teachers' education. Together with these results, the assessments of eight lesson plans provided input on the rest of the research questions. The learners' participation was enhanced by differentiation, which did not mainly influence the teachers' planning process in time management and time spent preparing the lesson plans. Lastly, the needs of all learners and their equall satisfaction was not approved, due to the contradictory character of the gained data. These findings suggest that differentiation could probably be a practical approach toward teaching heterogeneous classes.

1 Introduction

"... the interest is sparked by the realization that it's no longer possible to look at a group of students in a classroom and pretend they are essentially alike." (Tomlinson, 2004, p. V)

The precise title of this diploma project is: "*English language teaching strategies in heterogeneous classes"*. The teaching process in mixed-ability classes is problematic due to several factors, such as ineffective learning for all learners. That provided, numerous approaches to teaching are examined in the hope that an approach that would present positive results and changes in the process of teaching mixed-ability classes will be found. It must be remembered, that this search is necessary for the heterogeneity of each and every classroom, since no class is homogeneous (Ur, 2012, p. 272).

One of the main approaches used when teaching mixed-ability classes is differentiation and differentiated instruction, first introduced by C. A. Tomlinson (1995). Despite that the approach was outlined and published in the 20th century, there is still a lack of conclusive research on the effectiveness of this concept. The lack of quality research was mentioned in 2011 (Reis et al., p. 493), and still after ten years of further studies, there is not a sufficient number of collected data (Graham et al., 2021). Correspondingly, there is no final decision on whether differentiation or differentiated instructions work (Graham et al., 2021; Smale-Jacobse et al., 2019). Nevertheless, teachers might still tend to use differentiation and the strategies and methods connected to it due to the compliance of these methods and strategies with modern teaching approaches.

There were more than just one justification for choosing this topic, first being the enthusiasm about teaching heterogeneous classes found after reading *A Course in Language Teaching: Practice of Theory* by Penny Ur for an exam from ELT methodology during the master's studies. Although the book served as the first encounter with differentiation, the experience from teaching at language school for three years with the experience from teaching practice was the most influential. While teaching, I had encountered numerous stepbacks that were not easy to resolve and nothing seemed to help. The most difficult was the lack of participation in combination with discipline issues. After a while, I remembered the book by Ur and looked closer into the topic.

After the research problem, *English as a foreign language is usually taught in heterogeneous classes in Czechia*, an aim of the diploma project is established. The aim

tries to ***analyse the current situation of teaching English as a foreign language in heterogeneous classes with the help of differentiation in the Czech Republic.***

This diploma project comprises two parts, a theoretical and a practical part. The theoretical part serves as a source of information about differentiation and mixed-ability classes. The second chapter defines heterogeneous classes and all aspects of these classes. The third one summarizes some learners' determinants that can be categorised into cognitive, affective, physical, and social and socio-cultural. The next chapter describes the approach of differentiation and its basic principles. The fifth chapter provides a quick overview of some of the possible teaching strategies and methods of differentiation used in English language classes. The last chapter of the theoretical part analyses the previous studies on heterogeneous classes and differentiation.

The practical part comprises three chapters, the first one outlines the research principles and methods used during the study. In the second chapter of the practical part, an online questionnaire is analysed and in the last chapter an analysis of eight lesson plans is conducted.

The main goal of the practical part is to answer six research questions that try to cover the whole subject matter:

- *How do Czech English as a foreign language (EFL) teachers perceive heterogeneous classes in teaching English as a foreign language?*
- *To what extent do Czech EFL teachers use differentiation in their English lessons?*
- *To what extent does education of Czech EFL teachers influence the usage of various methods and strategies of differentiation?*
- *How does differentiation influence the learners' participation?*
- *How does differentiation influence the teachers' planning process?*
- *How are strategies of differentiation perceived by learners?*
- *To what extent does differentiation meet the needs of all learners?*

In the hope of conducting conclusive and appropriate research, two main research methods are used during the practical part of this diploma project. The first research method analyses an online questionnaire for Czech EFL teachers that answers the first three research questions. The second research method is action research, consisting of eight lesson plans

with a three-step assessment. The assessments are further analysed to explain the rest of the research questions.

2 General overview

This introductory chapter aims to define heterogeneous classes and present contradicting opinions on how educators should identify those classes. Despite those disagreements, all researchers concur on one point, which is the lack of homogeneity in mixed-ability classes (Wabnitz, 2009, p. 2). Afterwards, the chapter will focus on both the positive and negative aspects that are connected with teaching and learning in mixed-ability classes.

2.1 Heterogeneous classes

We do not teach a group, but thirty separate people. Because of this, the problem of mixed abilities in the same room seems absolutely natural, and it is the idea of teaching a unitary lesson that seems odd. (Rinvolucri 1986, cit. from Podromou, 1992, p. 7)

Every classroom is formed by individuals, which suggests that each learner differs from the other learners to some extent. These differences can range from nearly undetectable to highly distinctive (Ur, 2012, p. 272–273). Therefore, the earlier teachers realize that they do not teach a unified classroom, the more time will they have to prepare themselves and their teaching process to fulfil all the possible needs of their learners.

In accordance with that, defining heterogeneous classes may seem straightforward. However, there are numerous terms researchers and teachers can use, and they all cover other aspects of these classes. For example, Prodromou (1992), Tomlinson (2004) and Harmer (2007) prefer the term *mixed-ability classes*, Hess (2004) works with *multilevel classes* that can be viewed as a synonym for mixed-ability classes, whereas Ur (2012) chooses *heterogeneous classes*.

2.1.1 Terminology

Collins dictionary (2021) defines a mixed-ability class as "*one in which pupils of different abilities are taught together in the same class*". This definition focuses on different levels of language abilities among students, which can be divided into several skills: phonology, syntax, structure, linguistics, and more. Consequently, when teachers assess their students in connection to their language and learning abilities, they tend to view and approach pupils through their weaknesses and not their strengths, which can result in a loss of motivation and underachieving (Prodromou, 1992, p. 7; Biggs, 2013).

After the abandonment of streaming[1] in Great Britain, most classes started to be mixed-ability in their motivation, intelligence or linguistic ability (Nolasco and Lois 1991, p. 108). However, since the 1990s Clark (1992), Hallam, & Toutounji (1996), Harmer (1998) and others connected the term with a broader range of learners' differences. For instance, Ainslie (1994, p. 9) suggested in *Mixed ability teaching* that these classes refer not only to the educational background and learner's abilities, but also to their age, interest, motivation, learning styles and more. Thus, the term mixed-ability classes has evolved throughout the years and can describe classes consisting of learners with various possible differences.

On the other hand, Ur (2005, p. 273) still argues that the term ***mixed-ability classes*** is misleading and inaccurate because it invokes that the critical difference between pupils in these classes is their language ability, even though this does not have to be the case. As a result, Ur (2005, p. 273) prefers the term ***heterogeneous classes***, which considers the learner's gender, age, knowledge, intelligence, personal characteristics, background and experience apart from the language ability.

Overall, most researchers agree that all the terms to identify heterogeneous classes contain differences that may arise among their participants. However, they still differ on which terms should be universally used and which are misleading or incomplete.

2.1.2 Summary

As was stated above, every learner is unique and as well are the classes. These classes can be more or less diverse. However, they all create challenges for their teachers and learners. Most of the authors prefer to use the term ***mixed-ability classes***. Overall, there is no clear definition of these classes that would be universally approved or a term used by a vast majority of the researchers. Hence, all of the terms mentioned in this chapter will be used interchangeably throughout the thesis.

2.2 Negative and positive aspects of heterogeneous classes

When teaching heterogeneous classes, teachers experience a variety of obstacles they have to deal with to execute an effective teaching process. However, many advantages connected to mixed-ability classes, which can provide real-life opportunities to develop

[1] Streaming, that was popular in the 1960s, is a division of learners to learning groups based on their language abilities (Harlen and Malcolm, 1997).

further and enrich learners' education (Hess, 2004, p. 4). Therefore, this subchapter will identify those aspects and clarify some of them.

2.2.1 Challenges connected with heterogeneous classes

The first challenge that arises from mixed classes could be considered an obvious one since it is the struggle to provide ***effective learning for all learners***. The materials and tasks provided by teachers could be complex for some learners and easy for others. Authors such as Ur (2012, p. 274) and Baker (2000, p. 125) agree that this could also be the biggest challenge because teachers should ensure that all learners are learning (Ur, 2012, p. 274). Because of that, it is crucial for teachers to get to know their learners and monitor their activity during lessons to meet their needs for learning.

As a result, ***discipline*** is another complication connected to heterogeneous classes. Natalie Hess (2004, p. 4) expressed in her work that the learning process cannot take place when the teachers lose their control or authority. Thus, teachers are obligated to regain control, which can for every teacher mean something different, and to establish a better organization in the interest of preventing misbehaving in the future (Hess, 2004, p. 4). Disciplinary problems may result from bored learners, as Ur (2012, p. 275) and Ansari (2013, p. 112) proposed. These aspects connect the previous problem with this one. For *fast learners*, some tasks may be too easy, and due to that, they become bored (Ur, 2012, p. 275; Ansari, 2013, p. 112). Ansari added that this could also negatively influence those, who find the assignments difficult. These learners then tend to lose confidence and start to misbehave (2013, p. 112). Altogether, discipline is a pressing problem influenced by different variables, and the educational process cannot start before those problems are reconciled.

Another obstacle is the ***lack of participation*** from learners. Teachers try to involve all their students in tasks prepared by them, and it can be frustrating when educators cannot find a way to motivate the *quiet* learners, and only a few of the learners are interacting (Hess, 2004, p. 6). As proposed by Ansari, those who are not participating lack motivation to engage (2013, p. 112). For this reason, it is crucial to look for ways to motivate learners to participate in lessons (Hess, 2004, p. 6). Furthermore, teachers should prepare tasks that enable all learners to participate and not only the more assertive ones (Ur, 2012, p. 275). On the other hand, teachers should create an atmosphere where the learners will not feel forced to communicate or participate since this could also demotivate them.

Apart from those specified above, educators experience other harmful aspects. Namely, issues with differences between learners' ***interest*** (Ansari, 2013, p. 112), ***individual learning styles*** (Hess, 2004, p. 6; Ur, 2012, p. 275), the lack of ***individual interest in learner's learning process*** (Londres, 2017, p. 22), appropriate ***materials*** for all pupils (Ansari, 2013, p. 112; Ur, 2012, p. 274) and a ***shortage of training programs*** for teachers (Loiacono & Allen, 2008, p. 120–122; Al-Subaiei, 2017, p. 183).

Clearly, there are various negative aspects connected with mixed-ability classes, and different teachers may experience only a few of them or even those not mentioned in this review. The issues that were clarified are those most of the authors agree on. It seems that all of these problems, or at least the majority, exist due to the differences between individual learners.

2.2.2 Advantages connected with heterogeneous classes

One of the positive aspects of mixed-ability classes is their additional **educational value.** When people interact with each other, they can improve their understanding of the world, others, and themselves (Ur, 2012, p. 275). Moreover, as was suggested by Hess, those classes can excite larger numbers of their participants to collaborate (2004, p. 2–3), hence providing more opportunities to exchange opinions, beliefs, information about their cultures, etc.

Along with that, learners provide a variety of ***human resources***. Since learners represent a variety of life experience, interests, abilities, styles of learning, beliefs or knowledge, those could be adopted to enhance communication between students (Ur, 2012, p. 275). This interaction can also help the pedagogue create meaningful lessons that would attract participation from the learners (Hess, 2004, p. 3). In short, heterogeneous classes excite learners to share their experience and learn from each other.

One of the crucial advantages of heterogeneous classes is the **cooperation** among the learners. As a consequence of the inability of the teachers to pay full attention to all the learners at the same time, learners can become assistants or even educators for themselves and others in their classroom (Hess, 2004, p. 3; Ur, 2012, p. 275). Gustiani (2019, p. 302) and Heltemes (2009, p. 9) expressed that these opportunities are beneficial for both the fast-finishers as well as the slower learners (2019, p. 302). Furthermore, Gustiani (2019, p. 302) agrees with Ur (2012, p. 276) that cooperation can support

understanding among learners and create a favourable atmosphere in the classroom, which is an essential part of a successful learning process.

Apart from those positives, Hess (2004, 4) also advocates for heterogeneous classes because *"... working with such classes provides us with a steady challenge. It also summons the best and most effective aspects of both our intellectual and emotional natures*." In short, classes with a variety of learners and their differences **maintain educators active and engaged**.

There are many reasons why **natural professional development** is another advantage of heterogeneous classes. For example, mixed-ability classes help teachers produce teaching and learning materials and tasks in unique ways (Hess, 2004, p. 4). Not only can educators create better materials, but they also implement them using new strategies gained from teaching multilevel classes (Hallam & Toutounji, 1996, p. 40). Overall, these classes provide numerous occasions for the teachers to develop their skills and abilities and be creative.

2.2.3 Summary

Mixed-ability classes offer various positive and negative aspects that affect the learning process. However, it is not important how many advantages or disadvantages there are, but how the teachers can eradicate the negatives to improve the learning process. What should also be noted is that in every classroom, teachers observe most of the negatives presented above (Nolasco and Lois, 1991, p. 108).

3 Differences between Learners

> *Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding.* (Meehan, 2016, p. 58)

One of the reasons for the existence of mixed-ability classes is that every individual, and thus every learner, is unique. Learners differ in numerous ways, for example in their motivation, learning styles and strategies, social background and more (Hess, 2004, p. 1). Due to that, they influence the teaching process, and "one-size-fits-all" instructions present an ineffective approach since no class is a unified unit and the majority of the classrooms' learners would not benefit from those instructions (Tomlinson, 2004, p. VII-VIII). As a consequence, the model of differentiation represents a possible solution of how to minimalise the negative aspects of mixed-ability classes while acknowledging the educational variables of our learners (Heacox, 2012, p. 7).

However, before outlining differentiation, teachers need to understand possible determinants connected to learners in order to be able to use this teaching approach effectively (Heacox, 2012, p. 7). These determinants are considered multifactor, indicating that more consequences can be derived from one determinant (Průcha, 2013, p. 103). For example, learners' age could influence their cognitive abilities, interests, motivation.

Scientists have categorized educational determinants in multiple ways. For instance, Lujan-Ortega (2000), Skehan (1989) or Mirhadizadeh (2016, p. 188-195) operate with terms *internal* or *external factors*. Nevertheless, the majority of researchers agree on four categories: cognitive, affective, physical and social and socio-cultural determinants (Průcha, 2013, p. 104; Heacox, 2012, p. 7-10). Therefore, this classification will be outlined in greater detail.

3.1 Cognitive determinants

Educational variables included in this category are connected to cognitive abilities, which are considered to be the base for learning (Reif, 2008, p. 3), as they consist of skills such as learning, remembering, adapting, thinking, assessing and more (Mareš, 1998, p. 50). There is a vast number of cognitive determinants, nonetheless, aptitude, intelligence and learners' styles and strategies are depicted by most researchers in their works (Harmer, 2012, p. 85-88; Ur, 2002, p. 273; Heacox, 2012, p. 7).

3.1.1 Aptitude and intelligence

Kolář (2012, p. 230) interprets **aptitude** as a complex of psychological and physical human traits that influence the operation of activities. This definition can be supplemented by Thornbury (2006, p. 15), who states that aptitude is also an "*innate talent or predisposition for language learning*." Since aptitude has been seen as a part of language acquisition, aptitude is indeed linked to intelligence (Průcha, 2013, p. 110).

Intelligence is a set of cognitive abilities that include the processes of cognition, learning, problem-solving, ability to adapt to new situations based on the determination of essential context and relations (Kolář, 2012, p. 155). Earlier, the learners' future learning success has been predicted from their scores on standardized intelligence tests or aptitude tests (Heacox, 2012, p. 7; Harmer, 2012, p. 85). It has been understood that some learners have better prerequisites to learning languages than those who did not score as high as them (Harmer, 2012, p. 85). Therefore, learners who did not accomplish good results from aptitude or intelligence tests could have become demotivated, and their learning achievements could decline (Harmer, 2012, p. 86). For that reason, these tests became the medium of self-fulfilling prophecy.

Nowadays, teachers and researchers believe in a theory presented by Gardner in his book *Frames of mind* published in 1983 that there are more than just one type of intelligence (Průcha, 2013, p. 110; Harmer, 2012, p. 90; Ur, 2002, p. 273). Gardner (2011) suggested there are six types of intelligences: **linguistic, musical, logical-mathematical, spatial (visual), bodily-kinesthetic and personal intelligences**. Even though new types of intelligences were added after Gardner's theory, for example, Goleman proposed emotional intelligence in 1995, the six types by Gardner are viewed as the foundation of intelligence.

Průcha (2013, p. 110) expressed that educators provided tasks targeted predominantly at the linguistic and logical-mathematical intelligences in the past. Furthermore, they also overlooked learners' individual aptitudes and thinking styles (Průcha, 2013, p. 110). In consequence to this theory, educators can alter their tasks to multiple intelligences to provide necessary opportunities for all learners.

This theory also brought new possibilities for teachers to understand their learners a little more. They can assess their weaknesses and strengths. With multiple intelligences in mind, they can create activities that would aid the learners in minimalizing their

weaknesses while developing their strength areas (Heacox, 2012, p. 7). Additionally, by varying activities for different intelligences, educators can create a positive environment, where all individuals are successful in some areas (Murray and Moore, 2012, p. 7). On the other hand, teachers are unable to prepare different tasks for individual learners for every lesson. Yet, by varying tasks, educators can help learners understand which activities and intelligence are suitable for them (Harmer, 2012, p. 91).

3.1.2 Learning styles and strategies

Learning styles and strategies are other variables of the educational process. These terms, but especially "learning styles", constitute problems when researchers try to categorize them. This is a result of multiple studies that have been conducted over the years that do not correspond with each other (Harmer, 2012, p. 88-89). Despite these facts, researchers still agree on their definition.

Learning styles are learners' inclinations towards approaching a second language acquisition (Zafar and Meenakshi, 2012, p. 641). Richards and Lockhart (1996, p. 59) established that the term could depict the ways learners react to different situations during learning and also that it is connected to learners' personalities. Learning styles are relatively permanent, however, they can be influenced by external factors (Kolář, 2012, p. 403).

Learning strategies are, opposite to learning styles, specific procedures, methods and techniques that learners prefer when achieving a learning goal (Kolář, 2012, p. 403). Learning strategies are not permanent, and learners select them according to particular learning situations to acquire language. It was suggested that teachers should teach learners to be aware of their preferences towards specific learning strategies and how to choose effective ones with respect to the learning situation (Richards and Lockhart, 1996, p. 63).

Learning styles differ from learning strategies in their constancy and their ability to differentiate learners from each other (Lombaard, 2006, p. 20). Learning strategies are less predictable, and learners with different learning styles can opt for using the same learning strategies in various situations.

As was stated above, Harmer (2012, p. 89) proposed that there are difficulties with categorizing learning styles and strategies, however, it is still meaningful to learn about learners' preferences and adjust the teaching process accordingly. Besides teaching learners how to choose effective strategies (Richards and Lockhart, 1996, p.63), teachers should

prepare tasks that would improve learners' preferred learning styles or those that they are not as efficient in.

3.2 Affective determinants

Affective determinants stand for all variables linked to learners' emotions, feelings, and moods. They can affect the learning process in both positive and negative manner (Thornbury, 2006, p. 8). From 2002 – to 2012, researchers focused on affective factors and published a vast number of studies on this issue. For example, motivation was linked to 1311 papers (Henter, 2013, p. 374). The affective domain comprises numerous determinants, in particular motivation, attitudes, anxiety, self-esteem, risk-taking, etc. (Lombaard, 2006, p. 8-11). Nonetheless, motivation and learner's confidence in learning are considered crucial in acquiring a second language. Hence, this diploma project will only focus on those determinants.

3.2.1 Motivation

Obst (2017, p. 137) defines motivation as an impulse to satisfy a need or accomplish a goal that the individual accepted. Additionally, motivation is perceived to be complex and delicate since it accommodates various needs, goals, values that can combine differently throughout the life of the individual (Obst, 2017, p. 137). In addition, motivation cannot be viewed as an inner force connected only to the individual, however, it is an interaction among all the other participants of the learning process, namely teachers, classmates, content, and more (Kalhous and Obst, 2002, p. 367).

Educators agree that motivation has only two sources: intrinsic and extrinsic (Obst, 2017, p. 138; Thornbury, 2006, p. 137). **Intrinsic** motivation is when the learner participates in education because the content or activity is attractive. The learner works actively, without the need for external reward or threat of punishment (Kalhous and Obst, 2002, p. 368). Intrinsic motivation can manifest in curiosity and joy from participation (Obst, 2017, p. 138). For the learners to gain intrinsic motivation, Kalhous and Obst (2002, p. 368) proposed that teachers should disclose connections between lesson aims and real-life situations.

Extrinsic motivation is the inner force to accomplish something that originated from external factors, such as the need to avoid punishment or the effort to achieve goals (Sennett, 2021). Social moments, achievement, connecting to real-life, the novelty

of the content or situation, curiosity or the goal are only a few external factors generating extrinsic motivation (Obst, 2017, p. 138-139; Harmer, 2012, p. 98-99).

Multiple studies have shown that when extrinsic motivation is the main or the only impulse of learners to participate in education, students tend to apply a strategy in which they invest the least amount of effort for the best results (Kalhous and Obst, 2002, p. 370). Whereas learners with intrinsic motivation learn to understand the content in-depth (Kalhous and Obst, 2002, p. 370). These conclusions are supported, for instance, by Harmer (2002, p. 98, 104), who claimed that extrinsic motivation is not as productive as the opposite motivation, however, in different cultures, different motivation can be more or less influential than the other one.

It seems that second language acquisition and motivation have an essential relationship that enables learners to gain success (Zafar and Meenakshi, 2012, p. 641). Consequently, teachers have to pay attention to what motivates their students and cultivate an environment that would incite both extrinsic and intrinsic motivation. Heacox (2012, p. 10) concluded that teachers who try and get to know their learners have a better possibility to create lessons that would be exciting and motivating.

Having said that, familiarizing with participants of the educational process is not the only thing educators have to do to support motivation, Kalhous and Obst added that not only learners should be excited, but also the teachers should show their interest in their subject and that learners should feel safe, unthreatened and they should know that effort will bring only encouragement and praise, and not mockery (2002, p. 368).

The ways teachers can support and incite motivation are extremely important, nevertheless, this thesis does not allow for more details. (More on motivation, motivational strategies in Beneš et al., 1970, p. 221-223; Dörnyei, 2001.)

3.2.2 Confidence in Learning

Self-esteem is defined as "*a personal judgement. The reflection of self is seen in the interaction between self and others* (Lombaard, 2006, p. 8)." Learners with confidence tend to be more successful than their counterparts, not only because they are more efficient but due to their willingness to try again (Heacox, 2012, p. 10). Those who lack confidence and do not believe in their ability to perform are more likely to surrender and not give the task another attempt (Heacox, 2012, p. 10). Thus, lecturers should create a positive atmosphere,

where learners are building their self-esteem rather than reducing it and where mistakes are considered a natural part of the learning process.

3.3 Physical, social and socio-cultural determinants

Along with cognitive and affective determinants, physical, and social and socio-cultural determinants play a significant role in the learning process. For instance, physical variables represent differences such as age or gender, which promote external differentiation. In addition, factors like general educational background, socioeconomic and family factors are part of social and socio-cultural determinants, which are no less substantial than the previous determinants (Cyrusová, 2007, p. 14). Still, even though their existence was recognized, the research on their influence on learning was inadequate (Průcha, 2013, p. 123).

It is not within the scope of this paper to analyse these determinants, thereupon, only socioeconomic and family factors will be clarified.

3.3.1 Socioeconomic and family factors

Multiple inquiries into the effects of socioeconomic and family factors have been conducted with similar results. These studies have shown that school results are significantly connected to some family background characteristics (Průcha, 2013, p. 125). All learners come from various backgrounds, and therefore their experience with learning is also different. Some might not have the resources to buy books, internet access, assistance from their family members or even time to learn (Heacox, 2012, p. 8). In consequence, teachers cannot approach everyone in the same way. Instead, they should create activities that support learners with different levels of starting points.

4 Differentiation

> *In a differentiated classroom, the teacher unconditionally accepts students as they are, and she expects them to become all they can be.* (Tomlinson, 2014, p. 10)

Dealing with mixed-ability classes is considerately demanding, and educators have been promoting strategies of differentiation that can aid in reducing the disadvantages of heterogeneous classes and meeting all learners' needs. Despite the overall understanding of the concept, researchers and educators define differentiation in many ways, emphasisng its different aspects.

In particular, Merriam-Webster dictionary (2022) contributes to this topic with one of the broadest definitions of differentiation, when it states that it is "*the act or process of differentiating.*" The following definition by Heacox (2002, 5) understands differentiation as a means to modify instructions and pace to fulfil the learning needs, enthusiasm and styles of the learners. Similarly, as Convery and Coyle (1993, p. 1) view it as a process, Gregory and Chapman (2001, p. 2) consider differentiation as a "*philosophy or mindset*". Both of the researchers believe differentiation provides teacher with a possibility to reach learners' needs and their potential (Convery and Coyle, 1993, p. 1; Gregory and Chapman, 2001, p. 2).

In addition, Tomlinson (2014, 2003), an expert in this field, names this process in its internal and qualitative form as a "*differentiated instruction*", which she describes as an attitude towards teaching and learning that also presents a "manual" of how to create instructions that would satisfy all learners' needs (Tomlinson, 2004, p 2). In an interview, Tomlinson shared that for her, differentiation is not a method that would teachers use only sometimes, furthermore Tomlinson perceives it as a necessary tool and skill to survive in heterogeneous classes (Wells, 2010).

On the whole, researchers and educators agree that differentiation is learner-centred approach that focuses not only on the needs of the learners, but also on their differences and how can they influence the learning process. Equally important is the belief that all learners are able to achieve their potential.

4.1 Differentiation vs Individualization

When studying differentiation, readers can encounter a discrepancies between researchers about whether differentiation and individualization are associated with each

other or if they represent opposing approaches towards teaching and learning that cannot correspond with each other. As a result, this project will try to analyse researchers' opinions and propose a conclusion on this dispute.

Tomlinson (2004, p. 2) expressed that differentiation cannot be considered connected to individualization since *differentiated instructions* do not aim to create unique tasks or materials for every single learner in the classroom. Furthermore, she stated that individualization that was popular in the 1970s is impossible to sustain for a longer time, and thus, differentiation is more likely to be successful.

Even though Skalková (2007, p. 229-231) understands individualization as a process in which tasks are adjusted for every learner, which is similar to Tomlinson's point of view (2004, p. 2), she also believes that individualization can be manifested in multiple ways and is closely linked to differentiation. Additionally, it has been proved that combining individualization with other forms of collaborative teaching and learning are beneficial (Skalková, 2007, p. 231).

In general, a larger number of educators (Hess, 2004, p. 137-138; Nolasco and Lois, 1998, p. 109) consider individualization as one of the possible approaches towards teaching heterogeneous classes. As a result, teachers should explore both differentiation and individualization when dealing with mixed-ability classes and implement strategies from both approaches.

4.2 External, internal, quantitative and qualitative differentiation

Differentiation in its broadest sense, as was mentioned above, can be divided into several types, namely external vs internal and quantitative vs qualitative.

External differentiation represents separating some learners from the others into different learning groups, for example, high ability classes, different types of schools, special needs classes, etc. (Kalhous and Obst, 2002, p. 79). Modern education principles promote integration rather than external differentiation, for its adverse impacts on learners, for instance, the creation of unusual composition of the society (Kalhous and Obst, 2002, p. 79-80). On the other hand, **internal differentiation** aims at promoting understanding and cooperation among learners with differences (Kalhous and Obst, 2002, p. 80). It can be interpreted as a focus on attitudes towards learners and how they learn with the usage of a wide range of strategies (Blaz, 2016, p. 2).

When **differentiating quantitatively**, groups are formed based on results or learners' performance within specific criteria, such as marks. In contrast, the comparative factors of **qualitative differentiation** are learners' interests, goals, needs, etc. (Cedrychová, Krestová, Raudenský, 1992, p. 7-16). Qualitative differentiation is usually connected with internal differentiation, whereas quantitative differentiation is linked to external differentiation.

As a consequence of one of the aims of this diploma project, presenting teaching strategies that are effective in heterogeneous classes, internal and qualitative differentiation are fundamental parts of this thesis. This combination of differentiation is, according to Gregory and Chapman (2001, p. 3-4), the foundation of *differentiate instruction*, that was already defined earlier in this chapter.

4.3 Basic principles of differentiation

Children already come to us differentiated. It just makes sense that we would differentiate our instruction in response to them. (Tomlinson, 1999, p. 24)

Differentiation can be executed in various ways, starting from only altering some tasks for a smaller amount of learners and ending with differentiation that impacts the whole learning process. However, Tomlinson (2004, p. 3) suggests that successful differentiation can be achieved only when performed systematically. Therefore, Tomlinson (1999, p. 9-16; 2004, p. 3-7) and other authors (Gregory and Chapman, 2001, p. 4; Heacox, 2012, p. 11-12) outline basic principles of differentiated instruction.

First, differentiation should be **proactive**. Teachers are required to prepare lessons that would cater for all learners' needs before every lesson. They should not wait for the unit not to work and only then adjust the tasks for learners that either do not perform as well as their classmates or are bored with an easy task (Tomlinson, 2004, p. 3-4).

Consequently, teachers should adjust the learning process to match learners' needs in **quality** and not quantity (Tomlinson, 2004, p. 4). This implies that fast-finishers should work on more demanding tasks than their classmates and not complete more activities on the same difficulty level.

Differentiation should be based on **assessment** since it is the only way for teachers to familiarize themselves with their students, and therefore be able to provide or alter tasks in accordance with the data from the evaluation (Tomlinson, 2004, p. 4). Assessing learners

should be a way to gain information about students' interests, readiness, learning styles and more (Tomlinson, 1999, p. 10). Evaluation is not used only to learn about students, but also to determine their understanding of a new topic, pre-concepts (Gregory and Chapman, 2001, p. 4). On account of those descriptions, the assessment used in differentiated classrooms is *formative*. (More on formative assessment in D. William, 2011.)

In differentiated classrooms, **learners are centred**. The learning process is constructed in a way that would help students reach their full potential, and due to that, teachers should create activities that would respect all learners and engage them in relevant and meaningful tasks (Tomlinson, 2004, p. 5). For that, teachers must be aware of all the personalities in their classrooms and how those personality traits can influence teaching (Tomlinson, 1999, p. 12). As a consequence of learner-centred approach, there has been a shift in the role of the participants. Teachers are no longer considered the only source of information rather they embody the roles of a facilitator and a collaborator (Heacox, 2012, p. 11-12). Learners, on the other hand, take a part of the responsibility for their own learning (Tomlinson, 2004, p. 5), and thus they can learn more about themselves, their weaknesses and strengths (Tomlinson, 1999, p. 12).

Another principle of differentiation is essentially the central core of differentiated instruction itself. It advises teachers to vary **content, process and product** in multiple ways (Tomlinson, 2004, p. 4-5). Some authorities, namely the NSW Department of Education (2021), implied that teachers could also adapt the **environment**. Therefore this thesis will clarify all four later in this chapter, however, the environment will be mentioned just briefly.

Tomlinson (2004, p. 5) also advocated using various forms of tasks, such as **individual work, group work, and whole-class work**. All of these forms are equally important, due to their ability to enhance the learning process. For instance, whole-class activities are considered beneficial in creating a sense of community and providing opportunities to share ideas, knowledge and more (Tomlinson, 2004, p. 5).

Lastly, differentiation in a classroom should be **organic**. Tomlinson (2004, p. 5) believes that when learners and teachers collaborate, they change together, and therefore, the process of differentiation is a never-ending one.

4.4 Content, process, product, environment

As was stated above, one of the main principles of differentiation is varying content, process, product and environment. Even though differentiation of these elements will be outlined separately, in differentiated classroom they are naturally linked (Tomlinson, 2004, p. 72) to provide more profound complexity and educational opportunities for learners.

4.4.1 Content differentiation

Content is viewed as what is taught in classrooms (Heacox, 2012, p. 10). Educators have two options how to differentiate context. The first one is altering topics, their amount of complexity, and the second is adjusting learners' access to acquiring the content (Tomlinson, 2004, p. 72).

In case of differentiating content according to the first approach, teachers have to be aware of standards set by curricular documents of a given country (Gregory and Chapman, 2001, p. 3, Heacox, 2012, p. 10-11), which for the Czech Republic is the Framework Education Programme (RVP). Together with standards, RVP specifies syllabus as the content that should be developed along with key competencies that represent a set of knowledge, skills, abilities, attitudes and values necessary for self-development and human integration into society (RVP, 2021, p. 6, 10). Heacox (2012, p. 11) advised choosing content that would arouse interest, be relevant and essential in teaching learners different skills, concepts, abilities, etc.

This said, Tomlinson (2004, p. 72) debates that differentiating context is the most valuable, if teachers change only the access to the content and the syllabus, however, in some cases, this could also be constructive. In summary, the content should not be different among the learners, but it should be more or less complex depending on the individual learner. Gregory and Chapman (2001, p. 4) add that to broaden and explore the content to its fullest, learners need to have access to numerous sources of information. For instance, Harmer (2012, p. 128) mentioned that learners could work with an authentic newspaper, a website with a simplified text, or even with a didactic text written by the teacher but at the same time, the author argues that differentiating context could be problematic and time-consuming, especially when giving feedback and preparing for the lessons.

4.4.2 Process differentiation

Heacox (2012, p. 11) defines process differentiation as the "*how of teaching*", which can be specified as a process in which learners comprehend new ideas, skills and more (Tomlinson, 2004, p. 79). As well as content, process can be adjusted in various ways, starting with the connection of the process to complex cognitive abilities, supporting creative and abstract tasks, engaging various learning profiles and multiple intelligences or promoting flexible time management (Heacox, 2012, p. 11; Gregory and Chapman, 2001, p. 4-5; Tomlinson, 2004, p. 84). For instance, the connection to learning styles and multiple intelligences could be illustrated in situations, where learners may further advance their strengths or minimalize their weak spots (Gregory and Chapman, 2001, p. 4-5).

Harmer (2012, p. 128-129) also suggested that another way how to differentiate process could be giving learners different roles and then aid the group that would need more support, for example, police officers would get a list of questions, but the suspects would have to come up with their answers. Moreover, teachers could assign group work and let learners decide on their roles within the group; some may present the results, some could design the overall look of their project, and others may find needed information.

4.4.3 Product differentiation

Products are the results or assignments that should depict or deepen learners' understanding of various concepts, skills and more (Heacox, 2012, p. 11; Tomlinson, 2004, p. 85). Tomlinson (2004, p. 85) stated that by assigning products, teachers could easier assess learners, due to the fact that many learners can demonstrate their understanding better in products than in written tests. Furthermore, when differentiating product, teachers should not alter the product's purpose, skills or concepts, only its end result (Melesse, 2015, p. 261). Therefore, modifying product could be as simple as giving learners opportunities to choose between a presentation, debate, designing a curriculum, concept checking, or more (S. Joseph et al., 2013, p. 31-32).

4.4.4 Environment differentiation

Authors such as Tomlinson (2004) or Gregory and Chapman (2001) do not include differentiation of an environment as a concept that could be altered, which the NSW Department of Education does (2021). However, at the same time, Tomlinson

(2004, p. 21-26) considers the environment as a prominent influence on the learning process, and therefore presupposes how educators can change it to further aid differentiation.

For Nolasco and Lois (1991, p. 21), the environment and classroom atmosphere are efficient if they cultivate cooperation and motivation of learners. This view is supported by Hue and Li (2008, p. 4), who believe that a positive environment can also strengthen or even develop self-skills such as control, assessment, or discipline. As a result, the environment becomes an important part of the learning process.

For instance, some learners may prefer working alone, closer to a light source, in a quiet area, or working in groups, cooperating and discussing (NSW Department of education, 2021). Hence, when teachers differentiate their lessons and tasks, they need to acknowledge the environment as a variable that needs to be altered according to the learners as well as content, process and product.

5 Teaching strategies and techniques of differentiation

If children can't learn the way we teach, we should teach the way they learn.

(Cair, 2017)

Both positive and negative aspects stemming from mixed ability classes can, on many occasions, be resolved with differentiation (Tomlinson, 2004; Heacox, 2002; Ur, 2012). While Tomlinson (2004, p. 3) believes that only strategic and fully systematic differentiation can be successful, others (Ur, 2012, p. 280; Harmer, 2012, p. 131) conclude that problems connected to heterogeneous classes have no solid solution and teachers need to differentiate according to their possibilities. Furthermore, Tomlinson (2004, p. 33) added that teachers should differentiate at their own pace and never rush themselves or the learners to differentiation, given that the hurry may result in overwhelmed participants.

Authors (Heacox, 2012, p. 7; Tomlinson, 1999, p. 3) suggested that some teachers already utilize differentiation and may not even recognize it. On that account, strategies that will be defined in this chapter may be recognized by a broad spectrum of teachers, however, it is essential to outline them to provide opportunities for those who would like to start differentiating or for those who would like to improve their differentiation.

Considering, that differentiation is a complex process (Convery and Coyle, 1993, p. 1), it is accompanied by an extensive variety of strategies that may be applied in mixed ability classes. As a consequence, only those presented by most researchers (Tomlinson, 1999; Tomlinson, 2004; Heacox, 2012; Hess, 2004; and more) will be specified below. Among the others not discussed in this chapter are seating arrangement (Prodromou, 1992: 42), the offer of various sources of information (Harmer, 2012, p. 128), time differentiated activities (2004, p. 99), and more.

Note that all of the strategies characterized below can be used when differentiating product, process and content, some of them even for the environment differentiation.

5.1 Scaffolding

Scaffolding is a temporary support system provided by teachers, legal representatives, and classmates to learners who need assistance to achieve learning goals or enhance their development (Thornbury, 2006, p. 201). Scaffolding can be essentially viewed as any support given to the learners, however, in closer examination, it is apparent that this technique directs learners and enables them to achieve and manage challenging tasks

above their level (Gonulal and Loewen, 2018, p. 1-3). For instance, scaffolding in this manner can be ensured by modelling, study guides, pictures, reteaching, in-depth instructions, questions etc. (Tomlinson, 2004, p. 23; Thornbury, 2006, p. 201). To emphasize, scaffolding is support given adjusted to individual learners and their specific needs. For example, teachers can give learners a range of pictures for writing assignments that would aid the learner to achieve better results.

5.2 Tiered assignments

Tiered assignment was developed in 2002 by Bowler and Parminter (p. 60-61) to determine learners' proficiency in reading tasks. Currently, tiered assignments are regarded as tasks with diverse levels of intricacy and difficulty that are selected for learners in accordance with their personal needs (Dodge, 2005, p. 132). In consequence, tiered assignment represent differentiation of a product and/or process, while keeping the content the same (Dodge, 2005, p. 132; Tomlinson, 2014, p. 83). In other words, skills and learning outcomes remain the same for every learner, though the level of the tasks is created to meet learners' needs.

There are three main levels of tiered assignment that have been outlined, starting with the "*bottom tier*" providing tasks for competent learners without any adjustments, following with "*middle tier*" for less competent learners with minor alterations and ending with the top tier with the highest amount of pillars (modifications of the tasks) for the learners (Gustiani, 2019, p. 303). It is crutial to mention that tiered assignments fluctuate during the learning process, and learners should not get stuck in any of those tiers (Tomlinson, 2014, p. 83-84).

Consequently to scaffolding, tiered assignments also enable learners to reach their learning goals (Burkett, 2013, p. 43). Nonetheless, tiered assignments do not provide assistance in the completion of various tasks, but it involves adjustments of the tasks in their level and complexity in order to match the learners' readiness level.

5.3 Forms of class organization

Class organization can have multiple forms, and it is up to teachers which form will they opt for during different parts of the lesson and activities. Individual work, whole-class work, group work and pair work are essentially the most common forms of class organization (Obst, 2017, p. 58-65). Tomlinson (2004, p. 5) claimed that all forms

are equally important and should be used evenly in heterogeneous classes. This objective is endorsed by Harmer (2012, p. 161), who mentioned both positive and negative influence of all forms of class organization and noted that teachers might need to favour different forms according to the learning environment and circumstances of the lesson, such as spatial conditions, the number of learners in the classroom, type of activity and more.

Similarly to how educators should vary their use of forms, they should organize diverse groups too, and researchers labelled this strategy as **flexible groupings** (Tomlinson, 2004, p. 26). Provided that, teachers assign learners to different groups or pairs according to their interest, readiness, goals, learning styles or learning needs (Dodge, 2005, p. 104), teachers can obtain information about their ability to work in different groups as well as their own strengths or weaknesses (Tomlinson, 2004, p. 26-27). Furthermore, in order to create a positive atmosphere and encourage cooperation, group compositions should change quite swiftly (Ainslie, 1994, p. 45).

Ainslie (1994, p. 45) pointed out approaches how to arrange learners into various groups, expressively to combine learners with the same levels or interests, to match learners of varying levels, to support self-matching or to put learners together randomly.

5.4 Compacting

Compacting strategy is essentially an assessment of learners' pre-concepts, skills and/or habits in a new topic before the learning process starts that allows the teacher to schedule effectively the teaching process, shrink unnecessary repetition and use the time for meaningful development of each learner (Tomlinson, 2001, p. 98; Heacox, 2002, p. 137). Altogether, teachers gain information about their learners' knowledge, weak spots, and therefore are able to form a unit plan that would help progress every learner (Tomlinson, 2014, p. 91-92).

5.5 Learning centres and learning stations

Learning centres are places where learners can find various tasks and instructions to progress and exercise what they need to improve, or they are curious about (Tomlinson, 2001, p. 103). These centres have an abundance of advantages, notable that learners do not need to complete all the tasks prepared to achieve proficiency in some skill or topic (Tomlinson, 2014, p. 75), that they promote responsibility for one's learning

(Ainslie, 1999, p. 40), and that learners can organize their own learning process in keeping with their needs, interests, or styles (Harmer, 2012, p. 403).

Tomlinson (2014, p. 76) mentioned two types of centres that teachers usually combine together, **interest centres** and **learning centres**. The interest centres are constructed to inspire learners to keep working on a topic that is fascinating for them, whereas learning centres aim their attention towards diverse worksheets, materials and types of activities. With this in mind, these centres might be incorporated as long as the learners stay motivated to learn about the specific topics.

For the purpose of effective and transparent functioning of these learning centres, it is indispensable to create a system that would help all learners navigate in a vast number of different sources brought by teachers or even learners themselves (Ainslie, 1999, p. 40). For instance, some learning centres may include cd players, books, worksheets (Ainslie, 1999, p. 40-41) or even headphones and notebooks. Instructions provided for the learners ought to be precise, easy to understand and differentiated according to various levels, in order for the learners to quickly orientate themselves (Harmer, 2012, p. 404). These instructions should also contain optional recommendations on which activities they should complete next and a self-assessment sheet that would help the learners not to become unmotivated (Harmer, 2012, p. 404-405).

Ur (2012, p. 235-236) titled learning centres as self-access centres and defined them as a place or even a remote classroom with different resources, which are not as common in primary and secondary schools as in universities. However, the author also asserted that teachers could establish smaller self-access centres during their lessons (Ur, 2012, p. 236).

Besides learning centres, Tomlinson (2014, p. 62) also recognizes **learning stations**, which are different parts of the classroom used by learners to complete different tasks simultaneously as their classmates. Instead of learning centres, all stations are combined and only if learners complete all of them, they will improve their skills and acquire new knowledge (Tomlinson, 2014, p. 75). Learning stations may be advantageous when teachers need to cultivate the same skills or topics, but the learners require a various amount of time to achieve the learning goals (Tomlinson, 2014, p. 62).

5.6 Compulsory and optional

Another strategy is the usage of compulsory and optional parts in an exercise. Teachers construct activities that include a manageable core part for all learners and an optional part that fluctuates in complexity and length (Ur and Haim, 2019, p. 17). It is believed that these activities motivate learners, due to the fact that all learners will gain achievement of some kind (Chen, 2015, 59-67). In the same fashion, school tests could be constructed and then assessed (Ur, 2012, p. 280).

5.7 Open-ended

Open-ended exercises are explained by Ansari (2013, p. 116) as providing "*a variety of possible correct answers instead of a single answer. These talks allow each student to perform at his/her own level.*" This is consistent with a view of Hess (2004, p. 13), who adds that this is the main reason why open-ended activities are so efficient. Ur (2012, p. 279) further advises teachers how they can customize close-ended textbooks activities they are using, namely by deleting parts of the exercise.

5.8 Summary

Differentiated instruction operates with an extensive range of strategies and methods that promote the satisfaction of learners' needs, establish learners as active participants and encourage differentiation, therefore only the most used strategies/methods were discussed, e.g. compacting, scaffolding, tiered assignments.

6 Previous data

Despite that many educators and scholars (Tomlinson, 2004; Gregory and Chapman, 2001; Ur, 2012) recommend differentiated instruction as an approach that would meet the needs of the learners, there has not been sufficient number of research on this approach, and the collected data are not as definite as researchers would be pleased with. This being said, this chapter will present a brief survey of studies that have been conducted from 1982 (Kulik and Kulik) to 2021 (Graham et al.).

All of these studies have been focusing on either mixed-ability classes or differentiated instruction. Nevertheless, they have been examining and analysing different aspects of these two topics, whilst some have been concentrating on multiple features simultaneously. Specifically, four studies studied the number of data concerning the use of differentiated instruction as a practical teaching approach (Bender, 2012; Bondie et al., 2019; Smale-Jacobse, 2019; Kulik and Kulik, 1982;), six (King and Gurian, 2006; Reis et al., 2011; Graham et al., 2021; Reis et al., 2007; Dragsten, 2019; Rojo, 2013) studied the effectivity of differentiated instruction, and six (James, 2009; Reis et al., 2004; Graham et al., 2021; Tomlinson et al., 1998; Burkett, 2013; Tomlinson, 1995) analysed the teacher's perception of differentiation and differentiated instruction. Equally important is the fact that from those studies, four (Graham et al., 2021; Bondie et al., 2019; Smale-Jacobse, 2019; Kulik and Kulik, 1982) of them are meta-studies that were comparing data from various research.

It is generally perceived that heterogeneous classes have several difficulties that toughen the teaching process, which is supported by the results of a study, in which mixed-ability classes were viewed as a challenge for all teachers participating in the study (Gustiani, 2019, p. 307). Owing to that, two studies (Gustiani, 2019, p. 307; Londres, 2017, p. 25) have shown that educators are therefore coping with these difficulties in multiple ways, namely with differentiated instruction and classroom management. The study by Gustiani (2019, p. 307) also discovered that teachers' creativity was developed and improved when teaching heterogeneous classes since they had to "*combine all strategies they remembered*".

Although this may be true, there has been a deficiency of quality research conducted on differentiated instruction (Smale-Jacobse et al., 2019) that would further endorse the claims of Tomlinson (1999; 2001; 2004; 2014) and others. Since 2011 various studies

(Bender, 2012, p. 22; Reis et al., 2011, p. 493) have pointed out this lack of research, and it is therefore surprising that even a meta-study from 2021 (Graham et al.) interprets the same shortage, which is reinforced by ambiguity around differentiation's definition (Bondie et al., 2019, p. 345-346).

Owing to this lack of research, educators have to form opinions about differentiation and differentiated instruction from results obtained from a relatively small number of conducted studies. Studies such as King and Gurian (2006), Reis et al. (2011, p. 492-493) and Dragsten (2019, p. 53) demonstrated some positive outcomes from this approach, namely Douglass Elementary School in Boulder was able to reduce differences between girls' and boys' learning outcomes by enriching the teaching process with differentiated instruction (King and Gurian, 2006). Furthermore, Reis et al. (2011, p. 493) found out that students from poverty-stricken circumstances benefited the most from this approach.

On the other hand, from six research papers (Reis et. al, 2007; Reis et al., 2008; Reis et al., 2011; Little, McCoach and Reis, 2004; Shaunessy-Dedrick et al., 2015; Förster et al., 2018) that were focusing on reading comprehension and the advancement of reading skills only three studies (Reis et al. 2007; Förster et al., 2018; Shaunessy-Dedrick et al., 2015) presented positive results, while the rest displayed only inconclusive ones. In addition, a meta-study by Graham et al. (2021, p. 188) concluded that from eleven different studies, differentiation seems indistinguishable in its outcomes from other teaching approaches and those perceived as traditional.

This ambiguity of research data can be further outlined on an example from a study by Rojo (2013, p. 16-18), where the author raised awareness to the facts that even though learners were completing their homework more frequently and in better quality and that the lab reports also became more proficient, there were no or insignificant changes in learners' exam results.

Correspondingly, Smale-Jacobse et al. (2019) affirmed that the review of studies did not entirely confirm whether differentiated instruction is or is not effective and that more research has to be conducted in order to determine its role in secondary education, which is in accord with Graham (2021, p. 188). In the meanwhile, differentiated instruction can be used by educators, due to its accordance with educational principles and trends (Smale-Jacobse et al., 2019) and the fact that in heterogeneous classes, even a tiny difference

can be the remarkable change needed to meet some learners' needs (Graham, 2021, p. 188-189).

The overall deficiency of quality research focusing on differentiation is also prevalent in teachers' perceptions of this concept. For instance, a study by James (2009, p. 178-179) was influenced by the small number of respondents, when only 33 teachers completed the questionnaire.

This being said, a questionnaire survey conducted by James (2009, p. 179) stated that even though teachers are usually familiar with the main principles of differentiation, they tend not to use them in their lessons. Similar results were found in Reis et al. (2004, p. 324), where teachers did not use differentiation often, despite their understanding of some strategies and techniques of differentiation. In addition, a study from 1998 (Tomlinson et al.) expressed that hardly any teachers took interests, goals, learning profiles of their learners into consideration.

On the contrary, one study has shown that teachers who participated in the research perceived differentiation as a crucial and integral part of every teaching in mixed-ability classes (Burkett, 2013, p. 64). However, in this case, the study once again had a minimal number of respondents, when only six teachers participated. When asked what influenced teachers toward using differentiated instruction, they have mentioned three different causes, their own teaching practice, negative experience from their learning process or a positive one (Burkett, 2013, p. 66-67). Tomlinson (1995, p. 100-114) also found another explanation, the willingness to change.

Educators who did not implement differentiation revealed that no previous training (Reis et al., 2004, p. 325), support from school organisation or their professional development after graduating were the main reasons (Graham, 2021, p. 187). Moreover, the school environment has shown to be one of the most influential variables in this matter (Graham, 2021, p. 186).

7 Introduction to the research

This first chapter of the practical part will outline the research methods and the overall research plan of this diploma project. Considering that each and every classroom is somewhat heterogeneous (Ur, 2012, p. 272–273), it is essential for teachers to understand and utilize methods and approaches that are viewed as effective when teaching these classrooms, in order to prepare activities that would improve the learning of all learners. Therefore, the primary motivation behind organising this research and the diploma project was to uncover the situation in English language lessons in the Czech Republic, for instance, if teachers employ strategies and methods of differentiation and whether these strategies and methods have any consequences on the learners' learning process.

When preparing for the research, the first step that was completed was the creation of the research problem: **English as a foreign language is usually taught in mixed-ability classes in the Czech Republic**. This research problem is connected to the outcomes of previous studies analysing heterogeneous classes and to the theory behind differentiation, summarized in chapters 2 – 6.

Consequently to the research problem, an aim of this diploma thesis had been set: **to analyse the current situation of teaching EFL in heterogeneous classes with the help of differentiation in the Czech Republic,** along with a set of research questions based on the research problem. The questions were chosen, due to their compatibility and the ability to provide solid and tangible results if combined.

- *How do Czech EFL teachers perceive heterogeneous classes in teaching English as a foreign language?*
- *To what extent do Czech EFL teachers use differentiation in their English lessons?*
- *To what extent does education of Czech EFL teachers influence the usage of various methods and strategies of differentiation?*
- *How does differentiation influence the learners' participation?*
- *How does differentiation influence the teachers' planning process?*
- *To what extent does differentiation meet the needs of all learners?*

7.1 Research methods

This diploma research is divided into two parts, and their results are connected and analysed together in the last part of this project. The first part is trying to answer the first three research questions outlined above using an online questionnaire for Czech EFL teachers. The second part focuses on the last three research questions. The results are gained from an analysis of eight lesson plans by combining outcomes from a list of criteria for an effective differentiated lesson plan, teacher's own assessment and learners' assessment. Hence, the research is conducted with both quantitative (questionnaire) and qualitative (analyses of eight lesson plans) approaches, providing a complex view of the collected data. Equally important is the fact that these research methods were selected in accordance with the aims (research questions) of this diploma project.

7.2 Research samples

For this research, two main research samples have been selected, since the research aims required both responses from teachers of English as a foreign language and learners from heterogeneous classes. Therefore, one research sample consists of Czech EFL teachers, who became respondents in an online questionnaire. In contrast, the other research sample comprises learners from two mixed-ability classes of English as a foreign language from the same lower secondary school in Lanškroun, where the author of this diploma project worked and could conduct the research.

7.2.1 Research sample of an online questionnaire

The online questionnaire was conducted from January 2022 to March 2022. During this period, 56 respondents completed the questionnaire concentrating on the teachers' attitudes toward mixed-ability classes, differentiation and its usage in their English lessons in the Czech republic. Of those 56 respondents, only six were men, and 50 were women (see Appendix 1 – Figure 1).

The questionnaire was sent out to 77 schools in Ústí nad Orlicí District, Svitavy District, Brno-City District, Prague, Mladá Boleslav District, and Olomouc District. It assumed that the questionnaire acquires a sufficient number of respondents, however, just around 30 teachers participated in this part of the project. After a few weeks of collecting data, the number of respondents was unreliable, and therefore the questionnaire was resent to the 77 schools and additional 42 schools in Ostrava-City District, Zlín District,

Opava District and České Budějovice District. These districts and regions were chosen for their size and quantity of schools. Furthermore, the questionnaire has been posted online on Facebook groups. At the end of the data collecting period, the questionnaire has collected a total of 56 respondents. Due to this fact, the results are somewhat limited, and further research with a more significant sample is recommended.

Information about the age of the respondents can be viewed in figure 2. Even though participants' ages ranged from 18 to 66 and more, 36 % of respondents' age was within 36 and 45 years, which was the most common category. Only one respondent's age was between 66 and more years.

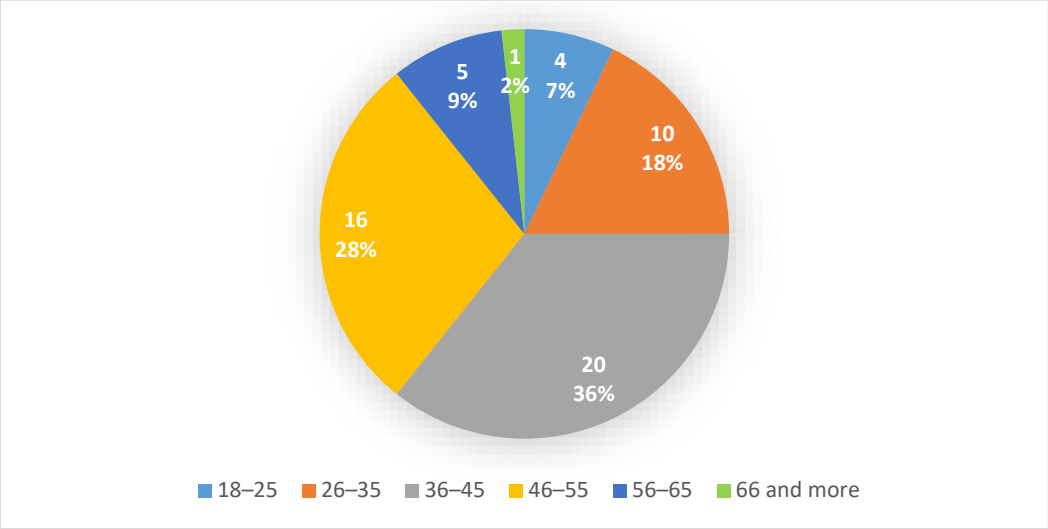

Figure 2 - Respondents' age

Due to the online nature of the questionnaire, the number of years the teachers are teaching English as a foreign language varies. To clarify, no category would be more frequent than the other, two sections, *3–6 years* and *20–32 years*, received both 12 respondents, and the category of *7–12 years* received one less answer. Nevertheless, it is true that the categories of *32 and more years*, *0–1 year* and *1–2 years* together received only 12 answers, which is the same amount a single category got itself. For more information, see figure 3.

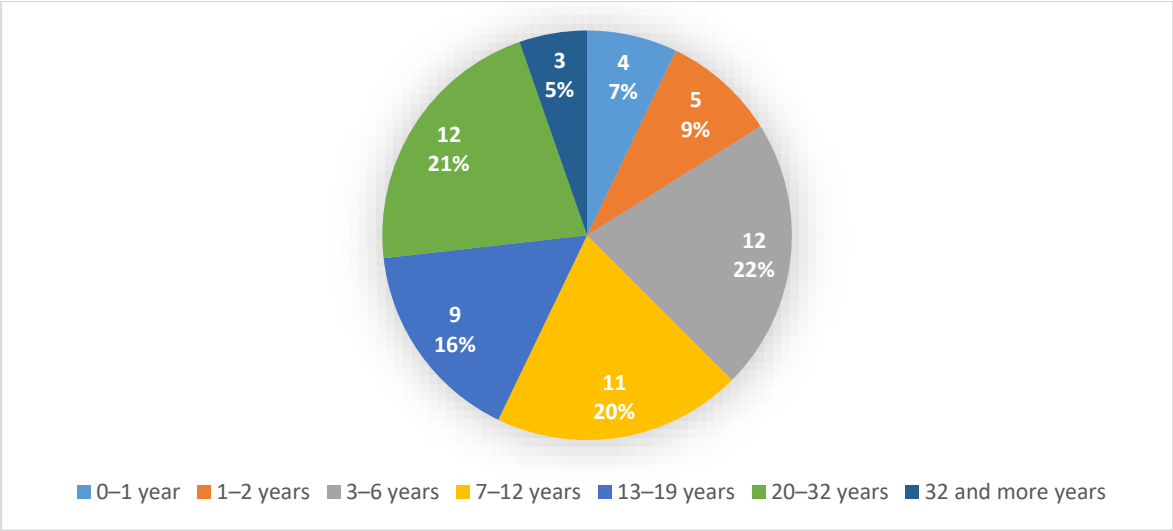

Figure 3 – Respondents' length of work experience as EFL teachers

The majority of the teachers participating in the research had a master's degree (44 respondents) or higher (two respondents), however, two educators had diplomas from high school and eight from bachelor studies (see Appendix 2 – Figure 4). Those who finished their master's degrees were asked to state if they were educated in English or English language teaching. A study of English language teaching had undergone 37 of them, whereas only eight educators got their degree from studying the English language. Only two respondents did not choose any option (see Appendix 3 – Figure 5).

In 43 cases, teachers work in lower secondary schools, and 11 teachers teach at primary schools. Their classroom vary from 11 to 25 learners per classroom, yet the significant majority (66,1 %, 37 respondents) are classes consisting of 11 to 15 learners, which can be perceived as smaller classrooms (see Appendix 4 – Figure 6 and Appendix 5 – Figure 7).

Figure 8 provides information on the composition of English language classes. The participants claimed they taught in 31 heterogeneous classes (55 %), 13 homogeneous classes (23 %), and 12 teachers stated they educated learners in both heterogeneous and homogeneous classes (22 %). In general, heterogeneous classes seem to be more prevalent than homogeneous classes. Still, homogeneous classes are pretty common in the Czech educational system. It is important to note, that some educators might not have understood the terms heterogeneous and homogeneous classes in connection with differentiation, since they commented on sorting their learners into homogeneous classes by age. The potential incomprehension happened nine times, and one teacher even stated that their homogeneous groups are created accidentally. The rest of the respondents,

who appears to have understood the terms, proposed four possible ways of how to compose a homogeneous classroom, namely through learners' language ability discovered in sorting tests (9 respondents, 36 %), a combination of multiple ways (4 respondents, 16 %), selection (1 respondent, 4 %), and through a voluntary subject (1 respondent, 4 %). For more information, see Appendix 6 – Figure 9.

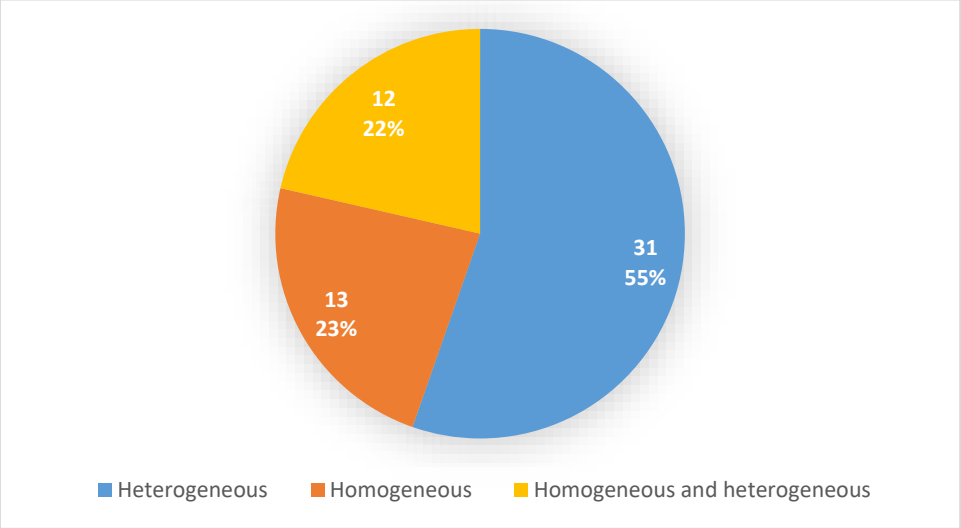

Figure 8 – The composition of English classroom

7.2.2 Research sample of lessons analyses

The second part of the research was organised in a primary and lower secondary school in Lanškroun, which provides education for 420 learners, and from those 240 learners are attending lower secondary part of the school. This school is one of three schools in Lanškroun and is usually attended by learners from Lanškroun and surrounding villages, contributing to the creation of mixed-ability classes in this school. Granted that the total capacity of the school is 450 learners, the school is now at 93 % of its facility options.

Currently, the school has 18 home classrooms, several specialised classrooms for computer technology, art lessons, physics, nature lessons and two language classrooms. Both language classrooms are used for teaching English and Germany, nevertheless each has a different layout suitable for different activities and forms of teaching.

The first classroom, the *blue classroom,* is most commonly used for communicative and total-physical response activities, due to its size and spaciousness. This classroom was explicitly designed with these approaches in mind, which is detectable by the seating arrangement into clusters (round tables with four chairs around them), and thanks to that, it contributes to better communication between the learners.

The second one, the *red classroom*, has an u-shape arrangement type and is usually used for developing reading, listening and writing skills and language systems such as grammar and vocabulary. Despite not being as spacious as the other classroom, in this one, learners can also move around and participate in various activities needing more room. The most significant advantage of the red classroom is the possibility for learners to use the internet for educational purposes since the classroom is ecquipped with a new set of around 20 notebooks. Even though both classrooms have their advantages and disadvantages, they can cater for almost every possible way of teaching and learning.

The teaching and learning process concur with the Framework Education Programme and in like manner with the School Education Programme called "*Naše škola".* The realisation is based on set standards, thematic and learning plans, key competences and cross-cutting themes. Comparatively, self-assessment is considered an integral part of every lesson and learning process.

The English language is taught from the third grade to all learners, however, the school is trying to organise English lessons for the first and second graders in school clubs. From the beginning of English language teaching at this school, teachers cope with heterogeneous classes formed by learners with learning difficulties, different learning abilities, interests, motivation and more. This is further amplified when learners from surrounding villages start attending this school in the sixth grade. The differences between learners are quite striking at this point, due to the variety of previous acquisition and learning of English.

The size of the school is an essential element affecting the lessons of English as a foreign language. The school has two or three parallel classes for every grade, and the classes usually consist of 25 and more learners. English classes are therefore created from all the parallel classes, and they are quite big (usually 15-22 learners in a classroom), owing to the size of the school and the deficiency of English language teachers. Another important element is that the English classes combine learners from all parallel classrooms within one grade. This results in a new mix of learners that usually get to know each other only thanks to these lessons.

Two groups of learners make the second research sample. Both groups are individual classes of "*Seminar of English Conversation*" among eighth graders. The learners have selected the subject in the beginning of the eighth grade from a selection of different

voluntary subjects. In spite of that, some learners have said that they have chosen the subject only because there was no better one or because their parents told them to do so. This fact also reinforces heterogeneity in these two classrooms. Additionally, these two classrooms are comprised of learners from all three eighth grades, and due to that, some of the learners still do not know their classmates or even their last names. These two classrooms have been selected for their heterogeneity, and there are two of them, and hence the results can be compared between them.

Before conducting this research, introductory lessons have been performed to eliminate the impact of a new teacher on their behaviour and learning, in fact, four lessons were taught to them previous to the first lesson plan connected to this diploma project. During the first four lessons, learners' weaknesses and strengths have been observed and used when preparing differentiated English lesson plans.

Seminar of English Conversation 1

The first class participating in this research is called "*Seminar of English Conversation 1"* and is attended by 21 learners, one of them is from 8. A, ten from 8. B and ten from 8. C. The only learner from the class 8. A joined the group very easily, even though he moved to the Czech Republic few months ago and can communicate with his classmates only in English and little Czech. This group is taught in the *blue* classroom on Wednesdays.

The biggest positive aspect about this class is their relationships among each other, despite being from different class, they cooperate well and they can work with different groups regardless of their standard classes. To demonstrate, two learners have weaker English language abilities and their classmates are helping them with translations and sometimes vocabulary. This would be quite expected from their classmates from the same class, however, in groups where learners from different classrooms are mixed, they still help the slower ones. Another advantage of this group is their composition as there are only two learners that need additional help during almost every activity. The other learners are capable of completing various tasks individually and need support only occasionally.

On the other hand, this group is rather lively and sometimes their participation grows into disruption. This is a case mainly for a group of four male learners, who are skilled in English and sometimes the activities may be too effortless for them and they

start misbehaving. Another weakness of this group is that there is a boy whose English language ability is low, and additionally, he lacks the motivation to become better, since English and this subject has been selected for him by his parents. In spite of the help from the group, he is still underachieving and stagnating, due to his lack of motivation and interest in English. Equally inconvenient is shyness from three girls from both classes. Despite being well capable in English, they were silent most of the four lessons unless they were directly asked to participate, which was even further complicated by the liveliness of the group and the need to speak from others.

Additionally, this classroom is also attended by a learner who lived three years in Australia, and whose language abilities greatly exceed his classmates. This is both a weakness and strength, since the learner supports his classmates, but at the same time requires activities focusing on complex topics and structures.

Seminar of English Conversation 2

The second class in which lesson plans were analysed is named "*Seminar of English Conversation 2"* and is attended by a smaller amount of learners than the first class, only 18 learners. Seven learners are from class 8. A, nine from 8. B and two from 8. C. This group has lessons on Thursdays in the *red* classroom.

The ultimate strength of this group is definitely their work ethic when it comes to individual or group work. They can participate with their classmates and focus entirely on the given task. This could be due to their high motivation towards English, since all advanced, intermediate and less competent learners are eager to learn and become better in this language. Another positive aspect about this group is how they help each other within their regular classrooms dynamics. This class is also reatively calm and undisturbing the learning process.

The last positive aspect may also be a reason for a negative one about this class, which is their slow eagerness to participate in whole classroom activities. Despite knowing the answer, most learners are hesitant and have to be asked to answer questions or participate in whole-class activities. There are only three or four learners who answer questions without asking. This could also be an effect of their lack of acquaintance with each other. The learners have good relationships among their regular classmates, however, in January they still had not known their other classmate's names. This resulted in their reluctance to communicate in front of the class or cooperate with someone outside their comfort zone,

however, when working alone or in groups created by them they participate. The last weakness of this group is the number of learners, who require additional support (5 learners), in combination with three very competent learners, which makes this group significantly heterogeneous.

8 Questionnaire results

An online questionnaire for Czech EFL teachers has been organised and forwarded to primary and lower-secondary teachers in the Czech Republic. This questionnaire is an unstandardized research quantitative method, and it serves as a source of statistic data about heterogeneous classes and differentiation in Czechia. The questionnaire has been answered anonymously by teachers from cities and village schools.

The quantitative approach has been accomplished in conceptual, design and planning, empirical and analytical phases. Each stage had its steps and procedures and was completed before moving into the next phase.

8.1 Conceptual phase

The first stage of creating the questionnaire, the conceptual stage, took place from July 2021 to October 2021 and focused on the overall concept of the study, not only the questionnaire, but it was also essential for the elaboration of the questionnaire. To put it differently, in this phase the research problem, aim, and questions were formed. As was stated above, the research aim of this whole study, **to analyse the current situation of teaching EFL in heterogeneous classes with the help of differentiation in the Czech Republic**, was the basis for creation of six research questions, from which three questions are directly connected to this part of the research. Those three questions are:

- *How do Czech EFL teachers perceive heterogeneous in teaching English as a* foreign *language?*
- *To what extent do Czech EFL teachers use differentiation in their English lessons?*
- *To what extent does education of Czech EFL teachers influence the usage of various methods and strategies of differentiation?*

8.2 Design and planning stage

The second phase of this research took the longest to complete, for it involved the analyses of previous data and studies conducted on the same topic and constructing the questionnaire itself. During the study of various data and literature on the subject, the details of this study were specified. Given the lack and unambiguity of data, the research was constructed in a way that could provide measurable results regarding a part of the overall problem, in particular how educators view differentiation and whether they use it.

For that reason, a questionnaire was selected due to its ability to provide an abundance of quantitative data over a short period of time. This being said, the questionnaire has its limitations, especially regarding its anonymity, the possibility of the participants answering dishonestly, or the lack of personalisation.

The questionnaire used *Likert scale* to measure teachers' perceptions of their abilities to influence the teaching process and how often educators use differentiated methods and strategies in their English lessons. Apart from this scale, the survey utilized open, semi-open, binary and closed questions.

8.3 Empirical phase

The next stage was empirical, where the questionnaire was distributed, and all the data were collected. The distribution of the online survey was first conducted only via email, however, after receiving an insufficient number of responses, the questionnaire was distributed again via email to additional schools as well as published online. For more information, look at sub-chapter 7.2.1.

In the beginning of March 2022, all data were collected and soon after organised and sorted into clearly arranged tables and graphs that would make forthcoming analysis clear and more accessible.

8.4 Analytical phase

In this part of the research, all the data will be analysed, interpreted and compared with previous studies. After that, conclusions will be drawn, and further research will be suggested.

8.4.1 First research question

The first question of this research, *"How do Czech EFL teachers perceive heterogeneous classes in teaching English as a* foreign *language"*, focuses on the teachers' attitudes towards mixed-ability classes. Their attitude is derived from the number of advantages and disadvantages teachers attribute to those classes.

Table 1 displays the teachers' suggestions of various positive aspects of heterogeneous classes. At least one advantage has been mentioned by 92.9 % of teachers, leaving four teachers who did not perceive any advantage in mixed-ability classes.

Additionally, 3.6 % of teachers misunderstood the term heterogeneous classes, and they stated some advantages of homogeneous classes.

A total of 24 different assets of heterogeneous classes were acknowledged in the questionnaire, and *peer learning* was the most common asset among all of them (18.3 %). The second place took *advanced learners support others* and *collective motivation* both with 11.8 %. *Development of cooperation* and *diversity* gained a relatively high number of responses (10.8 %). The other benefits had not been as recurring as their counterparts. Notably, natural professional development proposed by various authors (Hess, 2004, p. 4; Hallam & Toutounji, 1996, p. 40) is missing in the advantages revealed by EFL teachers.

Furthermore, only three respondents (3.2 %) named heterogeneous classes *engaging*, which is another positive reoccurring in some studies (Hess, 2004, p. 4). On the other hand, multiple factors of heterogeneous classes that Czech EFL teachers perceive as helpful have not been stated in the examined studies, expressively *collective inspiration, group work, development of communication, development of tolerance,* and more. For more information, see table 1.

In brief, a high number of suggestions (93) were divided into 24 individual categories. Of these categories, five had a relatively high rate of reoccurrence (*peer learning*, *advanced learners support others*, *collective motivation*, *development of cooperation*, and *diversity*), which together formed 63.5 % of all teachers' responses on advantages of heterogeneous classes (table 1).

Advantages of heterogeneous classes	Number of respondents
Peer learning	17
Advanced learners support others	11
No labelling	1
Collective motivation	11
Learning by imitating	1
Collective inspiration	3
Discipline management	2
Group work - effective division of tasks	1
-	6
Development of cooperation	10
Development of communication	1
Diversity	10
Real-life situation	2
Complement of different approaches	1
Advance learners become models for others	2
Development of independence	1
Use of games, role-plays, Total Physical Response	1
Group work	3
Engaging	3
Development of tolerance	2
Development of collective support	1
Competitiveness	1
Easier organisation	1
Challenges	1
Number of suggested advantages	93

Table 1 – Advantages of heterogeneous classes

At the same time, teachers perceived different disadvantages when teaching heterogeneous classes. Of 56 teachers (92.9 %), four did not include any negative aspects of mixed-ability classes. It becomes interesting compared to the number of teachers who had not find any advantage in these classes, since these results are the same (see table 2).

Table 2 outlines the respondents' percievation of 29 recognized liabilities connected to heterogeneous classes, however, some of them could have been organised and grouped together to make one more significant category, for instance, *selection of materials* (1.3 %) and *difficulty with adapting materials* (6.7 %) could have been put together to form a bigger category called *issues connected to materials.* These two categories would represent 8 % of all the disadvantages proposed by the educators. However, even if combined, these two disadvantages are less frequent than a group of disadvantages enclosed in a category called *difficult for teachers* (13.3 %). This category encloses various problems such as the difficulty of the teaching process in these classrooms or the organisation struggles

teachers have to surpass. The second most common disadvantage was a *slower tempo* (9.3 %) together with *different language abilities* (9.3 %). Closely behind was the *ineffectiveness* of heterogeneous classes *for all learners*, which six respondents (8.0 %) mentioned. As with advantages, the other mentioned disadvantages were not reoccurring often.

In contrast to the responses on assets of heterogeneous classes, EFL teachers have mentioned most of the main disadvantages proposed by studies and researchers. The only two that have not been acknowledged were *different learning styles* (Hess, 2004, p. 6; Ur, 2012, p. 275) and the *shortage of training programs* (Loiacono & Allen, 2008, p. 120–122; Al-Subaiei, 2017, p. 183). Nevertheless, some negative aspects the respondents proposed have not been analysed in the studies outlined in the previous chapters. Among those belongs: *lack of individualisation* (1.3 %), *distractions* (1.3 %), *need for differentiation* (1.3 %), or the *inability to work with the whole group* (1.3 %). It is essential to realize that each of these disadvantages were proposed by a single respondent (Table 2).

Another key point is that some advantages were also perceived by some respondents as disadvantages of heterogeneous classes, for example, *diversity*, *competitiveness*, and *lack of motivation.* Ten respondents perceived *diversity* (17.9 %) as a positive aspect, and two teachers (3.6 %) viewed it as a negative aspect. Due to that, it might be assumed that diversity is generally considered an advantage of heterogeneous classes. For more information, see table 2.

Disadvantages of heterogeneous classes	Number of respondents
Difficult for teacher	10
Ineffective for all learners	6
Different learners‘ needs	5
Frequent compromises	1
Different speed of task completion	2
Slower tempo selection	7
Faster tempo selection	1
Discipline and management issues	4
-	4
Competitiveness	1
Lack of participation	2
Time-consuming	2
Different language abilities	7
Diversity	2
Lack of direct work of the teacher	1
Difficult for younger learners	1
Lack of interest	1
Lack of motivation	2
Difficult for slower learners	1
Difficulty with adapting materials	5
Group size	1
Lack of individualisation	1
Selection of materials	1
Reduction of self-confidence	2
Comparison among learners	1
Distractions	1
Need for differentiation	1
Inability to work with the whole group	1
Inconsistant pace	1
Number of suggested advantages	75

Table 2 – Disadvantages of heterogeneous classes

Overall, in the collected data, teachers suggested more positive aspects (93) than negative aspects (75). Furthermore the advantages were reoccurring more than the negatives. Under those circumstances, it appears that the attitude of the respondents towards heterogeneous classes is neutral, however, it shifts to the positive side slightly more than to the other. The neutrality is further supported by the same number of teachers (four) who did not find any advantage with the number of teachers (four) who did not find any disadvantage. This is inconsistent with research by Gustiani (2019, p. 307), in which the perception of heterogeneous classes were relatively negative, since all teachers viewed them as challenging.

In essence, the respondents suggested numerous advantages and disadvantages that in most cases corresponded with the studies analysed in previous chapters. The most commonly stated asset was *peer learning*, and the most common disadvantage was the difficulty of teaching these classes. From the collected data it seems that Czech EFL teachers perceive heterogeneous classes slightly positive but primarily neutrally.

8.4.2 Second research question

The second research question, "*To what extent do Czech EFL teachers use differentiation in their English lessons"*, is focusing on the frequency in use of differentiation and strategies and methods connected to this teaching approach. In order to elicit the answer to the research question, a study of two survey questions was conducted. The first one is whether teachers use differentiation in their lessons, and the second one is the scale of how often teachers use various methods and strategies of differentiation.

From 56 teachers, only two participants (3.6 %) answered that they do not use differentiation in their EFL lessons. This result can be compared with a study by Burkett (2013, p. 64), which found that all participants used differentiation or differentiated instruction in their lessons. However, it is crucial to repeat that this study was limited by its insufficient number of participants (six). Another study by James (2009, p. 179) contradicts the mentioned results and reinforces the belief that teachers know this approach but do not use it. Overall, it seems that the majority of Czech EFL teachers use differentiation in their English lessons, however, the data did not reveal if the teachers use the approach frequently (See Appendix 9 – Table 3).

Aiming to discover the frequency of differentiation usage, the prevalence of each differentiation strategy or method has been explored. Appendix 9 – Table 3 shows the usage of each individual strategy or method. *Various organisation forms* have been selected as the most common strategy among teachers, 33 teachers (58.9 %) use it in every lesson, and when combined with the frequency *several times a week*, 43 teachers (76.8 %) chose this option. On the other hand, two teachers (3.6 %) stated that they never use this strategy. This can be compared with the differentiation of *instruction* which seems to be utilized in every lesson by 26 teachers (46.4 %), however, only one teacher (1.8 %) does not use it at all. Despite that, even when the two frequencies would have been combined, *every lesson* and *several times a week*, this strategy would receive 41 responses (73.2 %), which

is less than the usage of *various organisation forms* by two respondents. Other widespread strategies or methods might be *activities for fast learners* (37 teachers use it in every lesson or several times a week, 66.1 %), *time differentiated activities* (36 teachers use it in every lesson or several times a week, 64.3 %), or *pre-assessment* (33 teachers use it in every lesson or several times a week, 58.9 %).

The least common strategy was the *product differentiation*, since 14 teachers (25.0 %) selected that they never use this strategy and 27 teachers (48.2 %) never use it or use it once a month. The second method of differentiation that is not frequent among Czech EFL teachers was the *differentiation of various sources of information within one activity*, in which 11 teachers (19.6 %) selected they do not use it, and 23 teachers (41.1 %) use it once a month or never. For more information, see Appendix 9 – Table 3.

The greatest difference in usage appears to be connected to the *scaffolding* method, which 12 respondents (21.4 %) did not use, but ten participants (17.9 %) expressed their utilization of the method in EFL every lesson. It would seem that this method is used sparingly by the majority of the teachers (Appendix 9 – Table 3).

When analysing the data without any combinations among the groups, it was apparent that the majority of strategies or methods of differentiation (eight) were used several times a month. Namely these are the differentiation of *learning objectives, content, process, product, seating arrangement, sources of information within the school year, sources of information within one activity,* and *compulsory + optional*. Another critical point is that every frequency of usage, except *never*, had been represented at least once by the majority of the participants' responses. For more information, see Appendix 9 – Table 3.

Additionally, when the data from various regularities in usage were combined, the research had gained partly different results. These outcomes were not hugely different, to enumerate, seven strategies or methods were most frequently used several times a month or several times a week (*learning objectives, content, process, flexible grouping, differentiation of level, compulsory + optional, open-ended*). Other methods were used less frequently, however, there once again was not any method or strategy that would not ever be used or once a month in combination. In this case, it is likely that the majority of these strategies and methods of differentiation are used repeatedly on a month or a weekly basis by the majority of Czech EFL teachers, which is in contrast with an outcome that teachers

use these strategies but do not regularly (Reis et al., 2004, p. 324). For more information, see Appendix 9 – Table 3.

On the whole, most of the teachers proposed that they use differentiation in their lessons. The most frequent strategy of differentiation was the use of *various organisation forms,* and *differentiation of product* was the least common. Apparently, Czech EFL teachers have a tendency for a semi-frequent use of differentiation and associated methods and strategies in their English lessons.

8.4.3 Third research question

The last research question, "*To what extent does education of Czech EFL teachers influence the usage of various methods and strategies of differentiation",* focuses on six different strategies or methods of differentiation (*differentiation of learning objectives, product, sources of information within one activity, grouping based on chance or seating arrangement, scaffolding,* and *pre-assessment*) from the total of 18 various methods and strategies.

Before determining whether education affects the usage of differentiated strategies and methods, the rapport between education and differentiation usage has also been evaluated. For this purpose, the chi-squared test was conducted with the use of an internet application (Kábrt, 2011). In this case, no significant dependence has been founded, which differs from a study by Graham (2021, p. 186-187), who found out that professional expertise is one of the primary variable connected to the usage of differentiation.

From the six analysed strategies and methods of differentiation, confirmed that the usage of these strategies or methods, *learning outcomes differentiation, scaffolding* and *pre-assessment,* is unlikely to be influenced by teachers' education. Their test criteria were below the 10 % of significance, and therefore dependency of the variable on the usage of these strategies or methods could not have been proved.

On the contrary, a relation between *product differentiation, grouping based on chance or seating arrangement,* and *sources of information within one activity* and education have been proven via the same chi-squared test. Both *product differentiation* (test criterium = 19.233) and *grouping based on chance or seating arrangement* (test criterium = 18.757) are virtually connected to education within the 10 % significance level. The critical value they had to surpass to prove effect was 18.549, which both

the abovementioned strategy and method fulfilled. The last method, *differentiation of sources of information within one activity*, was proved as well, but compared to others, substantial influence was detected. To emphasize, this strategy is affected by education on a 2.5 % level of significance, where the critical value that had to be surpassed was 23.337, and the test criterium equalled 25.991.

In conclusion, an influence between education and the use of differentiation as an approach was not detected. Likewise, no noteworthy significance has been found between education and the three types of strategies or methods of differentiation, namely *learning outcomes differentiation, scaffolding,* and *pre-assessment.* However, the rest of the six methods or strategies (*product differentiation, grouping based on chance or seating arrangement, sources of information within one activity*) were at least partially connected and influenced by teachers' education. Given these points, it is promising that education can affect the choice and use of various methods and strategies of differentiation, although a bigger sample would be favourable to uncover the relations that might not have been recognized in this study.

8.4.4 Further research suggestions

As mentioned above, this part of the research has its limitations, the most important being the lack of participants. Another crucial drawback is the incoherence with other research methods that would support the results and further aid in the discovery of mutual relations among the variables and causes of usage of various methods or strategies. It would be beneficial to combine this part of the research with another questionnaire for learners of English as a foreign language to compare their perception with the teachers' perception of this approach and the used methods or strategies. Additionally, more significant sample of teachers would also be advisable. The last recommendation is to conduct an interview with EFL teachers on the same topic.

9 Lesson plans analysis

The second part of this research consists of lesson plan analysis. Lesson plans were chosen due to their ability to provide data on learners' perception of differentiation and qualitative input on whether differentiation can aid the learning and teaching process in mixed-ability classes.

A total of eight lesson plans was constructed and soon after executed in two heterogeneous classes in a lower secondary school under an optional subject, *English language seminar*. The classes participating in the research where elected aiming to compare the results from the analysis between them, due to their partial similarity.

When analysing the lesson plans and their functionality, a set procedure was used to acquire the necessary data. The procedure had three steps, the first step examined the lesson plans according to a list of criteria (Appendix 8 – List of criteria), second step explored a subjective teacher's assessment of the lessons, and the last step reviewed learners' assessments (Appendix 9 – Learners' assessment sheet).

The list of criteria was designed with this particular research in mind. A closer attention was paid to four different aspects, if the disadvantages of mixed-ability classes were eliminated, if the principles of differentiation were used, what types of differentiation were utilized, and finally whether the lesson objectives were met by all learners.

The teachers' assessment was connected to the list of criteria and further it focused on the overall atmosphere and course of the lesson, the teaching efficacy and the practicality of differentiation in mixed-ability classes. Anyhow, as a consequence of the subjectivity of this approach to examining the lessons, it represents the smallest part of the research, while contributing with data to answer one research question: "*How does differentiation influence the teachers' planning process?"*

The last part of the analysis concentrated on the learners' assessments of the lessons. An assessment sheet was given to all the learners after every lesson and it consisted of four simple questions: *What did you enjoy the most? What didn't you enjoy and why? Have you learnt something new? Was it hard, okay or too easy for you?* Learners could choose whether they want to complete the assessment sheet or they do not. In most of the lessons, the majority of learners filled out the sheet, nevertheless, some learners opted for not filling it. The learners were also asked to specify their answers if possible.

The lesson plans tried to answer three research questions (see Chapter 7). The data to clarify the research questions were combined from the three-step procedure. The lesson plans were created to examine the majority of the strategies or methods of differentiation proposed by the researchers and outlined in chapter 5. Moreover, these strategies and methods were combined and each lesson is applying more than one strategy or method of differentiation. On top of that, it must be remembered that the English language seminar is dependent on and affected by the lessons and teaching pace of compulsory English lessons. Learners learn a topic in their English lessons and then the seminar deepens their abilities and knowledge within the topic. Owing to that, the lessons were constructed in connection to the learners' compulsory English lessons.

Each lesson plan is connected to a different topic, despite two lesson plans that correspond with each other. These are the lesson plan number three and four, in which learners created a project called *Royal news.* The project was complex, and therefore more than one lesson was set for its creation. Thereupon, these two lessons have only one assessment from the learners, but both lessons have the teacher's assessment and the checked list of criteria. Lastly, some lesson plans use pictures, which are not directly cited because they are open source materials taken from an online web page collecting only those types of materials (Pixabay, online).

9.1 Research questions connected to lesson plans analysis

This subchapter will outline and display the results of three research questions gained from an analysis of eight lesson plans. The last research question recquires the combination of all the steps of the analysis, however, the first two questions use only one or two parts of the assessments. All data collected from the lesson plans can be found in Appendixes 10 – 24 with the individual lesson plans and the materials used in the lessons.

9.1.1 Fourth research question

The fourth question of this diploma, "*How does differentiation influence the learners' participation",* project is focusing on the influence of differentiation on learner's participation from the point of view of the teacher. When answering this research question, data from the teacher's assessment together with the results of the list of criteria were used.

From the total of 16 lessons taught in the two classes (eight lesson plans), only in one lesson (6.3 %) the learners from the class SAK 2 were not participating

(Appendix 17 – Lesson plan 5 and lesson assessment). It was during an activity called *Mr. Bean* in lesson five, where learners should from predictions about the video and what will happen next. Learners in this classroom did not like any activity, in which they had to speak in front of each other without preparation, possible due to their unfamiliarity with each other. The rest of the lesson went well and learners from this class participated, however, during this activity only four learners predicted the plot of the episode. Apart from this experience, all learners from both classes were active and it never happened again that only four or less learners would engage.

Correspondingly, it is true that sometimes a learner or two had stopped working, nevertheless, after a small intervention and motivation from the teacher, they started cooperating again and sometimes even with excitement. With this in mind, in the third lesson in class SAK 1 a learner formed a group with his classmates but after a while he stopped responding and overally became passive. When asked, he stated that he wanted to change groups and once he had become a member of another group he started working and engaging with his new partners. For more information, see Appendix 14 – Lesson plan 3 and lesson assessments for further information.

When comparing the assessments from the both classes, a trend was found. The class SAK 1 were more communicative and they got most involved during activities, where they had to speak with each other, mingle in the classroom. This class did not enjoy quiet and individual tasks as much as their communicative counterparts. For instance, during the second lesson learners finished the domino activity without any problems, however, their devotion was greater during the first activity of the lesson: *Recall and share (*Appendix 12 – Lesson plan 2 and lesson assessments). Anoher example was the activity in lesson five, where learners predicted the future of their classmates, during with each learners predicted a future to somebody else from the class (Appendix 17 – Lesson plan 5 and lesson assessments). Next, *find someone who* activity was probably the most popular activity of this class, which was obvious from the excitement of the group and their quick completion of the task (Appendix 19 – Lesson plan 6 and lesson assessments). Under those circumstances, it could be believed that the class SAK 1 prefered activities, where they could communicate with each other, from the individual or more quiet activities, such as domino, worksheet completion, etc.

In contrast, a different trend was discovered in the second class SAK 2. In this classroom the trend was even more apparent than the one in class SAK 1. Learners from this second class were more active during individual tasks and the conversational activities were not universally liked. This trend can be seen during almost every lesson but notably in the third lesson, where all learners were active, although only after one group chose to work individually instead of working on the group project. At first they wanted to cooperate, however, they did not know how to communicate with each other, and even with great support from the teacher they were not able to start working on the report. For more information see Appendix 14 and Appendix 15. Another example is from lesson plan 5 (Appendix 17), despite participating during the activity *find someone who*, learners filled in the worksheets in smaller groups and they did not mingle or cooperate as a class. As been stated above, more examples could have been mentioned, nevertheless the potential tendency not to be engaged in communicate activities is visible.

To sum up, in 15 lessons (93.8 %) all learners engaged in the activities and tasks set by the teacher, even though sometimes few learners needed extra support or motivation. Furthermore, two potential tendencies were detected and outlined. The first being, the tendency of the class SAK 1 to prefer talkative activities before their quiet counterparts. This tendency is a total opposite of the second one present in the second class SAK 2. Learners from this class inclined towards less communicative activities. Acoording to the data, an increased participation afilliated to differentiation can be presumed as well as the tendencies being influential for learners and their preferred selection of activities, and therefore enhanced cooperation.

9.1.2 Fifth research question

After discovering the influence of differentiation on learners' participation, it is also meaningful to look at the other participant of education, the teachers. Hencoforth, this next research question, "*How does differentiation influence the teachers' planning process"*, is examining how much is teachers' planning process impacted by differentiation when preparing lessons with accordance with this approaches' principles. The results for this question are gained from an analysis of the teacher's assessment of each lesson plan.

From the teacher's assessment (see Appendix 10, 12, 14, 15, 17, 19, 21, and 23) it is apparent that the lesson plans took on average about fifty minutes, however, there were lessons that were prepared in less than twenty minutes and some which took about

ninety minutes. The most time consuming lesson plan was the third one, which took at least an hour and a half. It was caused by the the number of materials needed for the lesson. The most problematic part was finding exciting news about the royal family that would not be to hard for the learners. Despite the effort, the news had to be adjusted for the learners level and interests. Without having the strive with finding efficient news the lesson plan would not be so laborious.

The least time consuming lesson plan, if the fourth lesson plan is not counted, due to its function, was the seventh lesson plan which was done in less than twenty minutes. The two wordwall online games took the longest to made, however, their creation was still brisk and accessible even for biginners of online games' production. The main reason this lesson was prepared promptly was the wordwall's ability to provide a numerous pictures that could be used in the production of the game. The rest of the lesson plan was also rapid, due to the simplicity of the other activities.

An issue arose while teaching the lesson plans, that was connected to the differentiation and influence the planning process of the following lessons. The obstacle first happened in class SAK 1 during the fifth lesson, in which the teacher did not have enough materials in both versions of an activity, in which the learners listened to a song *Fortune Tellers* by Maroon 5 and completed a worksheet. In this lesson, all learners could opt for one of two versions of the same worksheet.

When planning the lesson and printing the materials, it was assumed that learners will pick both easier and harder options equally, however, they did not. A majority of the learners opted for the easier version, and thus there were not enough easier worksheets for all learners. As a result, one learner had to change her worksheet and choose the harder version. It was not an impediment, however, the lesson was built on the learners' choices of what and in which levels they want to learn. This incident presented the problem, of the need to have more copies of the same version in case learners would opt to work on the same version.

In the class next day, more copies have been made in order to eliminate the issue, and the effort was successful and all learners got the versions they wanted. On the other hand, due to the number of various different versions a mistake was made by the teacher when handing out the materials. Two girls got wrong versions, which created a confusion for them and the teacher. The learner who received the harder option was not able to finish

the worksheet, due to its complexity, and the other learner was bored after the first recording. Due to that, the next time there were two versions of the same material, they were colour-coded in order to prevent misunderstanding.

All things considered, it is probable that the lesson planning process is taking various amount of time depending on the type of the lesson and the materials needed for the lessons' activities and tasks. The average of the time spent on the eight lessons presented in this diploma project was about fifty minutes, while the shortest amount of time was less then twenty minutes and the longest time was an hour and a half. In spite of that, the time spent on lesson planning was not an issue during the course of the research, there were two different major problems which both arose in lesson five, one problem in class SAK 1 and the other one in class SAK 2. The first problem was represented by the need for more copies of the versions of one materials, in case more learners opt for one version. The second problem ensured the need to colour-code the individual versions to prevent faults during the distribution of materials. Given these points, the teachers' planning process may not be immensely impacted in its time management or consumption of time while preparing the materials. Nevertheless, the data give the impression that differentiation alters the organisation of the teachers work and the design of the lesson plans and the used learning materials.

9.1.3 Sixth research question

The last research question of this diploma project searches for an answer "*to what extent does differentiation meet the need of all learners"*. This question is one of the most intricate question from the whole research, and as a result the analysis manipulates with data from all three steps of the lesson assessment procedure.

The list of criteria has been surveyed first, due to the data being the most accessible from all the three types of assessments. The list of criteria uncovered that from the sixteen lessons (eight lessons taught in two classes), in thirteen the learning was effective for all learners. In three lessons the learing was not adequate. Namely, it was the lesson one in the class SAK 1, where a learner who lived in Australia got bored since the lesson was not demanding enough. The next lesson was lesson five in both SAK 1 and SAK 2 classes, in which at least three learners from both classroom already knew the grammar and vocabulary and therefore they did not learn anything new from English language that lesson (see Appendix 10 and Appendix 17).

This can be supported by some results from the teacher's assessment. First, only in some lessons the learners needed additional help from the teacher, in particular it was the lesson two in class SAK 1, in which learners who had the role of suspects needed help answering some of the questions, however, after giving them hints they were able to complete the task without the support from the teacher. Another example is from lesson number eight with class SAK 2, in which the learners needed support during the first activity, however, their need for aid could also be understood from the point of their disregard of communicative activities. These are the only examples of situations from these classroom, when the teachers support was critical for completion of the task. From the number of lessons and tasks, it might be true that differentiation assisted weaker and average learners during various activities.

Another point that can be taken from the teacher's assessment is whether differentiation can promote effective learning for advanced learners. In the first class SAK 1, there is a learner, who lived more than one year in Australia, and thus his language abilities are excellent. As was stated above, in the first lesson he did not learn anything new, since the lesson was easy and not enough complex for him. As a result, his group during the lesson three got longer and harder text of their interest. This was beneficial and he became the dictionary of the group and the grammar checker. He also stated at the end of the third lesson, that it was exciting and demanding enough. To point out another situation, in lesson number seven, this learner also stated that he learnt new phrasal verbs that he used incorrectly before. This being said, there were also lessons, in which he participated and practised his skills, although he did not learn any new grammar structure or vocabulary item. For more information look at Appendix 10, 12, 14, 15, 17, 19, 21, and 23.

The results from learners' assessments from the eight lessons provided a different viewpoint on whether differentiation can provide a sufficient learning for all learners equally. Two parts of the assessment sheets were used, namely the third and the fourth question. The results from these questions were quantitatively compared with the results from different lessons and the other class.

The third question of the assessment sheet presented information about the acquisition of new aspects by individual learners. In the first group SAK 1 the lesson, in which the highest number of learners stated that they did not acquire anything, was lesson number six with six votes (33.3 %). Closely behind was lesson number five with five

respondents out of 14 (35.7 %) stating the inability of the lesson plan to provide equall learning opportunities for them. It is important to explain that these two lesson plans were directly created in order to practice skills, and not vocabulary or grammar.

On the other hand, in lesson number six 10 respondents (55.6 %) expressed that they have learnt something new. The lesson number seven and five were lessons, in which the learners were to some extent satisfied with the lesson plans' provision of learning opportunities. Furthermore, in lessons number three and number eight, there were the same amounts of responds that would state that they have learnt something new as those that expressed they did not acquire anything in the lesson. On the whole, in 36 cases learners have learnt something new from the lessons, in 19 instances learners did no learn anything and in four the learners did not know whether they have learnt something or did not. For more information, see table 4.

Table four outlines the results from class SAK 2, in which learners expressed their biggest dissatisfaction with the provision of opportunities in lesson number three and four, when four from 11 learners (36.4 %) shared this belief, which is two point one percent higher than in the class SAK 1. Whereas in the lesson number five, nine votes from ten participants (90.0 %) of the assessment learners were for the option that they have acquired something new. This was followed by a lesson plan number six, in which the majority of learners (84. 6%, 11 from 13 responds) conveyed the same belief as in the previously mentioned lesson plan number five. To count, learners revealed that they have not learnt anything in nine cases, in 44 cases they have, and in four cases they did not know the answer.

When combined together, it is apparent that class SAK 2 benefited more from the differentiation of the lesson plans than the class SAK 1. Regardles the high numbers of negative responds from the learners towards some of the lessons, the majority of cases in both of the examined classes indicated slightly more positive view of differentiation.

SAK 1	L1	L2	L3+4	L5	L6	L7	L8	Summary
Yes	3	3	2	7	10	7	4	**36**
No	1	1	2	5	6	0	4	**19**
I do not know	1	2	4	2	2	0	0	**11**
SAK 2	**L1**	**L2**	**L3+4**	**L5**	**L6**	**L7**	**L8**	**Summary**
Yes	4	3	6	9	11	8	5	**46**
No	0	1	4	0	1	0	3	**9**
I do not know	0	1	1	1	1	0	0	**4**

Table 4 – Learners' assessments for a question: "Have you learnt something new?"

Together with the results from the learners' assessment mentioned erlier, the assessments were also able to present data on the difficulty of the individual lesson plans. For SAK 1 (71.4 %) the easiest lesson plan, in which the highest number of learners stated that the lesson was easy, was lesson eight. These results concur with the data from class SAK 2, in which 62. 5% of learners agreed on the incomplexity of this lesson and it also represented the least complex lesson plan. From the data it might seem that the lesson plans were considerably less complicated as they could have been, since there were overall 24 responds stating the straightforwardness of the lesson plans and 23 responds expressing an adequate level of complexity in class SAK 1. In the second class, SAK 2, the number of responds from all eight lesson plans for the inadequate level was 21 and 29 learners perceived the level as suitable. For more information, see table 5.

SAK 1	L1	L2	L3+4	L5	L6	L7	L8	Summary
Easy	2	1	2	7	6	1	5	**24**
Okay	3	3	2	4	5	4	2	**23**
Hard	0	2	0	2	0	0	0	**4**
I do not know	0	0	2	1	1	1	0	**5**
SAK 2	**L1**	**L2**	**L3+4**	**L5**	**L6**	**L7**	**L8**	**Summary**
Easy	1	3	2	2	6	2	5	**21**
Okay	2	2	6	8	4	4	3	**29**
Hard	1	0	3	2	3	1	0	**10**
I do not know	0	0	0	0	0	1	0	**1**

Table 5 – Learners' assessments for a question:"Was the lesson easy, okay or hard?"

Overall, a precise and fully verified answer to the research question, "*to what extent does differentiation meet the need of all learners,"* was not discovered. It seems to be true that differentiation can meet the learning needs of weaker, average and advanced learners equally when the lesson plan is constructed in a way it promotes various complexity levels. Significantly, the individual parts of the assessments provided data that were somewhat incomplete and predominantly inconsistent with each other. To emphasize, the list of criteria

and the teachers' assessment outlined a relatively adequate learning process for all learners, nevertheless, the learners perception on this topic were partly different, mainly when looking at the complexity of each lesson plan.

This might be the case, due to numerous reasons. For example, these assessments were only collected from learners who wanted to fill in the sheet, although some learners still provided unsufficient feedback. Some learners also filled the sheets with the same word for each question, therefore, these results might be distorted. Furthermore, quite often the learners stated that they have not learnt anything, while perhaps not considering the acquisition of skills rather than vocabulary items or grammar. Another possible reason for the discrepencies between the data from different assessments can be caused by the possibility of the lesson plans being formed imperfectly.

9.1.4 Further research suggestions

It is believed that this part of the research would benefit from diverse improvements, starting with a more profound assessments for the learners connected to an interview with the learners before and after the whole process of differentiation usage in the learners' lessons. A list of aims of every lesson plan could also aid the learners' perception of their new abilities and knowledged that they should gain in each lesson. The last suggestion for further research would definitely be an observation of the learning and teaching process by an impartial teacher.

10 Conclusion

This diploma project studied mixed-ability classes and the possible ways of teaching English as a foreign language using differentiated teaching methods and strategies. Teachers may experience diversified issues during teaching caused by heterogeneity of their language classes, which is present even in homogeneous classes. For that reason, a search for an approach that would benefit all the learners and would not be too demanding for the teachers was initiated. One of the approaches that received consideration was differentiation and differentiated instructions supported by C. A. Tomlinson (1995; 2001; 2004).

This diploma project was divided into a theoretical part with six chapters (including introduction) and a practical part with four chapters (including conclusion). The theoretical part summarized the terminology and principles associated with multilevel classes and differentiation. The second chapter examined definitions and advantages and disadvantages that appear in heterogeneous classes. The next chapter provided essential knowledge that teachers need to be familiar with when teaching connected to various learners' determinants that affect the teaching and learning processes. The fourth chapter analysed the concept of differentiation with its principles and ways to differentiate teaching and learning. The following chapter presented an overview of strategies and methods of differentiation that can be used during English as a foreign language classes. In the last chapter, the studies from previous years were introduced and analysed.

The practical part was divided into three main chapters. The first chapter introduced the research methods and principles used throughout the study. Furthermore, it presented the research samples. The next chapter focused on an analysis of an online questionnaire for Czech EL teachers, while the last chapter interpreted compiled data from three-step assassments of eight lesson plans.

Although, differentiation is relatively old, there are no conclusive data that would either approve or disapprove the effectiveness of this concept (Smale-Jacobse, 2019; Graham et al., 2021). Therefore, the aim of this thesis was to ***analyse the current situation of teaching English as a* foreign *language in heterogeneous classes with the help of differentiation in the Czech Republic.*** This aim was analysed using six research questions in connection with the online questionnaire and the analysis of the lesson plans' assessments.

The answer to first research question, "*How do Czech EFL teachers perceive heterogeneous classes in teaching English as a foreign language"*, is that Czech EFL teachers perceive heterogeneous classes rather neutraly, however, their attitude is slightly more positive than negative. This is likely to be the case, due to the higher number of teachers' suggested positive aspects (93) of mixed-ability classes beside the number of negative aspects (75). These results are in contrast with research by Gustiani, in which teachers' perception was to some extant negative, due to their demanding nature.

"To what extent do Czech EFL teachers use differentiation in their English lessons", is a second question of this research. It is possible that the majority of Czech EFL teachers use differentiation, due to the sheer number of respondents (3.6 %), who express that they do not employ differentiation in their lessons. Under those circumstances, a plausible tendency for a regular use of differentiation and its methods and strategies was detected. To a certain extent, eight strategies and methods of differentiation (*learning objectives, content, process, product, seating arrangement, sources of information within the school year, sources of information within one activity,* and *compulsory + optional*) were utilized at least several times a month by the respondents. These results once again did not support a research, which stated that teachers do not use strategies and methods of differentiation regurarly (Reis et al., 2004, p. 324).

The third research question, "*To what extent does education of Czech EFL teachers influence the usage of various methods and strategies of differentiation",* gained the most influential results since in three strategies and methods (*product differentiation, , grouping based on chance or seating arrangement, sources of information within one activity)* the possible affect of education on the method or approach usage was detected. Potentially, teachers' education affects mainly the usage of *differentiation of sources of information within one activity*. This strategy is affected by education on a 2.5 % significance level, with its test criterium reaching 25.991 points and thus surpassing the critical value of 23.337. On the other hand, three additional strategies and methods of differentiation had not confirmed their dependence on education (*learning outcomes differentiation, scaffolding,* and *pre-assessment).*

The fourth research question, "*How does differentiation influence the learners' participation",* is connected to the second part of the research, the analysis of lesson plans'

assessments. It has been depicted that the learners' participation is enhanced and all learners engaged during the majority of the lessons (15, 93.8 %).

"How does differentiation influence the teachers' planning process" is the fifth research question. It is true, that the lesson planning process took various amount of time, however, the average of time spent was fifty minutes from all eight lessons. On most occasions, the amount of time spent on the lesson plan preparation was dependent on the type of the lesson and the materials needed for the activities and tasks. Nevertheless, the time was not perceived as the main issue caused by differentiation. The study had encountered two major problematic areas that arose during lesson number five, each in a different class. In the class SAK 1, the problem was connected to the need to have more copies of every version of the material. The second issue (SAK 2) was caused by the lack of sufficient organisation of the different versions of the same material. Given these points, the planning process is not markedly affected by differentiation when it comes to time consumption, however, a potential effect has been detected on the organisation and design of the lesson plans.

Overall, a precise and fully verified answer to the research question, "*to what extent does differentiation meet the need of all learners"*, was not discovered. The data suggest that differentiation could potentially meet learning needs of weaker, average and advanced learners equally if the lesson plans were constructed to support various levels of learning complexity. Nonetheless, the collected data were incomplete and somewhat inconsistent. To emphasize, the list of criteria and the teachers' assessment outlined a relatively adequate learning process for all learners, nevertheless, the learners perception on this topic were partly different, mainly when looking at the complexity of each lesson plan.

To sum up, this study provided some new insight into the current situation of differentiation usage in the Czech Republic in English as a foreign language classes and the viewpoints of Czech EFL teachers on heterogeneous classes. The use of questionnaire and analysis of eight lesson plans was conducted to gain both quantitative and qualitative data. However, due to the lack of participants during the first part of the research a larger study is suggested. Furthermore, it could be beneficial to combine this research and especially the questionnaire with an interview with Czech EFL teachers that would discover the mutual relations among the variables and the reasons for a usage of various methods and strategies of differentiation. Identically, the second part

of the research had its own deficiencies. Firstly, the learners could have received a list of aims that they would check, in order to learn precisely if learners consider the lesson outcomes as fulfilled. For a higher number of assessments from the learners, it could be better to make the assessments compulsory. Lastly, the research might benefit from another teachers' perspective on the course of the lessons.

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12 Appendix

- Appendix 1 – Figure 1 – Gender of respondents
- Appendix 2 – Figure 4 – Education of respondents
- Appendix 3 – Figure 5 – Type of education
- Appendix 4 – Figure 6 – School grade
- Appendix 5 – Figure 7 – Number of learners in classrooms
- Appendix 6 – Figure 9 – Different ways og homogeneous classroom formation
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- Appendix 13 – Materials from lesson 2
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- Appendix 16 – Materials from lesson 3 and 4
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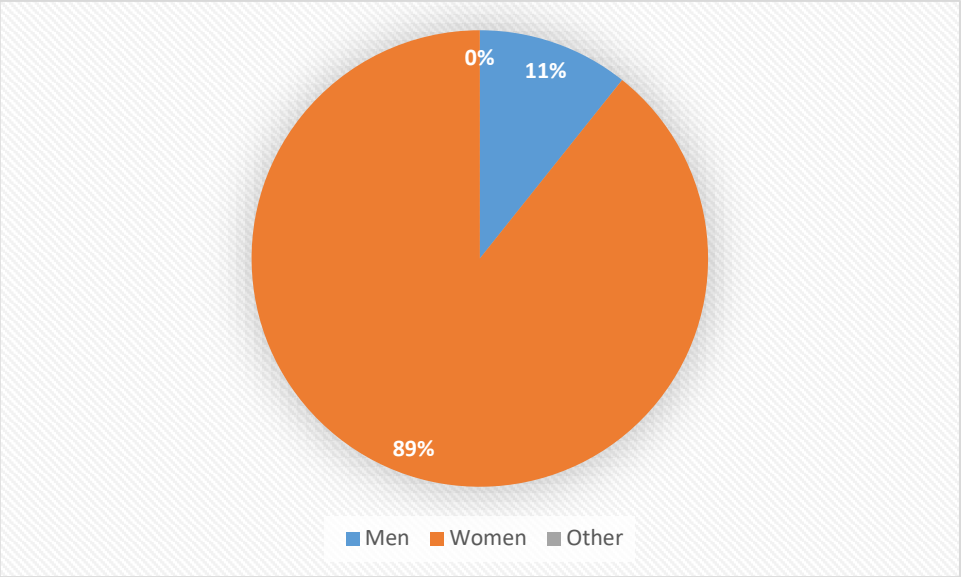
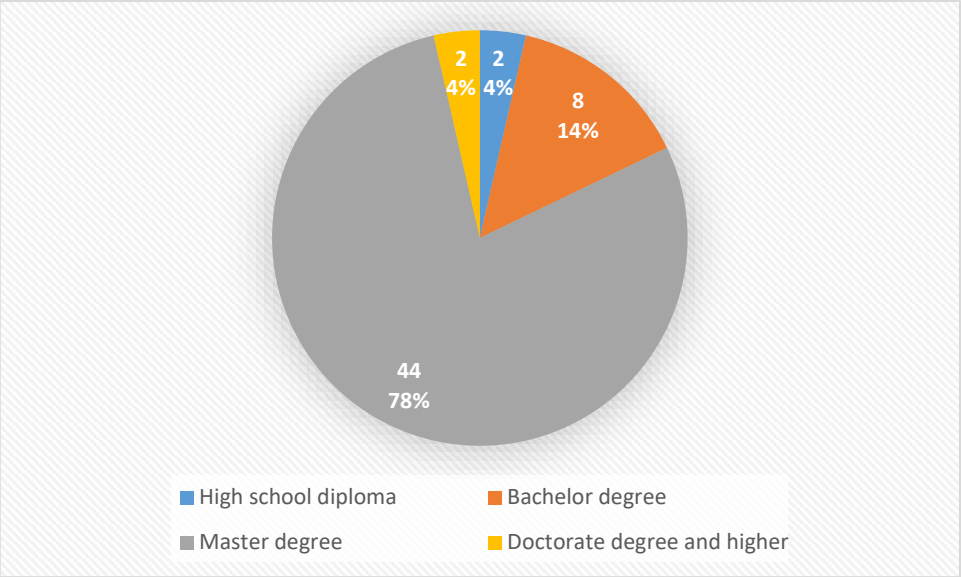
- Appendix 18 – Materials from lesson 5
- Appendix 19 – Lesson plan number 6 and lesson assessments
- Appendix 20 – Materials from lesson 6
- Appendix 21 – Lesson plan number 7 and lesson assessments
- Appendix 22 – Materials from lesson 7
- Appendix 23 – Lesson plan number 8 and lesson assessments
- Appendix 24 – Materials from lesson 8

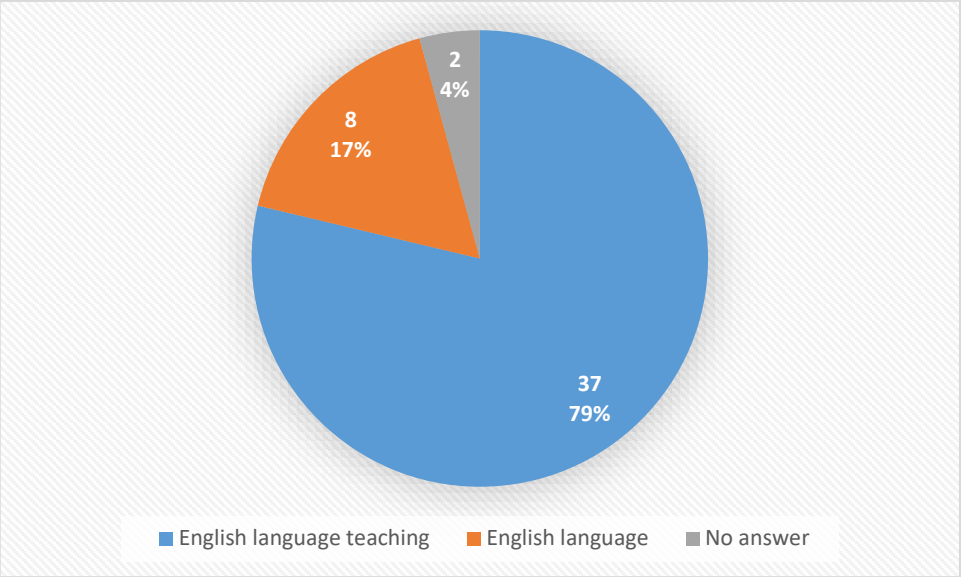
Appendix 1 – Figure 1 – Gender of respondents



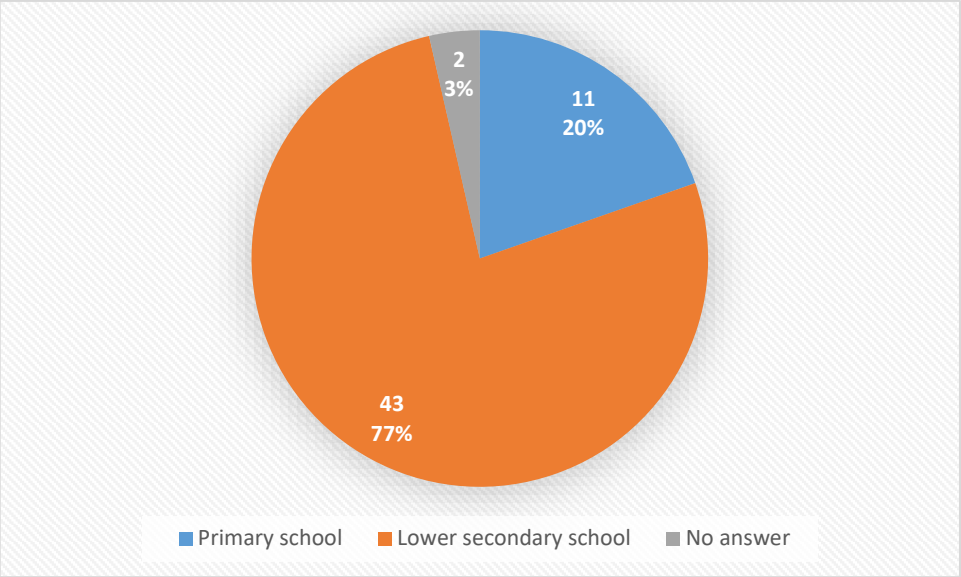
Appendix 2 – Figure 4 – Education of respondents



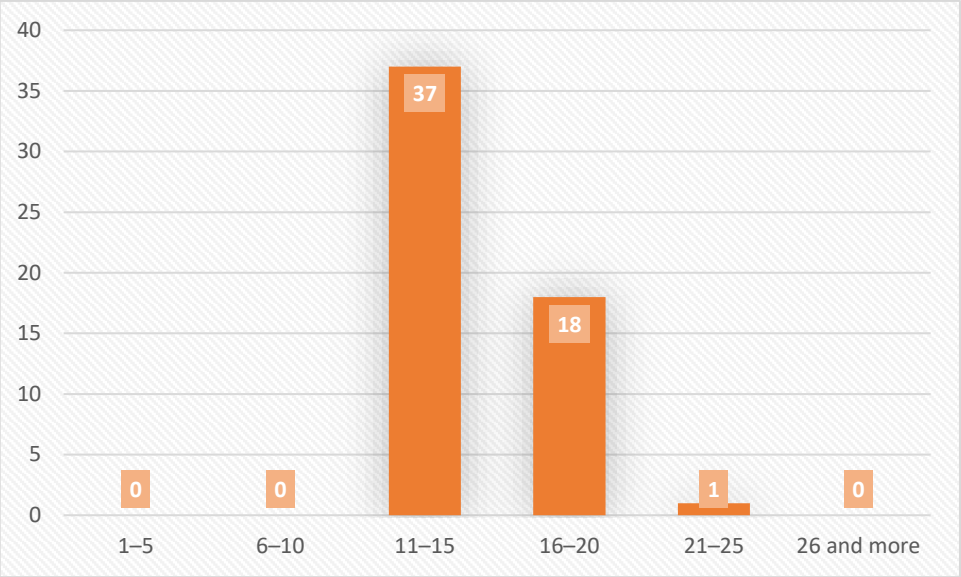
Appendix 3 – Figure 5 – Type of education



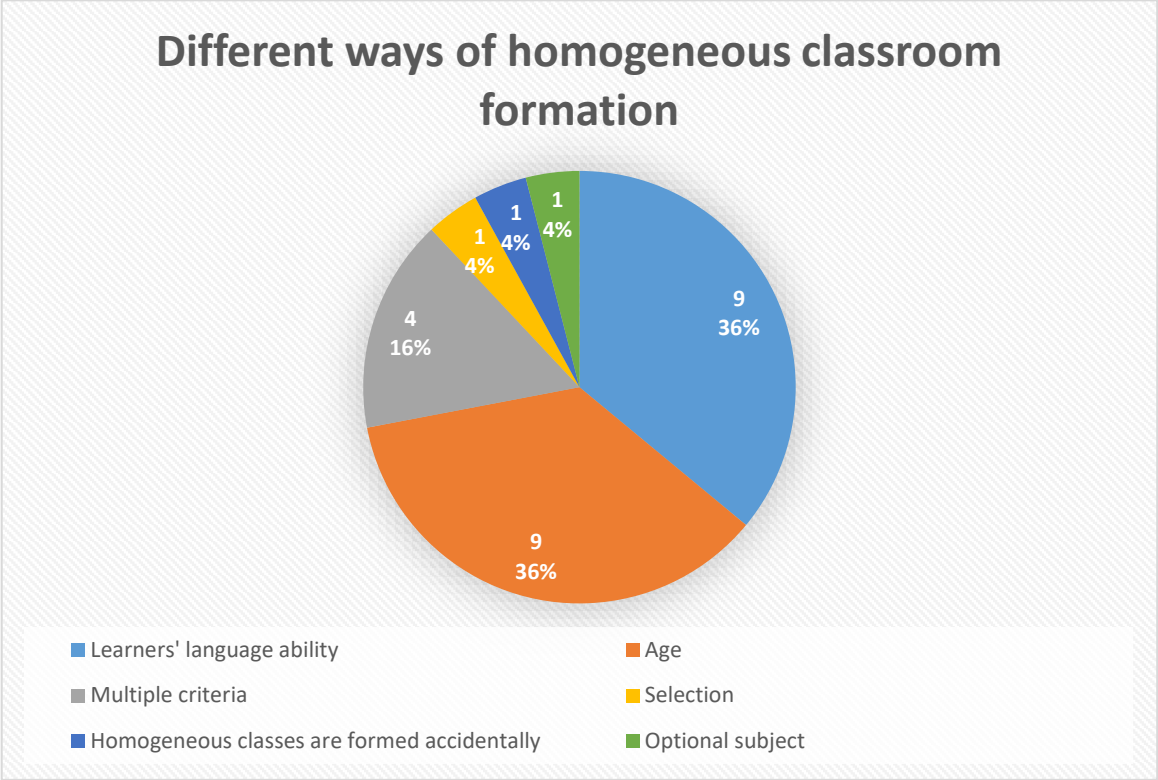
Appendix 4 – Figure 6 – School grade



Appendix 5 – Figure 7 – Number of learners in classrooms



Appedix 6 – Figure 9 – Different ways of homogeneous classroom formation



Appedix 7 – Table 3 – Reocurrence of differentiated strategies/methods

Differentiated strategies / methods																		
	Learning objectives	Content	Process	Product	Seating arrangement	Sources of info.[2] within the school year	Sources of info. within one activity	Flexible grouping	Grouping based on chance	Various org.[3] forms	Scaffolding	Time	Instruction	Activities for fast learners	Pre-assessment	Different levels	Compulsory + optional	Open ended
Never	8	3	8	14	8	4	11	6	5	2	12	4	1	2	5	8	6	6
Once a month or less	9	7	3	13	12	14	12	14	17	3	10	5	3	6	5	5	11	11
Several times a month	15	17	18	15	17	20	15	10	15	8	7	11	11	11	13	14	19	12
Several times a week	11	13	14	8	8	9	10	20	14	10	17	23	15	23	17	17	12	17
Every lesson	13	16	13	6	11	9	8	6	5	33	10	13	26	14	16	12	8	10

[2] Information
[3] Organisation

Appendix 8 – List of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners		
Discipline		
Lack of participation		
Interest		
Appropriate materials		
Principles of differentiation	**Yes/No**	**Commentary**
Proactive		
Adjusted quality not quantity		
Assessment		
Learner-centred lesson		
Various organisation forms		
Differentiating ...	**Yes/No**	**Commentary**
Content		
Process		
Product		
Environment		
Text		
Task		
Difficulty		
Support		
Interest		
Time		
Flexible grouping		
Multiple intelligences		

Different methods of differentiation		
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes		

Appendix 9 – Learners' assessment sheet

What did you enjoy the most?	What didn't you enjoy and why?
Have you learnt something new?	**Was it hard, okay or too easy for you?**

Appendix 10 – Lesson plan number 1 and lesson assessments

<table>
<tr><th colspan="4">Lesson Plan Number 1</th></tr>
<tr><th>Teacher:</th><th>Grade:</th><th>Date and time:</th><th>Students:</th></tr>
<tr><td>Bc. Tereza Krsková</td><td>SAK 1
SAK 2</td><td>9. 2. 10.55 – 11.40
10. 2. 12.45 – 13.30</td><td>18
15</td></tr>
<tr><td>Aims:</td><td colspan="3">After this lesson learners will be able to:
speak about their emotions, categorize emotions into positive, negative or neutral, participate in pair/group work</td></tr>
<tr><td>Focus:</td><td colspan="3">Speaking, listening, vocabulary</td></tr>
<tr><td>Topic:</td><td colspan="3">Emotions</td></tr>
<tr><td>Materials:</td><td colspan="3">List of positive, negative and neutral emotions (5x), How would you feel worksheet, seven music samples (classical, modern), assessments</td></tr>
<tr><td>Differentiation:</td><td colspan="3">Process, Compulsory + optional</td></tr>
<tr><td>Activity:</td><td>Time:</td><td colspan="2">Task:</td></tr>
<tr><td>Introduction</td><td>3 min.</td><td colspan="2">Introduction, aims</td></tr>
<tr><td>Warm-up</td><td>15 min.</td><td colspan="2">How are you today?
- Teachers asks some learners how do they feel
Positive, negative, neutral
- Teacher asks the learners if they think that happy is a positive, negative or neutral emotion, learners will put the emotion into the right column and tell reasons why
- The same procedure is repeated with the word sad
- After that, learners get cards with various emotions and their task (in a group) is to categorize the emotions according to whether they are positive, neutral or negative</td></tr>
<tr><td>Speaking</td><td>10 min.</td><td colspan="2">How would you feel if...?
- Learners make pairs and each learner in the pair gets a list of situations
- Learners have to ask each other how would they feel in that specific situation
- Each learner in the pair has a different list of situations
- Learners can choose which situations they will use, however, they have to talk with each other for 6 minutes
- First, the teacher demonstrates the task with one of the learners
- At the end, learners will say how would they feel in a specific situation to their classmates</td></tr>
<tr><td>Listening, writing</td><td>10 min.</td><td colspan="2">What emotion does it represent?
- Learners get a blank piece of paper, where they will write emotions that are connected to different music samples
- The teacher plays the samples one by one and waits until the learners will write an emotion on their paper</td></tr>
</table>

End of the lesson	7 min.	**Self-assessment –** Draw an emoji - Learners draw an emoji, how do they feel after the lesson - Learners complete the assessment sheet
Extra activities:	---	

List of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners	Mostly yes Yes	SAK 1 – For most learners the lesson was adequate, however, for one learner from Australia it was too easy SAK 2 – Each learner participated and learned something new
Discipline	Yes	No disciplinary problems
Lack of participation	Yes	All learners were participating, even the learner whose language ability is quite low
Interest	Yes	Learners were interested in the music samples, especially the modern ones
Appropriate materials	Yes	The materials were appropriate
Principles of differentiation	**Yes/No**	**Commentary**
Proactive	Yes	The learners were the active participants of the lesson
Adjusted quality not quantity	Yes	The learners could only talk about one situation but for 6 minutes
Assessment	Yes	During various activities, self-assessment at the end of the lesson
Learner-centred lesson	Yes	
Various organisation forms	Yes	Pair work, whole classroom work, individual work, group work
Differentiating ...	**Yes/No**	**Commentary**
Content	No	
Process	Yes	The learners could choose which situations they want to talk about
Product	No	
Environment	No	
Text	No	
Task	No	
Difficulty	Yes	Learners could choose easier questions/situations
Support	Yes	Teacher supported the learners during various tasks
Interest	Yes	Learners chose the questions/situation that they were interested in
Time	No	

Flexible grouping	Yes	Learners could create groups they wanted, however, the pairs were created according to the seating arrangements
Multiple intelligences	Yes	Musical, Linguistic intelligence, Logical-mathematical, interpersonal
Different methods of differentiation	Yes	Compulsory + optional
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes	Yes	All learners met the outcomes

Teacher's assessment

SAK 1

During this lessons learners from the class SAK 1 were active and all of them participated. No discipline problems arose, however, a learner who lived in Australia was little bored during the activity, where the learners should divide the emotions, due to his knowledge of the vocabulary. The learner whose language ability is low was also participating after a little intervention in the speaking activity, where he needed my help. Most active were the learners during the music activity.

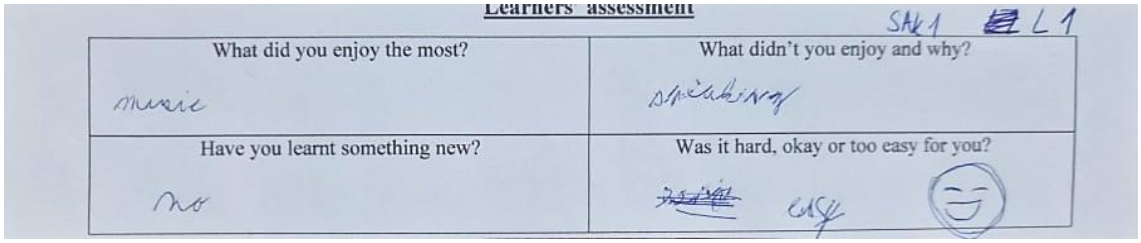
SAK 2

This group had similar results as the class SAK 1, the learners were participating and there were no disciplinary problems. On the other hand, two boys needed additional help during speaking but otherwise everyone managed on their own with minimal support from the teacher. The most liked activity was also the music one, however, this class liked it even more. They were eager to hear the next sample and they sang along with the pop songs. Even the classical songs gain some recollection.

Preparation of the lesson plan

This lesson plan was easy to prepare and the time spent on the creation and production did not take more than an hour. The most time consuming part was finding the right music samples that would represent various emotions.

Learnes' assessments – SAK 1



Learners' assessment SAK 1 L 1

What did you enjoy the most?	What didn't you enjoy and why?
music	[illegible]
Have you learnt something new?	Was it hard, okay or too easy for you?
no	[illegible] easy

Learners' assessment

What did you enjoy the most?	What didn't you enjoy and why?
Líbila se mi hudba	Nevím.
Have you learnt something new?	Was it hard, okay or too easy for you?
Asi nic.	Easy

Learners' assessment SAK 1

What did you enjoy the most?	What didn't you enjoy and why?
Pěkná byla druhá aktivita	Mluvení před třídou
Have you learnt something new?	Was it hard, okay or too easy for you?
Slovíčka	Středně

Learners' assessment SAK 1

What did you enjoy the most?	What didn't you enjoy and why?
The second activity.	I didn't like the first activity.
Have you learnt something new?	Was it hard, okay or too easy for you?
New emotion.	It was OK.

Learners' assessment SAK 1

What did you enjoy the most?	What didn't you enjoy and why?
Moc se mi líbila druhá aktivita, kdy rozdělovaní emoci	Nelíbilo se mi mluvit před celou třídou
Have you learnt something new?	Was it hard, okay or too easy for you?
Naučila jsem se nové emoce	akorát

Learners' assessments – SAK 2

SAK2 L1

Learners' assessment

What did you enjoy the most?	What didn't you enjoy and why?
THE SPEAKING	POSITIVE, NEGATIVE WAS BORING
Have you learnt something new?	**Was it hard, okay or too easy for you?**
YES, BUT I DON'T KNOW WHAT	IT WAS OK ☺

Learners' assessment

SAK2

What did you enjoy the most?	What didn't you enjoy and why?
Druhá aktivita s emocemi.	Nelíbilo se mi první aktivita.
Have you learnt something new?	**Was it hard, okay or too easy for you?**
Pár slovíček.	Jednodušší.

Learners' assessment

SAK2

What did you enjoy the most?	What didn't you enjoy and why?
Líbilo se mi poslední aktivita s hudbou.	Nevím.
Have you learnt something new?	**Was it hard, okay or too easy for you?**
Naučil, ale nevím co.	Bylo to jednoduché.

Learners' assessment

SAK 2

What did you enjoy the most?	What didn't you enjoy and why?
LÍBILA SE MI DRUHÁ AKTIVITA.	NELÍBILO SE MI POVÍDAT SI O EMOCÍCH.
Have you learnt something new?	**Was it hard, okay or too easy for you?**
NAUČILA JSEM SE NOVÉ EMOCE (TERRIFIED).	BYLO TO OK.

Appendix 11 – Materials from lesson 1

Emotion cards

HAPPY	SAD	TIRED
ANGRY	CONFUSED	SHOCKED
SCARED	EXCITED	TERIFFIED
HURT	SHY	IN LOVE
SLEEPY	BORED	HOT
HUNGRY	THIRSTY	SURPRISED
SICK / ILL	GOOD	GREAT
DEPRESSED	NERVOUS	INDIFFERENT
JEALOUS	INTERESTED	CONFIDENT
LONELY	PROUD	HOPEFUL

How would you feel if – partner A

... everyone forgot your birthday?

... you won the lottery?

... you had an important test tomorrow?

... you found out you were adopted?

... someone chewed with their mouth open?

... someone talked and ate popcorn loudly at the cinema?

... you were going on holiday today?

... someone was chasing you (running after you)?

... you saw a monster?

... you had a spider on your hand?

... someone helped you?

... someone was at your door at midnight, when you are home alone and you don't know him/her?

... you got lost in the dessert?

... you start at a new school tomorrow?

... you could meet your favourite celebrity?

How would you feel if – partner B

... you won the Nobel prize?

... you bought a car and it broke down the next day?

... you broke your arm?

... you had nothing to do on Sunday?

... you had just run 10 kilometres?

... someone stole your phone?

... your mom went missing?

... you got 100% on a test?

... the doctor told you, you had one week to live?

... you were on an airplane and there was a bad turbulence?

... your friend had a crush on the same boy/girl?

... you hurt someone and you didn't want to?

... someone gossiped?

... you had an argument with your friend?

... someone dropped litter in the street and not in the bin.

Music samples

ANDERSON, Leroy, 1953. *Ritvélin (The Typewriter*). In: Youtube.com, Iceland Symphone Orchestra, 2018 [online]. Retrieved 5 February 2022, from Leroy Anderson: Ritvélin (The Typewriter) - YouTube.

BARBER, Samuel, 1938. *Adagio for Strings, Op. 11.* In: Youtube.com, Marshall J. Hendrickson, 2008 [online]. Retrieved 5 February 2022, from Samuel Barber - Adagio for Strings - YouTube.

WILLIAMS, John, 1980. *The Imperial March.* In: Youtube.com, CMajorEntertainment, 2019 [online]. Retrieved 5 February 2022, from John Williams: The Imperial March from The Empire Strikes Back - YouTube.

SAINT-SAËNS, Camille, 1875. *Danse Macabre*. In: Youtube.com, qu4tre vingt cinq, 2016 [online]. Retrieved 5 February 2022, from Danse Macabre - YouTube.

SHEERAN, Ed, 2017. *How Would You Feel – Paean.* In: Youtube.com, Ed Sheeran, 2017 [online]. Retrieved 5 February 2022, from Ed Sheeran - How Would You Feel (Paean) [Official Audio] - YouTube.

DARROW, Jessica, 2021. *Surface Pressure (From "Encanto").* In: Youtube.com, DisneyMusicVEVO, 2021 [online]. Retrieved 5 February 2022, from Jessica Darrow - Surface Pressure (From "Encanto") - YouTube.

BIEBER, J. and Benny BLANCO, 2020. *Lonely (Official Music Video).* In: Youtube.com, Justin Bieber, 2020 [online]. Retrieved 5 February 2022, from Justin Bieber & benny blanco - Lonely (Official Music Video) - YouTube.

Appendix 12 – Lesson plan 2 and lesson assessments

<table>
<tr><th colspan="3">Lesson Plan Number 2</th></tr>
<tr><th colspan="2">Grade:</th><th>Date and time:</th><th>Students:</th></tr>
<tr><td colspan="2">SAK 1
SAK 2</td><td>16. 2. 10.55 – 11.40
17. 2. 12.45 – 13.30</td><td>17
14</td></tr>
<tr><td>Aims:</td><td colspan="3">After this lesson learners will be able to:
recall irregular and regular verbs in their simple past form, formulate sentences in past simple, construct questions for the interrogation, cooperate with classmates on different tasks</td></tr>
<tr><td>Focus:</td><td colspan="3">Speaking, grammar (irregular and regular verbs review)</td></tr>
<tr><td>Topic:</td><td colspan="3">Past simple</td></tr>
<tr><td>Materials:</td><td colspan="3">A list of regular and irregular verbs in their simple past form, irregular verb domino, Alibi role play cards</td></tr>
<tr><td>Differentiation:</td><td colspan="3">Content, process, different roles in a group, open-ended exercises</td></tr>
<tr><td>Activity:</td><td>Time:</td><td colspan="2">Task:</td></tr>
<tr><td>Introduction</td><td>3 min.</td><td colspan="2">Introduction, aims</td></tr>
<tr><td>Warm-up</td><td>10 min.</td><td colspan="2">Recall and share
- Teacher writes down on a white board a list of regular and irregular verbs in their past simple forms
- The learners get a piece of paper and have 1 minute to remember all the verbs on the board
- After the minute, learners individually recall the verbs on the board
- Then, for two additional minutes learners form groups and share their lists with others
- Their task is to remember all the verbs written on the board
- After that, the learners check their lists</td></tr>
<tr><td>Irregular verbs review</td><td>5 min.</td><td colspan="2">Domino – game
- Learners get cards into groups, their task is to build the domino from the cards</td></tr>
<tr><td>Speaking</td><td>20 min.</td><td colspan="2">Alibi (different roles in a group)
- Teacher introduces the rules of the game to the learners
- First, learners are divided into 5 groups (1 groups of 4 suspects and 4 groups of police officers, the teacher divides them according to their language ability and their ability to work with each other)
- After that, learners get a worksheet with their role
o suspects go outside the classroom, where they try to create an alibi with the use of pre-set questions
o police officers stay inside the classroom and they try to create a list of questions they want to ask the learners</td></tr>
</table>

		- After 5-7 minutes, the “suspects” come back and individually go into different groups of police officers (4 suspects, 4 groups of police officers) - After 10 minutes, the police officers have to concur on whether the suspects are or are not guilty o if they made three or more mistakes, they are guilty o if they did not make any mistakes or less than three, they are innocent
End of the lesson	7 min.	**Self-assessment** - Learners complete the assessment sheet
Extra activities:	---	

A list of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners	Yes	This lesson provided effective learning for all learners, especially during the alibi activity, where more advanced learners had the opportunity to ask and create questions and the less competent learners had the support from the teachers and the previous preparation of their alibi
Discipline	Yes	No disciplinary problems
Lack of participation	Yes	All learners were participating, only during domino some learners were less active because their classmates were quicker
Interest	Yes	Learners were highly excited during the first activity and the last one
Appropriate materials	Yes	The materials were appropriate
Principles of differentiation	**Yes/No**	**Commentary**
Proactive	Yes	The learners were the active participants of the lesson
Adjusted quality not quantity	Yes	Learners got different versions of the role play cards (suspects were picked by the teachers and they received additional support)
Assessment	Yes	During various activities, self-assessment at the end of the lesson
Learner-centred lesson	Yes	
Various organisation forms	Yes	Whole classroom work, individual work, group work
Differentiating ...	**Yes/No**	**Commentary**
Content	Yes	Different roles, police officers had a more complex task, suspects had an easier task
Process	Yes	Different roles, police officers created questions, suspects answered them
Product	No	
Environment	No	
Text	No	
Task	Yes	Police officers asked the questions, suspects answered them
Difficulty	Yes	Suspects received additional support from the role play card and the teacher
Support	Yes	Teacher supported all learners during various tasks
Interest	No	

Time	No	
Flexible grouping	No	
Multiple intelligences	Yes	Musical, Linguistic intelligence, Logical-mathematical, interpersonal
Different methods of differentiation	Yes	Open-ended, different roles in a group
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes	Yes	All learners were able to recall irregular and regular verbs and cooperate with classmates on different tasks, “suspects” achieved the aim to formulate sentences in past simple, and “police officers” were able to construct questions for the interrogation

Teacher's assessment

SAK 1

Learners were especially active during the first activity, they were walking among each other and they were able to complete the full list of 40 verbs. They were less active during domino, which they weren't especially excited about but they participated and finished it without any problems or further motivation from the teacher. During alibi the group of suspect needed additional help, but after few second they understood the task and at the end managed it really well.

SAK 2

The first activity went nicely in this class SAK 2, however, the learners were less active than in the other class. They shared lists of verbs only in smaller groups and not in the entire classroom, due to that, they were able to recollect only 34 verbs. The second activity was nice and quick and the learners had more time to prepare for the game. The group did not have any problems and the teacher did not have to help any groups.

Preparation of the lesson

The second lesson plan was less time consuming than the first one and the majority of the time was spent on the overall plan of the lesson and how to achieve the aims of the lesson (about thirty minutes). After the plan was conducted, the creation of activities was straightforward and brisk.

Learners' assessment – SAK 1

Learners' assessment L2

What did you enjoy the most?	What didn't you enjoy and why?
alibi was cool	domino
Have you learnt something new?	**Was it hard, okay or too easy for you?**
idk	hard

Learners' assessment SAK 1 2

What did you enjoy the most?	What didn't you enjoy and why?
Hra byla celkem těžká	Nelíbilo se mi domino
Have you learnt something new?	**Was it hard, okay or too easy for you?**
Nějaká slovíčka	Bylo to dost těžké

Learners' assessment SAK 2

What did you enjoy the most?	What didn't you enjoy and why?
alibi	vše bylo v pohodě
Have you learnt something new?	**Was it hard, okay or too easy for you?**
nevím	OK

Learners' assessment SAK 1 2

What did you enjoy the most?	What didn't you enjoy and why?
alibi	waiting for the thief
Have you learnt something new?	**Was it hard, okay or too easy for you?**
yes	it was okay

Learners' assessment * a to nemám ráda. SAK 1 2

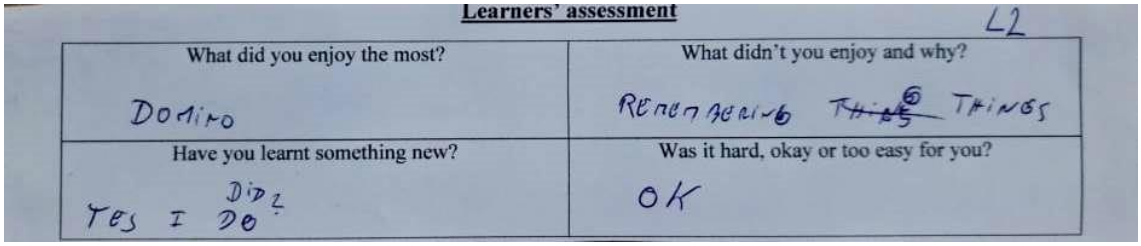
What did you enjoy the most?	What didn't you enjoy and why?
Domino bylo nejlepší.	Nelíbila se mi ta hra na konci, musela jsem mluvit s ostatními *
Have you learnt something new?	**Was it hard, okay or too easy for you?**
Už jsem to uměla. Jsem šikovná :)	Bylo to jednoduché.

Learners' assessment

SAK 1 2

What did you enjoy the most?	What didn't you enjoy and why?
Activity - Alib	Everything.
Have you learnt something new?	**Was it hard, okay or too easy for you?**
words	it was Ok.

Learners' assessment – SAK 2



Learners' assessment L2

What did you enjoy the most?	What didn't you enjoy and why?
DOMINO	REMEMBERING ~~THINGS~~ THINGS
Have you learnt something new?	**Was it hard, okay or too easy for you?**
YES I DID	OK

Learners' assessment SAK 2 L2

What did you enjoy the most?	What didn't you enjoy and why?
alibi	probably nothing
Have you learnt something new?	**Was it hard, okay or too easy for you?**
I don't know what, but definetely yes	It was alright

Learners' assessment SAK 2 L2

What did you enjoy the most?	What didn't you enjoy and why?
Já hraje na zlodějě.	nic
Have you learnt something new?	**Was it hard, okay or too easy for you?**
něco jo, ale nevím co.	Jednoduché!

Learners' assessment SAK 2 L2

What did you enjoy the most?	What didn't you enjoy and why?
Skupinová hra.	Všechno jsem si užil.
Have you learnt something new?	**Was it hard, okay or too easy for you?**
Už jsem vše uměl.	Jednoduché.

Learners' assessment SAK 2 L2

What did you enjoy the most?	What didn't you enjoy and why?
HODNĚ SE MI LÍBILO ALIBY. BYLA TO SRANDA.	VŠE BYLO SUPER :)
Have you learnt something new?	**Was it hard, okay or too easy for you?**
NEVÍM :)	JEDNODUCHÉ.

Appendix 13 – Materials from lesson 2

List of regular and irregular verbs in their simple past forms (40 verbs)

meant, told, saw, played, jumped, cried, visited, watched, studied, lived, opened, helped, liked, finished, stayed, was/were, did, bought, could, came, cost, drank, swam, ate, got, had, went, made, met, paid, put, read, ran, said, drove, saw, fell, sit, forgot, wrote

DOMINO – Irregular verbs

SOLD **TO MEAN**	**MEANT** **TO THINK**	**THOUGHT** **TO LET**
LET **TO SPEAK**	**SPOKE** **TO LEAVE**	**LEFT** **TO SIT**
SAT **TO DO**	**DID** **TO GIVE**	**GAVE** **TO HEAR**
HEARD **TO HAVE**	**HAD** **TO KEEP**	**KEPT** **TO TEACH**
TAUGHT **TO UNDERSTAND**	**UNDERSTOOD** **TO GO**	**WENT** **TO BEGIN**
BEGAN **TO BUY**	**BOUGHT** **TO BREAK**	**BROKE** **TO SEND**
SENT **TO WIN**	**WON** **TO COME**	**CAME** **TO TELL**
TOLD **TO GET**	**GOT** **TO FIND**	**FOUND** **TO CUT**
CUT **TO KNOW**	**KNEW** **TO DRIVE**	**DROVE** **TO BE**

WAS/WERE **TO WRITE**	**WROTE** **TO HOLD**	**HELD** **TO SELL**

ALIBI

STORY

Yesterday at 10 pm, the world's biggest diamond disappeared! The police caught two suspects close to the crime scene. Now, they must find out if they are guilty or innocent.

SUSPECTS

Situation: You are a suspect for a crime. You are guilty and you have to make an alibi (fake story). If the police officers find 3 differences in your alibi, you will all go to jail. You have to memorize your story!

Answer these questions and remember your answers.

1. Where and when did you meet?
2. What were you doing there?
3. Who were you with?
4. How long were you there?
5. When did you get home?
6. What were you wearing?

The police can also asked other questions.

POLICE OFFICERS

Situation: You have caught suspects. Ask them these questions and find out if they are guilty. If you find 3 differences in their alibi, they will go to jail. You can ask how many question you want.

1. What is your name?
2. Where and when did you meet?
3. What were you doing there?
4.
5.
6.
7.
8.

Appendix 14 – Lesson plan 3 and lesson assessments (with learners assessments for lesson 3 and 4)

<table>
<tr><th colspan="4">Lesson Plan Number 3</th></tr>
<tr><th>Teacher:</th><th>Grade:</th><th>Date and time:</th><th>Students:</th></tr>
<tr><td>Bc. Tereza Krsková</td><td>SAK 1
SAK 2</td><td>23. 2. 10.55 – 11.40
24. 2. 12.45 – 13.30</td><td>17
16</td></tr>
<tr><td>Aims:</td><td colspan="3">After this lesson learners will be able to:
remember family members vocabulary, ask and answer a question in past simple, communicate with group members</td></tr>
<tr><td>Focus:</td><td colspan="3">Speaking, reading, writing, vocabulary</td></tr>
<tr><td>Topic:</td><td colspan="3">Royal family, past simple</td></tr>
<tr><td>Materials:</td><td colspan="3">PowerPoint presentation, vocabulary worksheet, short texts with royal news, pieces of paper, dictionaries, assessments, individual work worksheet</td></tr>
<tr><td>Differentiation:</td><td colspan="3">Product, process, scaffolding, different levels of complexity
individual work – open-ended</td></tr>
<tr><td>Activity:</td><td>Time:</td><td colspan="2">Task:</td></tr>
<tr><td>Introduction</td><td>3 min.</td><td colspan="2">Introduction, aims</td></tr>
<tr><td>Warm-up</td><td>5 min.</td><td colspan="2">What did you do yesterday?
- Teacher asks a question “What did you do yesterday?” and also answers the question herself
- After that, the teacher asks one learner another question, he answers and then he asks somebody else a different question
- The learners can choose from 6 questions in a presentation or they can create their own questions</td></tr>
<tr><td>Vocabulary</td><td>10 min.</td><td colspan="2">Royal family tree
- Learners get a worksheet with missing family members
- They fill in the blanks with appropriate family member with the use of a royal family tree
- The teacher shows the family tree on the interactive board</td></tr>
<tr><td>Reading, writing</td><td>25 min.</td><td colspan="2">Royal news
- Learners create groups and each group gets a short text about some British royal family news
- Their goal is to make a report about the situation, they can choose from fb post, Instagram post, TV news, radio news, ...
- They have a list of criteria they have to complete
o make a report
o give the report a title
o summarise the text in the report
o use past tense
o use emotion/feeling
o do not disturb others</td></tr>
</table>

		○ present your report - Learners can use dictionaries and mobile phones to look for vocabulary or ideas how to make the report
End of the lesson	2 min.	**Self-assessment** - Quick assessment of the lesson
Extra activities:	**Individual work –** instead of royal news - For those learners, for which the royal news activity would be too difficult for various reasons (group work, texts, ...) - Learners work individually on three different tasks ○ **Task 1** – **Queen/King for a day** – learners have to plan their day as if they were Queen or a King of some country and then compare it with the Queen Elizabeth's II. daily routine ○ **Task 2** – **Create questions for the Queen** – learners create questions according to some answers ○ **Task 3** – **An interview with the Queen** – learners create an interview with the Queen, they can use her daily routine	

A list of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners	Yes	All learners have been learning, the learner who lived in Australia too. He also stated after the lesson that he enjoyed this lesson the most because it was not boring and easy.
Discipline	Yes	No disciplinary problems
Lack of participation	Rather yes Yes	SAK 1 – During *royal news*, one learner stopped participating and he had to been moved to another group. After that, he worked the whole time and no further problems arose. SAK 2 – All learners were active.
Interest	Yes	Learners chose the text according to their interest. In both classes, one group chose a text and then after reading they opted for another one, because it was more fascinating.
Appropriate materials	Yes and no	For some groups the texts were appropriate, however, some groups had to translate a lot to be able to understand the text. Nevertheless, all groups from both classes were able to complete the tasks.
Principles of differentiation	**Yes/No**	**Commentary**
Proactive	Yes	
Adjusted quality not quantity	Yes	
Assessment	Yes	During the lesson and self-assessment at the end of the lesson.
Learner-centred lesson	Yes	
Various organisation forms	Yes	Whole class work, individual work, group work
Differentiating ...	**Yes/No**	**Commentary**
Content	Yes	Different texts
Process	Yes	Learners could choose to work in groups or individually (four learners chose to work individually from SAK 2, and one from SAK 1)
Product	Yes	Learners chose from different types of reports (FB post, Instagram post, ...)
Environment	No	
Text	Yes	Different texts
Task	Yes	Individual work had different tasks than the group work

Difficulty	Yes	Some texts were harder than others
Support	Yes	Learners got support throughout the different activities (scaffolding)
Interest	Yes	Learners could choose the topic of their report according to their interests
Time	No	
Flexible grouping	No	Learners created the groups by themselves
Multiple intelligences	Yes	Verbal-linguistic, spatial, interpersonal
Different methods of differentiation	Yes	Open-ended task in individual work
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes	Yes	All learners achieved the three outcomes of this lesson.

Teacher's assessment

SAK 1

In this lesson, one learner stopped working (*royal news)*, he told the teacher he did not want to be in the group and that he wants to go to another group. For this reason, he could change the group and afterwards he started working and was participating till the end of the lesson. Apart from him, all learners were active the whole lesson. Learners were notably excited to create the reports and they started working right away. There were no problems once they started working. The first two activities went also according to the plan.

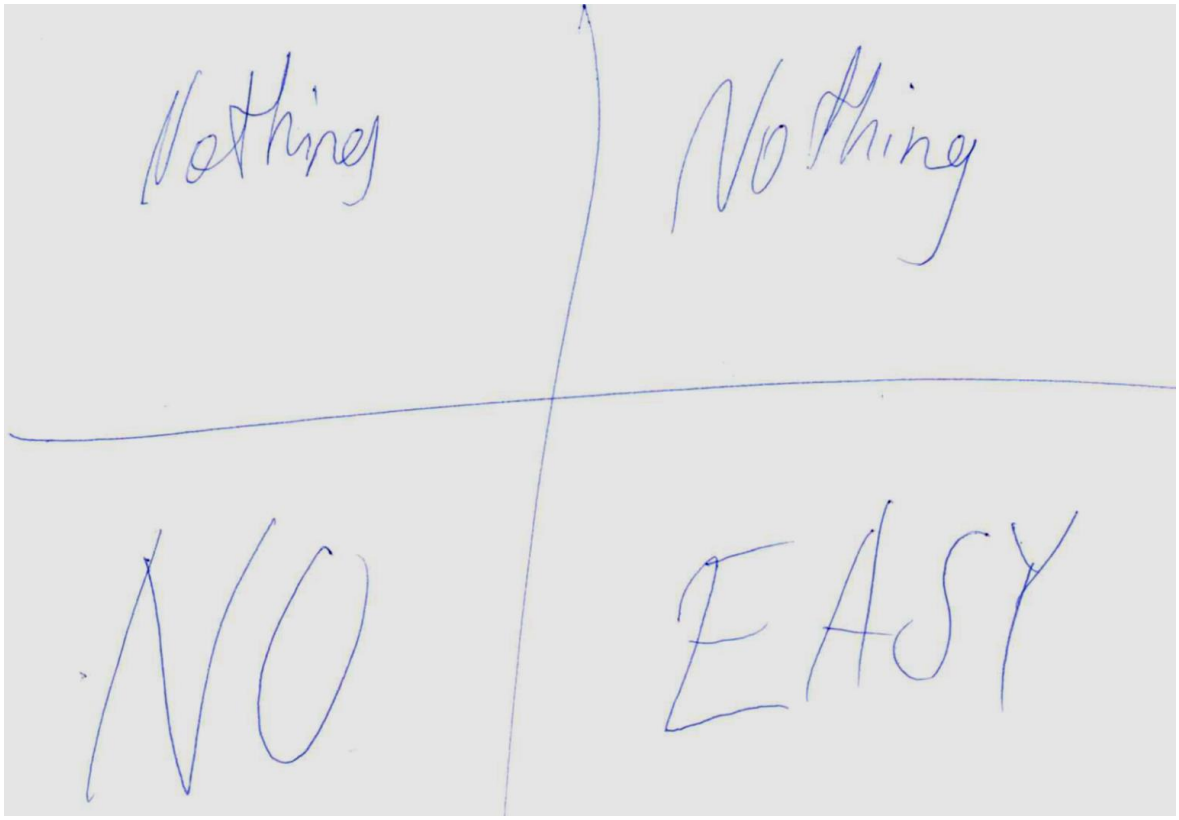
SAK 2

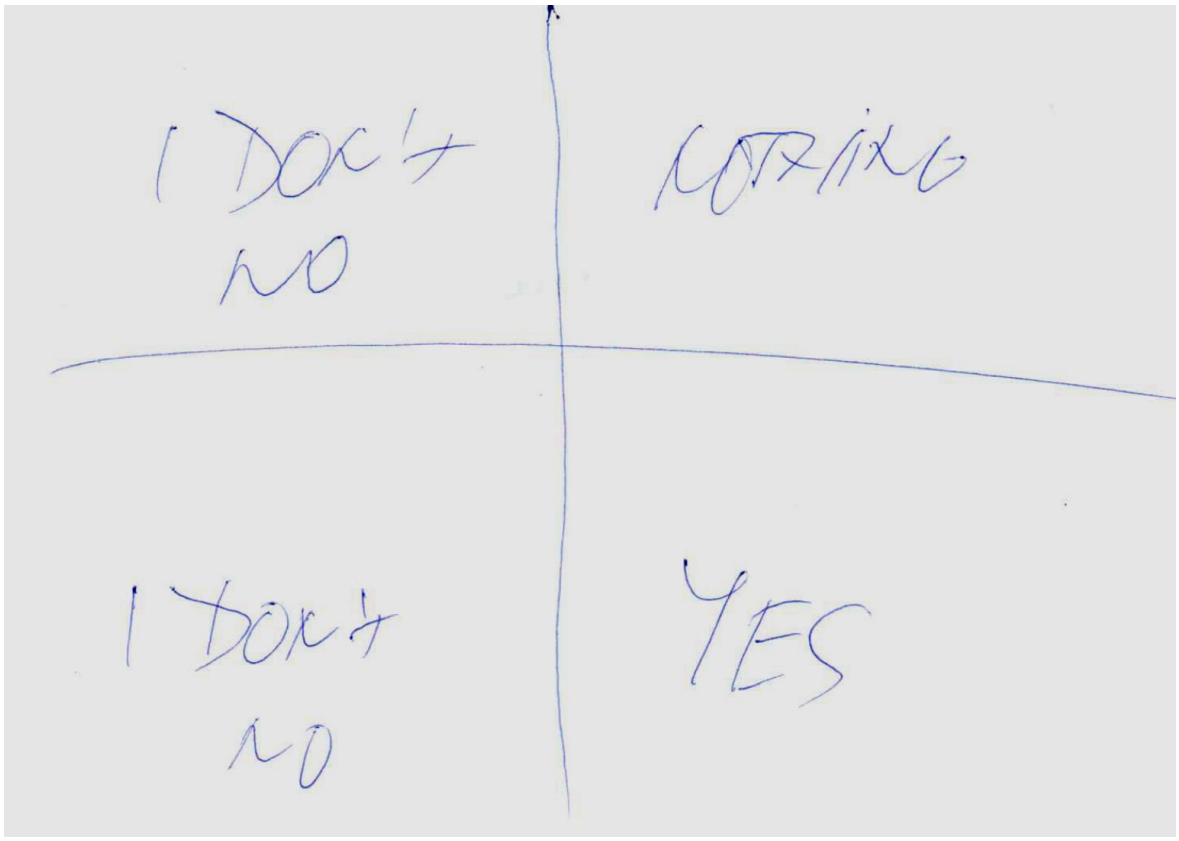
The first activity went well and learners communicated with each other the whole six minutes. During the second activity, learners were quiet and they were paying attention to the task. They managed to complete the second activity fast and they had more time to work on the *royal news.* Nevertheless, two groups did not really know what to do with their texts, and therefore one group opted for individual work and the other one chose different text. After that, there were no problems and the teachers helped learners only with difficult phrases that they could not find in dictionaries.

Preparation of the lesson plan

This lesson plan took the longest to prepare, due to the number of materials needed. It took about one and a half hours to complete all the materials for the learners. The most problematic part was to find interesting and relatively easy news about the royal family, which had to be adjusted for the learners' abilities, needs and interests.

Learners' assessments – SAK 1





I enjoyed making this project, it was fun.

No, I didn't learnt something new.

1 TEAM WORK

2 YES

3 I'M DON'T KNOW

4 YES

1 I liked creating the door of the queen.

2 I don't know

3

4 It was okay.

1. kreslení, skupinová práce
2. Yes (ano)
3. nic vše jsem si aspoň trochu užila
4. tak napůl něco bylo lehké a něco težší

1. NOTHING 2. IDK

3. IDK 4. IDK

1 OK 3 TACIBBLE

2 IBK 4 BK

Learners' assessments – SAK 2

I enjoyed it
I didn't enjoy my friend in group
preasent it its hard

No, I didn't

1. týmovou práci
2. Povídaní před tabulí
3. asi ne
4. bylo to asi ~~tak~~ středně obtížné

1 kreslení, a vymíšlení komentáru
2. ano plop byl zajímavý
3. vymíšlení názvu
4. docela těžké

1. ~~kreslení~~ ~~na~~ ~~internetové stránky~~ drawing the internet screen
2. i don't know
3. Yes
4. it was okay

1. ~~nevybíno~~
líbilo se mi jak jsme pracovali ve skupinkách

2. nic - učila jsem se to

3. Yes ~~but~~

4. its okay

1) fun with my friends

2) ~~Nothing~~ Nothing

3) ~~If~~ yes but I don't know what

4) too easy

1. bylo dobře hodné

2. naučila jsem se dobře hodně

3. nic

4. něco bylo více a něco méně děsivé

1 IDK
2 N
3 IDK
4 Ij hard

1. IDK
2. NO
3. IDK
4. ITS EASY FOR ME

I enjoyed ~~listening to presentation~~ making the project, it was fun.

The fun that happened.

Not really.

No it wasen't.

1. Líbila se mi práce ve skupině.
2. Nová slovíčka
3. Nic
4. Bylo to okay

Appendix 15 – Lesson plan 4 and lesson assessments (without learners' assessment)

<table>
<tr><th colspan="5">Lesson Plan Number 4</th></tr>
<tr><th colspan="2">Teacher:</th><th>Grade:</th><th>Date and time:</th><th>Students:</th></tr>
<tr><td colspan="2">Bc. Tereza Krsková</td><td>SAK 1
SAK 2</td><td>2. 3. 10.55 – 11.40
3. 3. 12.45 – 13.30</td><td>15
16</td></tr>
<tr><td>Aims:</td><td colspan="4">After this lesson learners will be able to:
present their royal news for the whole classroom, listen to their classmates, give feedback to their classmates</td></tr>
<tr><td>Focus:</td><td colspan="4">Speaking, writing</td></tr>
<tr><td>Topic:</td><td colspan="4">Royal family</td></tr>
<tr><td>Materials:</td><td colspan="4">PowerPoint presentation (the list of criteria for the royal news), pieces of paper, dictionaries, assessment sheets, individual work worksheet</td></tr>
<tr><td>Differentiation:</td><td colspan="4">Product, Scaffolding, different levels of complexity
individual work – open-ended</td></tr>
<tr><td>Activity:</td><td>Time:</td><td colspan="3">Task:</td></tr>
<tr><td>Introduction</td><td>3 min.</td><td colspan="3">Introduction, aims</td></tr>
<tr><td>Reading, writing</td><td>20 min.</td><td colspan="3">Royal news
- Learners finish their Royal news from previous lesson
- Learners can use dictionaries and mobile phones to look for vocabulary or ideas how to make the report</td></tr>
<tr><td>Assessment, feedback from learners</td><td>15 min.</td><td colspan="3">Royal news presentation
- Each group presents their royal news presentation for 2 minutes
- Learners who worked individually in the last lesson use "two stars and a wish" assessment technique to assess the presentations</td></tr>
<tr><td>End of the lesson</td><td>7 min.</td><td colspan="3">Self-assessment
- Learners fill in the assessment sheet for the last two lessons (L3 + L4)</td></tr>
<tr><td>Extra activities:</td><td colspan="4">Individual work – instead of royal news
- Learners finish their individual work from previous lesson</td></tr>
</table>

A list of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners	Yes	All learners learnt in this lesson.
Discipline	Yes	No disciplinary problems
Lack of participation	Yes	Learners were active the entire lesson, even during the presentation of their classmates reports
Interest	Yes	Learners chose the text according to their interest. In both classes, one group chose a text and then after reading they opted for another one, because it was more fascinating.
Appropriate materials	Yes and no	For some groups the texts were appropriate, however, some groups had to translate a lot to be able to understand the text. Nevertheless, all groups from both classes were able to complete the tasks.
Principles of differentiation	**Yes/No**	**Commentary**
Proactive	Yes	
Adjusted quality not quantity	Yes	
Assessment	Yes	During the lesson, assessment from their classmates, and self-assessment at the end of the lesson.
Learner-centred lesson	Yes	
Various organisation forms	Yes	Whole class work, individual work, group work
Differentiating ...	**Yes/No**	**Commentary**
Content	Yes	Different texts
Process	Yes	Learners could choose to work in groups or individually (four learners chose to work individually from SAK 2, and one from SAK 1)
Product	Yes	Learners chose from different types of reports (FB post, Instagram post, ...)
Environment	No	
Text	Yes	Different texts
Task	Yes	Individual work had different tasks than the group work
Difficulty	Yes	Some texts were harder than others
Support	Yes	Learners got support throughout the different activities (scaffolding)

Interest	Yes	Learners could choose the topic of their report according to their interests
Time	No	
Flexible grouping	No	Learners created the groups by themselves
Multiple intelligences	Yes	Verbal-linguistic, spatial, interpersonal
Different methods of differentiation	Yes	Open-ended task in individual work
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes	Yes	Learners well able to present their reports and the others game them feedback according to the presentation.

Teacher's assessment

SAK 1

In this lesson, the learners completed their reports or individual work. After finishing, the learners gave each other feedback, which was quite thorough and positive. There was an amazing atmosphere in the classroom. Each learner was active and they supported each other.

SAK 2

This lesson took place in the same manner as in the class SAK 1. In addition, the learners from this class listened to their classmates more, however, their feedback was less thorough. The learners were active throughout the whole lesson.

Preparation of the lesson plan

There was little preparation for this lesson because learners finished their projects and the rest of the lesson has been used for assessment. The whole preparation did not take longer than ten minutes.

Appendix 16 – Materials from lesson 3 and 4

Family members vocabulary

Brother, grandmother, aunt, cousin, daughter-in-law, son-in-law, mother-in-law, grandson, nephew / niece, mother, father, grandfather, father-in-law, granddaughter

Princess Diana was Catherine's _____.

Catherine is Prince Charles' _____.

Queen Elizabeth II. is Prince William's _____.

Meghan is Princess Charlotte's _____.

Prince Philip was King George VI _____.

Princess Charlotte is Archie's _____.

Prince William is Prince Harry's _____.

Prince Louis is Prince Charles' _____.

Archie Harrison is Prince George's _____.

King George VI is Princess Margaret's _____.

Royal news texts

Harry and Meghan

The British royal family is in shock. Queen Elizabeth's grandson Prince Harry has decided to leave the UK and walk away from the royal family. Harry and his wife Meghan will move to Canada. They both want a new life away from the paparazzi in the UK. Prince Harry's mother, Diana, Princess of Wales, died because paparazzi photographers chased the car she was in. Harry told the world about his decision on social media. He wrote on Instagram: "We intend to step back as 'senior' members of the Royal Family." He added that living in Canada would provide his family, "with the space to focus on the next chapter".

The UK media reported that the Queen was not happy with Prince Harry's decision. The Queen, Harry's father Prince Charles and brother Prince William talked to Harry about his future. Reporters said Charles might cut the money he gives to his son. Harry and Meghan have official titles as members of the royal family - they are the Duke and Duchess of Sussex. If they leave the UK, they may lose those titles. The opinion of people in the UK is divided. Some say Harry is a traitor; others support Harry and say the media was racist towards Meghan. London's waxworks museum Madame Tussauds has removed Meghan and Harry from its royal family display.

Prince Harry's biggest fear before leaving the royal family was "history repeating itself" with his wife facing the intense scrutiny once faced by his late mother, Princess Diana.

"For me, I'm just really relieved and happy to be sitting here talking to you with my wife by my side, because I can't begin to imagine what it must have been like for her going through this process by herself," the Duke of Sussex said, holding his wife's hand.

(Banwille, online)

Queen Elizabeth II.

The UK Queen has celebrated her platinum jubilee. Queen Elizabeth II, 95, became Queen on February the 6th 1952 after the death of her father King George VI. She marked her 70-year anniversary at her country home. A person who attended a party there said the Queen was in "sparkling" form. She added: "Seventy years on the throne shows the Queen has been a moving example to absolutely everyone in all walks of life."

The Queen was on safari in Kenya 70 years ago when news came of her father's death. She was 25. She is Britain's longest serving monarch. Queen Victoria was Queen for 63 years. Elizabeth has been a part of UK life for a century. She has seen 14 UK Prime Ministers come and go. She has also owned more than 30 corgis. Fox News said the Queen has had "an unprecedented reign…as the United Kingdom navigated an age of uncertainty".

The Queen has no public events scheduled for the anniversary on Sunday, when she is expected to be at Windsor Castle and attending a church service.

(Banville, online)

Princess Diana, Prince Charles, Camilla

A fairy tale, it was not.

But that's how it looked when Diana Spencer walked down the aisle in a 25-foot train to marry her prince in 1981, a girl of 20 seemingly destined to become queen. With 750 million people around the world watching, Diana said "I do" to 32-year-old Prince Charles.

Their 15-year marriage was doomed from the start. As the public would come to find out (in tabloid nirvana for the British media) Charles' heart was tied up with Camilla Shand, a woman he met over a decade earlier in 1970.

But the royal family didn't like their relationship and so prince Charles started dating young and blond Lady Diana Spencer in 1981. She was a 19-year-old daughter of an earl from a family older than the Windsors.

Was it real? A reporter asked the pair if they were in love in 1981. "Of course," replied a demure Diana. "Whatever 'in love' means," added Charles. Ouch. The couple famously only saw each other about a dozen times before they married.

In 1995, BBC journalist Martin Bashir asked Princess Diana if she believed Camilla contributed to the breakdown of her marriage. "Well, there were three of us in this marriage, so it was a bit crowded," she famously replied.

The royal couple divorced in 1996. More than 30 years after their relationship began, Prince Charles married Camilla in 2005.

(Mandell, online)

Kate Middleton, the Duchess of Cambridge

Kate appeared on CBeebies last night to read a story of a baby barn owl named Plop, who is helped to gain confidence and overcome his fears.

During the sweet reading, Kate, who shares Prince George, Princess Charlotte and Prince Louis with Prince William, gave some special advice to little ones facing scary things, telling them that even she gets frightened at times.

Kate said, "We can all feel scared sometimes just like our little owl friend Plop, but as Mrs Barn Own said, 'It's better to find out about the things that scare us before we make up our mind.

"And with the help of others, we can often face things that worry us. Now it's time for bed. Night night and sleep tight."

The royal Bedtime Stories episode was recorded to mark Children's Mental Health Week, a national event that has been held every year since 2015, when it was founded by the charity Place2Be, of which Kate is a patron.

(Chibaduki, 2022, online)

Camilla

Just four days after Clarence House announced Prince Charles tested positive for COVID, they shared that his wife, Camilla, Duchess of Cornwall, has also tested positive and is self-isolating. “We continue to follow government guidelines,” Clarence House shared.

Since Prince Charles tested positive on February 10, Camilla has undertaken a series of public visits. The night before Prince Charles’s COVID positive test, the royal couple attended a reception to celebrate the British Asian Trust at the British Museum.

The last time Prince Charles contracted COVID in March 2020, Camilla tested negative. At the time, the Prince of Wales said he only had mild symptoms, saying he’d “got away with it quite lightly.”

Ahead of testing positive for COVID this time around, Prince Charles met with his mother the Queen “recently”—a specific timeline has not been shared publicly. The 95-year-old British monarch is not currently displaying any symptoms, and her health is being monitored closely.

Last week, Queen Elizabeth and Camila were in the news when the Queen used her Platinum Jubilee message to say Camilla should be called Queen. A Clarence House spokesperson said that Charles and Camilla were “touched and honoured by Her Majesty’s words.”

(Burack, 2022, online)

Queen Elizabeth II.

"This morning The Prince of Wales has tested positive for COVID-19 and is now self-isolating," reads a statement released on Thursday morning. This is the second time Prince Charles has had COVID. In March of 2020, he was one of the first public figures to be diagnosed with the novel coronavirus in the early days of the pandemic.

Despite Charles's mild symptoms at the time, Prince William—who also contracted the virus in the spring of 2020 but kept that diagnosis a secret for several months—was "quite concerned" for his father's health. "I have to admit at first I was quite concerned," William said in April 2020. "He fits the profile of somebody of the age he's at, which is you know fairly risky, and so I was a little bit worried."

While he is now self-isolating, the Prince of Wales recently met with the Queen, although a specific timeline has not been shared publicly. The 95-year-old British monarch is not currently displaying any symptoms, and the situation is being monitored closely. Fortunately, both Prince Charles and the Queen are vaccinated.

As the omicron variant continues to spread in Europe, Prince Charles is not the only royal to have recently contracted COVID. Spain's King Felipe VI also tested positive this week, as did Queen Margarethe of Denmark.

(Henni, 2022, online)

Individual work worksheet

TASK 1 – QUEEN/KING FOR A DAY

Imagine you are the Queen / King for a day. What would you do? Where would you go? Who would you meet?
You have all the money you need and all the people you need to help you plan your ideal day.

- Plan things for morning, afternoon, evening and night. Add why you would do it.
- Then, compare your ideal day with Elizabeth II. daily routine.

TASK 2 – CREATE QUESTIONS FOR THE QUEEN

You are a journalist, and you are writing an interview with Queen Elizabeth II. You have some of her answers, ask her questions.

You: _____.

The Queen: I am Queen Elizabeth II.

You: _____.

The Queen: I was born on 21 April 1926.

You: _____.

The Queen: I am Queen of the United Kingdom.

You: _____.

The Queen: I have four children.

You: _____.

The Queen: Their names are Charles, Anne, Andrew and Edward.

You: _____.

The Queen: Yes, I have thirteen dogs.

TASK 3 – AN INTERVIEW WITH THE QUEEN

Create an interview with the Queen.

- You are a student at a school, which Queen Elizabeth II. is visitsing. You must tell her about your school and you also want to find out as much as you can about the Queen.
- You have only one problem. The Queen doesn't want to tell you too much because she is scared that the information will be published in a newspaper.

ELIZABETH'S II. DAILY ROUTINE

Mornings

- She wakes up at 7.30 am. She listens to the "Today" program on BBC Radio 4.
- After breakfast, her Majesty begins the working day. She starts at 9.30 am and she does her paperwork. After that, Queen meets with different foreign authorities and gives them 10 minute in the Audience Room.

Afternoons

- The Queen has lunch at 1.30 pm alone or with her children. After lunch, the Royal Chef presents the week's menu to the Queen for approval.
- After that, the Majesty goes for a stroll in the Palace gardens. She usually walks alone.
- After her walk, the Queen relaxes for thirty minutes, reading newspapers.
- All her afternoon engagements end by 4.30 pm and she returns to the Palace at 5 pm for tea.
- When she finishes drinking her tea, she return to her office for an hour to wrap up the day.

Evenings and nights

- The Queen stays in her private rooms for dinner. She spends evenings watching TV or reading in the sitting room next to her office.
- Most of the nights to check on correspondence from leaders in the Commonwealth and United Kingdom.
- The Vice-Chamberlain of the Household delivers a report to the Queen with priorities for the next day.
- The Queen goes to bed at 11 pm.

PowerPoint presentation

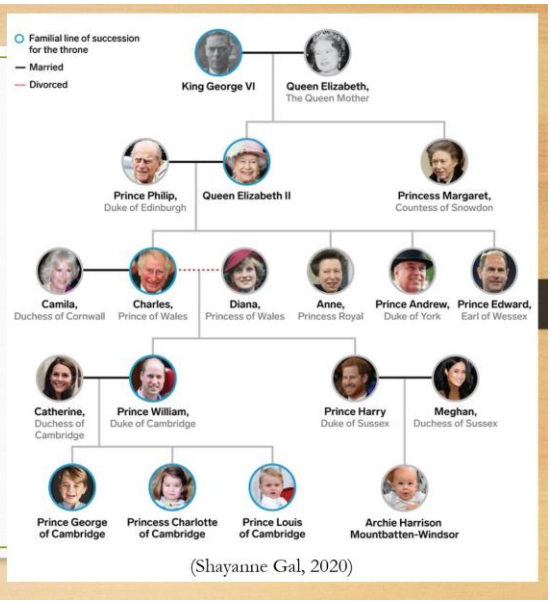
What did you do yesterday?

I watched TV and had kebab for dinner.

- Did you watch TV yesterday?
- What did you have for dinner last week?
- What book did you read last time?
- What did you buy last week?
- Where did you go on holiday last year?
- What did you do yesterday evening?

Royal family vocabulary

- Brother
- Grandmother
- Aunt
- Cousin
- Daughter-in-law
- Son-in-law
- Mother-in-law
- Grandson
- Nephew / Niece
- Mother
- Father
- Grandfather
- Father-in-law
- Granddaughter



(Shayanne Gal, 2020)

Royal family news

- Make a **report** about your topic (TV, instagram post, FB post, …)
- Give a **title** to your report
- **Summarise** the story
- Use **past tense** when needed
- Use at least **1 emotion/feeling**
- Don‘t disturb other groups
- **Present** it

Sources

GAL, Shayanne, 2020. *Fimilial Line of Succession for the Throne*. In: Businessinsider [online]. Retrieved 10 February 2022, from https://www.businessinsider.com/royal-family-tree-british-monarchy-house-of-windsor-2018-5#king-george-vis-descendants-dominate-the-current-line-of-succession-2.

Appendix 17 – Lesson plan 5 and lesson assessments

<table>
<tr><th colspan="3">Lesson Plan Number 5</th></tr>
<tr><th colspan="2">Grade:</th><th>Date and time:</th><th>Students:</th></tr>
<tr><td colspan="2">SAK 1
SAK 2</td><td>9. 3. 10.55 – 11.40
10. 3. 12.45 – 13.30</td><td>18
15</td></tr>
<tr><td>Aims:</td><td colspan="3">After this lesson learners will be able to:
answer future questions, create predictions, cooperate on tasks</td></tr>
<tr><td>Focus:</td><td colspan="3">Speaking, listening, grammar</td></tr>
<tr><td>Topic:</td><td colspan="3">Future (will), prediction</td></tr>
<tr><td>Materials:</td><td colspan="3">Crystal ball (any kind of ball will do), whiteboard, markers, find someone who worksheets (2 versions), Mr. Bean video, a list of verbs, Fortune Teller (song by Maroon 5), Fortune teller discussion cards (two versions)</td></tr>
<tr><td>Differentiation:</td><td colspan="3">Content, Interest</td></tr>
<tr><td>Activity:</td><td>Time:</td><td colspan="2">Task:</td></tr>
<tr><td>Introduction</td><td>3 min.</td><td colspan="2">Introduction, aims</td></tr>
<tr><td>Warm-up</td><td>5 min.</td><td colspan="2">Fortune teller
- Teacher comes to the classroom with a magical crystal ball and predicts her future
- Then the teacher predicts the future of some learners and writes down the predictions
o I will have children in 2050.
o You will be an artist.
o You will not have green hair.
o You will get a tattoo.
o You won’t get divorced.
- After that, the teacher gives one learner a crystal ball to try it – “My crystal ball is telling me that ...”</td></tr>
<tr><td>Speaking</td><td>10 min.</td><td colspan="2">Find someone who
- Learners have a choice to pick one of two different versions of the same worksheet
o First version – learners have to collect only names of their classmates and they have a support for creating the questions
o Second version – learners have to collects name of their classmates and additional information, also they have no support for creating the questions
- After, they choose they go around the classroom and ask their classmates the questions on the worksheets</td></tr>
<tr><td>Listening, Speaking</td><td>10 min.</td><td colspan="2">Mr. Bean
- Learners watch a short video from the TV series Mr. Bean, the teachers stops the video after few seconds and the learners guess what will happen next
- Learners get a list of verbs they might need during the activity which they can use but do not have to</td></tr>
</table>

Listening, Speaking	10 min.	**Fortune teller discussion or "*Fortune Teller*" song by Maroon 5** - Learners choose between two activities o **fortune teller discussion**, in which they get cards with pictures and they have to create questions and discuss if it is something that will happen (2 versions) ▪ **First version** – includes questions ▪ **Second version** – does not include questions o ***"Fortune Teller"* song by Maroon 5**, in which they would listen to a song and complete a worksheet (2 versions) ▪ **First version** – includes a list of words, easier version ▪ **Second version** – does not include a list of words, harder version
End of the lesson	7 min.	**Self-assessment** - Learners complete the assessment sheet
Extra activities:	---	

A list of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners	Rather no	The majority of the learners were learning during this lesson, however at least 3 learners from each classroom already knew the grammar and the tasks were not complex enough.
Discipline	Yes	No disciplinary problems
Lack of participation	Yes Rather yes	SAK 1 – Learners were participating during the entire lesson. SAK 2 – Learners were active for the majority of the lesson but during the activity *Mr. Bean* only some learners were participating.
Interest	Yes	Learners could choose the last activity according to their interest, there was no learner who would pick the speaking exercise since all learners opted for the song. SAK 1 – Learners also found Mr. Bean fun and exciting.
Appropriate materials	Yes	There were two versions of two activities: *Find someone who, Fortune teller song*. The versions were appropriate for the different levels of language ability.
Principles of differentiation	**Yes/No**	**Commentary**
Proactive	Yes	
Adjusted quality not quantity	Yes	
Assessment	Yes	During the lesson and self-assessment at the end of the lesson.
Learner-centred lesson	Yes	
Various organisation forms	Yes	Whole class work, individual work, group work
Differentiating ...	**Yes/No**	**Commentary**
Content	Yes	Various worksheets
Process	No	
Product	No	
Environment	No	
Text	Yes	Different versions of worksheets
Task	Rather no	There were some differences between the worksheets but nothing major.

Difficulty	Yes	Different difficulties of the questions
Support	Yes	Learners were supported by the teacher and during the *Mr. Bean* activity, they received a list of verbs.
Interest	Yes	Learners could choose the last activity according to their interest, there was no learner who would pick the speaking exercise since all learners opted for the song. SAK 1 – Learners also found Mr. Bean fun and exciting.
Time	No	
Flexible grouping	No	
Multiple intelligences	Yes	Verbal-linguistic, spatial, interpersonal, musical, bodily-kinaesthetic
Different methods of differentiation	No	
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes	Yes	At the end of the lesson, all learners from both classes were able to achieve the aims of the lesson.

Teacher's assessment

SAK 1

Learners were rather lively, they communicated with each other, created predictions for each other. They were most enthusiastic about the *find someone who* activity, which was obvious due to their excitement and quick mingling around the classroom. All learners were asking questions and trying to find the answers from their classmates. During the *Mr. Bean* activity, learners had fun and all of them tried to predict at least one thing (one learner used the given verbs). This class chose the song as the activity they wanted to do and they also chose the complexity level of the worksheet. More learners chose the easier option, and therefore there were not enough copies for everybody and one learner had to change her choice and take the harder option. She managed the activity excellently.

SAK 2

Learners in this group were much slower than learners in the class SAK 1, during the first activity they did not know what to say and what predictions they should create. While the *find someone who* learners were participating, however, they filled in the worksheets in smaller groups of learners they are familiar with and they did not mingle. This class did not enjoy the *Mr. Bean* video and only some learners participated. This group also chose the song, and on the contrary from the other class, learners in this group opted for the harder version more often than for the easier one. This time there were enough copies for all learners (both harder and easier versions), however, there was a mistake when handing out the worksheets, when two girls got wrong version of the worksheet.

Preparation of the lesson plan

The preparation took about half an hour and it was effortless. Even though, this lesson contained two versions of multiple tasks, their creation was not difficult for one reason: the harder versions were created by deleting some parts of the easier versions.

Learners' assessments – SAK 1

Doplňování textu v písničce.	Nebavilo mě chození s tou koulí, protože jsem neuměla co říct.
Netušim.	Bylo to těžké uhodnout.

Nejvíce jsem si užila asi písničku.

Neužila jsem si Mr. Bean, protože to nemám ráda.

Naučila jsem se trochu víc budoucí čas.

Bylo to trochu těžké pro mě.

LÍBILO BYLOTO VTIPNÝ (MILUJU ALE MINULÉ TO BYLO VTIPNÝ)	VŠE SE MI LÍBILO
NAUČILA JSEM SE BUDOUCÍ ČAS	BYLO TO SUPER JEDNODUCHÉ

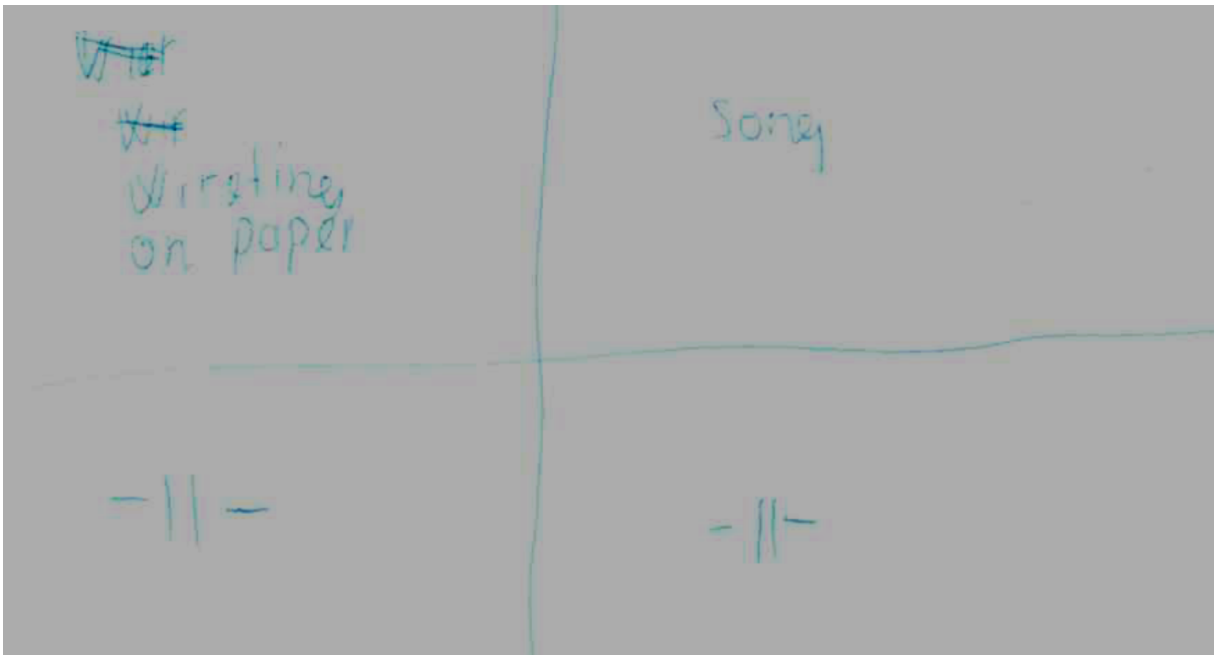
1. bavila mě doplňování slov podle písničky

2. všechno mi bavilo kromě hodiny je zábavná

3. Naučila jsem se mnoho nového

4. Asi napůl něco byla lehké a něco těžší ale že by to byla nějak hodně těžké to se říct nedá

1. I enjoyed the game w crystal balls and prepositions
2. I enjoyed everything
3. No, I didn't
4. sometime letter i listen a songs and write the lyrics



1) Everything 3) I enjoyed everything, because i already know everything.

2) No, i didn't 4) EASY
Most of things
We learn, i already know.

1. Líbila se mi ča'bava s Pa'teli byla to ča'bava

3. ...nothing.

2. Ano naučila ale nevím co

4. it's easy for me

1. - nejvíce se mi líbila doplňování textu podle písniček

3. - nic

2. -

4. - Byla so lehčí

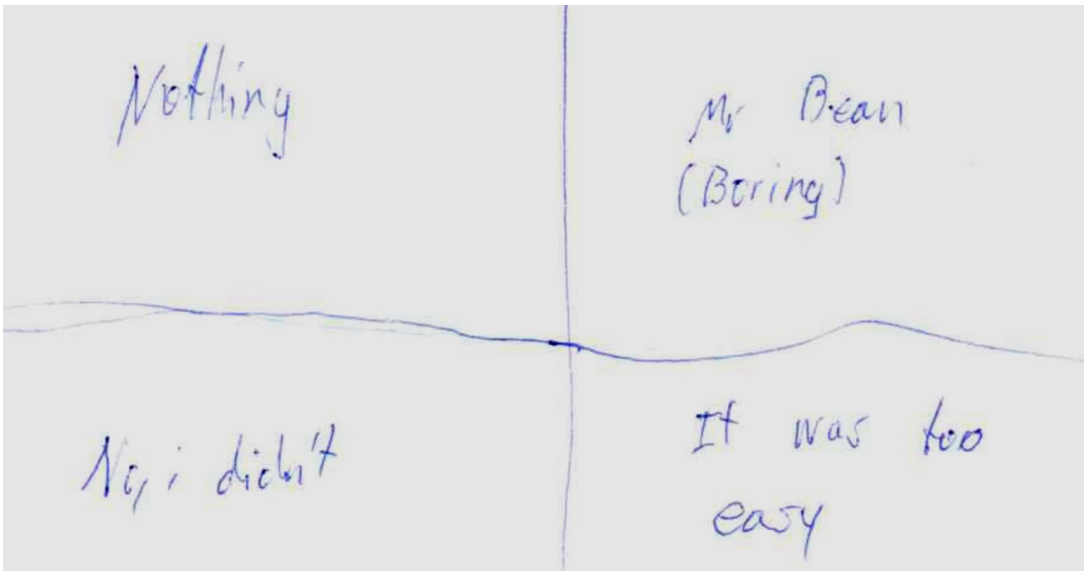
1.

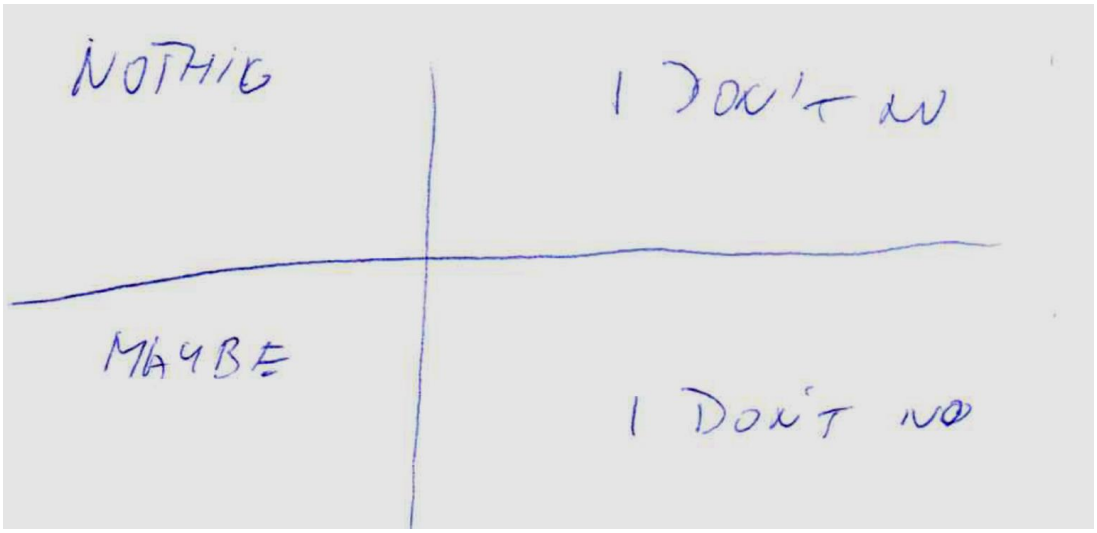
2. Naučila jsem se hodně slovíčka.

3. Nic.

4. Byl to takový mix (něco mi šlo lépe a něco mi šlo méně)

Writing on work paper	SONGS





1. Líbila se mi práce ve skupině.
Doplňování textu písničky.
Taky se mi líbí přístup paní učitelky.

2. Nic

3. Ano, naučila jsem se nová slovíčka.
A více se orientovat v textu.

4. Ne, bylo to v pohodě.
Tak akorát.

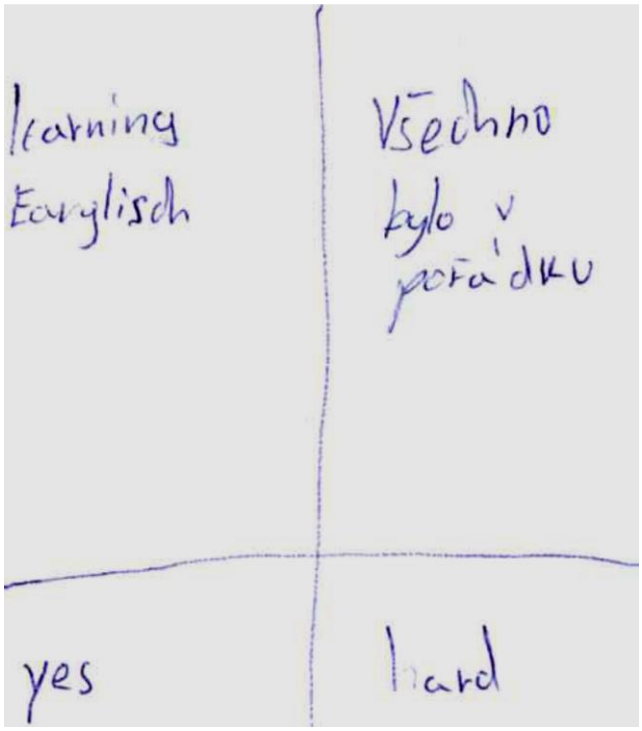
I enjoyed the song, it was kind of fun.

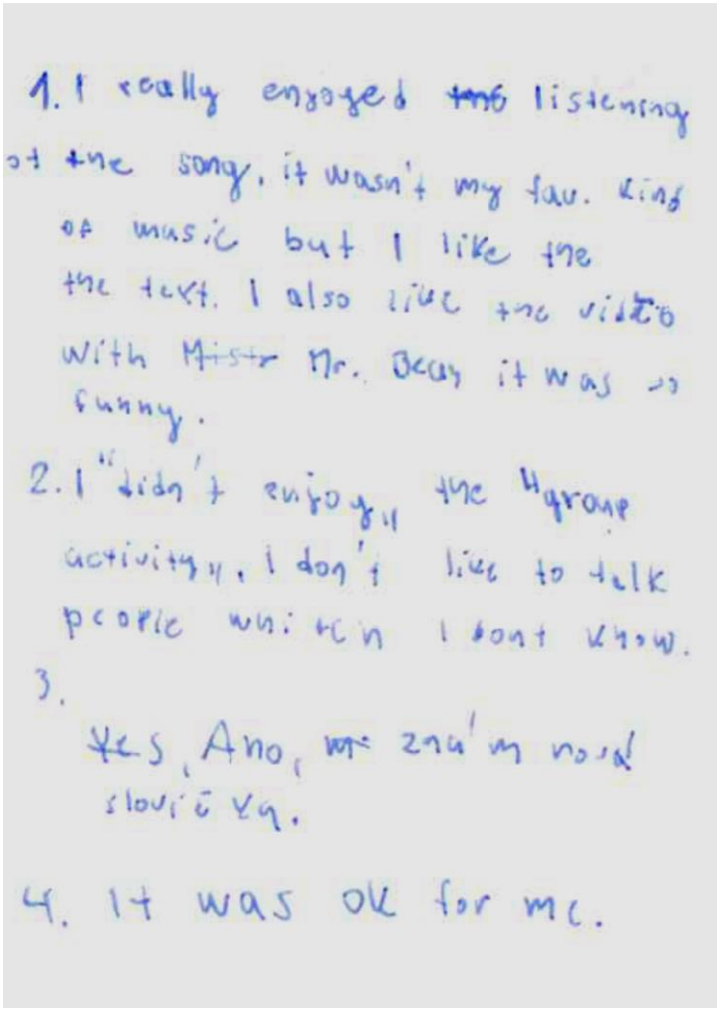
I didn't enjoy the Mr. Bean video. I found it kinda boring.

I didn't learn anything new today.

Today's lesson was easy in my opinion.

Learners' assessments – SAK 2





1) I enjoy game the crystal ball and the Mr. Bean.

2) I didn't enjoy the song because I didn't had time to finish it, it was fast

3) Maybe but I don't remember.

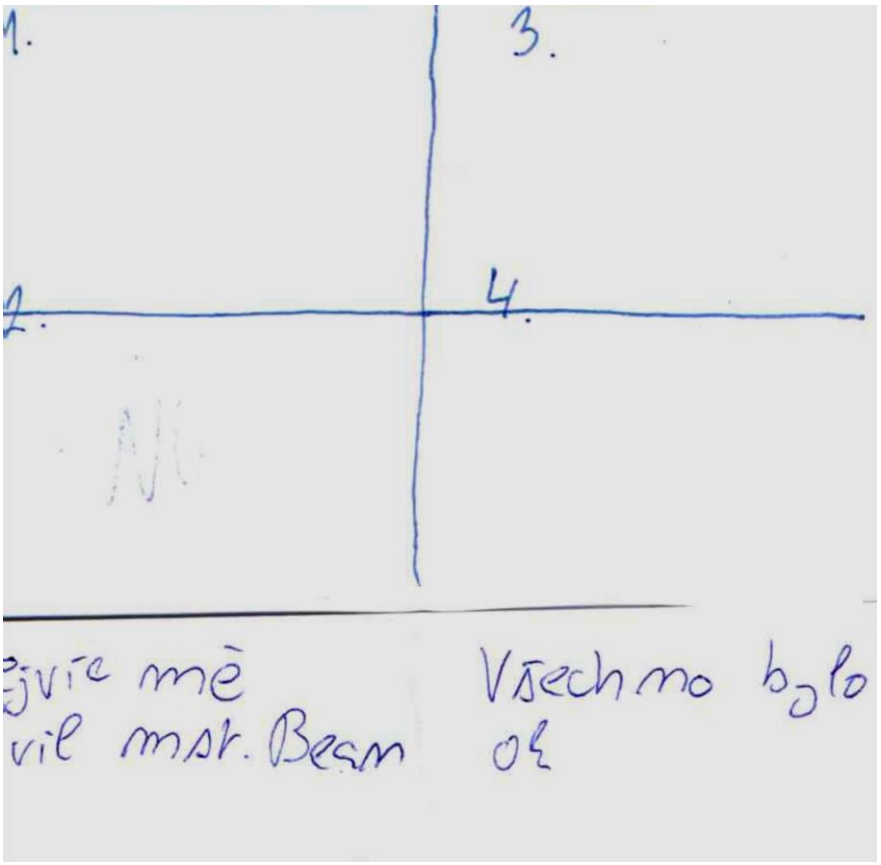
4) It was medium maybe okay but the song was hard.

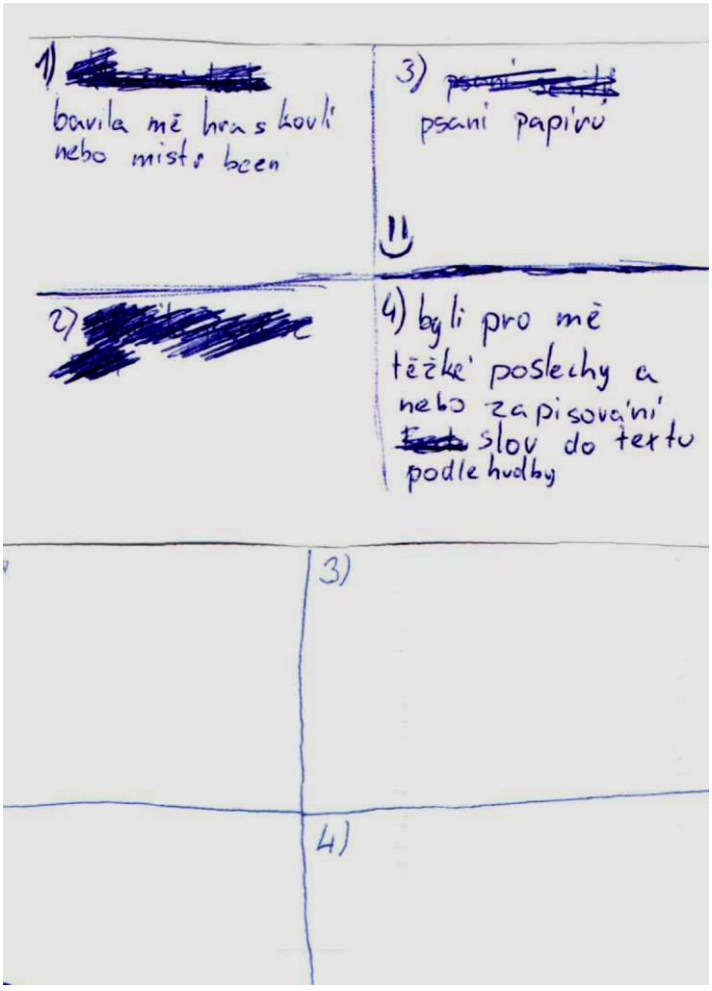
1) learning english, everithing was just fine

2) the listening to that song "fortune teller"

3) Perhaps. I think I did.

4) It was lazy


1.
3.
2.
4.
jvíce mě
vil mistr. Beam
Všechno bylo
ok

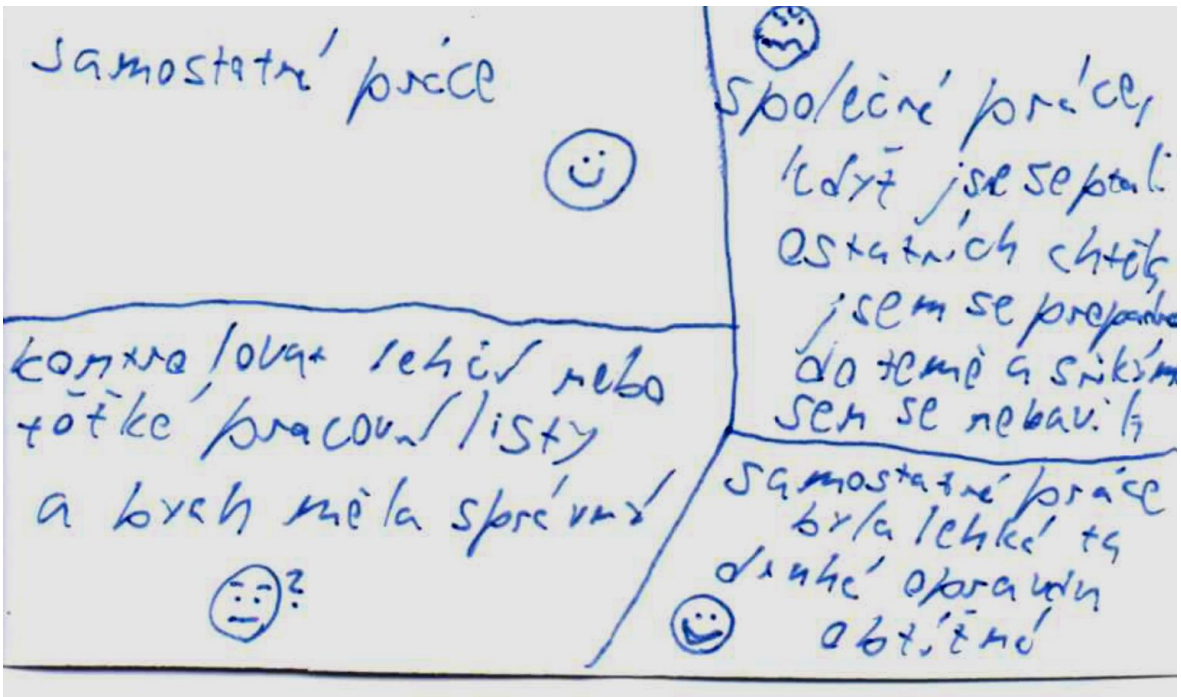

1)
bavila mě hra s koulí
nebo místo been
3)
psaní papíru
2)
4) byli pro mě
těžké poslechy a
nebo zapisování
slov do textu
podle hudby
3)
4)

1. LÍBILO MĚ, BAVILO DOPLŇOVÁNÍ TEXTU DO PÍSNIČKY A TAKY HÁDÁNÍ PŘÍBĚHU MR. BEENA

2. ~~LÍBILO MĚ MOC~~ NIC MĚ NA HODINĚ NEBAVILO, BYLA TO FAJN HODINA

3. ANO, NOVÁ SLOVÍČKA, SLOVNÍ SPOJENÍ (Z PÍSNIČEK)

4. ~~BYT~~ NEBYLO TAM PRO MĚ NIC TĚŽKÉHO.



1.

CO ŘÍCT

[redacted]

VCELKU MĚ BAVILA TA LOGICKÁ HRA KOULE ALE NEVĚDĚLA

2.

NEVÍM

3.

NOVÁ SLOVÍČKA ALE VĚ SI JE MOC NEPAMATUJU

[redacted]

4.

Good :)

[redacted]

JAK CO SLOVÍČKA JSEM MOC NEVLÁDALA

Ano hodina se mi líbila, Ale chvílema mě to nebavilo

Škoda se jsme se nestihli dokoukat na video.

Naučila jsem se nová slovíčka

Něco bylo lehké a něco těžké

Líbilo se mi "vēstění ze psí kaule" a dívání se na Mr. Beana.	Když sme museli chodit po třídě a ptát se ostat. ních.
nejspíš ano, ale už nevim co :) 	Vše bylo OK :) až na to obcházení po třídě

1, Líbilo se mi všechno na té hodině ale nejvíc ta písnička.

2, [redacted] Není nic co by se mi nelíbilo.

3, asi ano ale nevím.

4, bylo to pro mě středně těžké.

1. [redacted] Nejvíce mě bavilo zpívání a doplňování textu písniček

2. BAVILO mě vše

3. ALE nová slovíčka o budoucnosti atd.

4. Bylo to jednoduché

Appendix 18 – Materials for lesson plan 5

"*Fortune Teller*" by MAROON 5 – First version

Complete each gap with a word from the box below

future – tomorrow – fortune teller – fortune teller – crystal ball

I'm not a _____
I won't be bringing news of what _____ brings
I'll leave that up to you
I'm not a _____
Don't have a _____
I can't predict the future
Can't see nothing at all

Match the phrases together

It doesn't mean I'm afraid	Stick in the moment today
But I just think we should stay	No matter how hard I try
And as the seasons roll by	Of all the things that you say

Summer will end and the leaves will turn again

Order the sentences

_____ Why'd you have to go and ruin the night
_____ I don't know why you have to do it again
_____ I don't know why you're acting like this
_____ Don't worry about tomorrow's mess

CHORUS
I'll never know how the future will go
I don't know what to tell you, I'm not a fortune teller
I'll never change, but I want you to stay
I don't know what to tell you, I'm not a fortune teller

Complete each gap with a word from the box below

watching TV – thinking – American dream - favourite

I don't like _____, I don't know what it all means
And your _____, baby it just isn't me
I know what I'm _____may not be on your mid
I know the song I'm singing, is not your _____ kind

BRIDGE
This feeling keeps growing
These rivers keep flowing
How can I have answers
When you drown me in questions?

<u>Questions</u>

- How does the singer feel? (Confused – happy – sad – scared – excited - ...) – He feels....
- Why does he feel that way?

- Why is he worried about the future?

"*Fortune Teller*" by MAROON 5 – Second version

Complete each gap with a word you will hear

I'm not a _____
I won't be bringing news of what _____ brings
I'll leave that up to you
I'm not a _____
Don't have a _____
I can't predict the future
Can't see nothing at all

Match the phrases together

It doesn't mean I'm afraid	Stick in the moment today
But I just think we should stay	No matter how hard I try
And as the seasons roll by	Of all the things that you say

Summer will end and the leaves will turn again

Order the sentences and fill in the missing words

_____ Why'd you have to go and ruin the _____
_____ I don't _____ why you have to do it again
_____ I don't know why you're _____ like this
_____ Don't worry about tomorrow's _____

CHORUS

I'll never know how the future will go
I don't know what to tell you, I'm not a fortune teller
I'll never change, but I want you to stay
I don't know what to tell you, I'm not a fortune teller

Complete each gap with a word you will hear

I don't like _____, I don't know what it all means
And your _____, baby it just isn't me
I know what I'm _____may not be on your mid
I know the song I'm singing, is not your _____ kind

BRIDGE

This feeling keeps growing
These rivers keep flowing
How can I have answers
When you drown me in questions?

<u>Questions</u>

- How does the singer feel?
- Why does he feel that way?
- Why is he worried about the future?

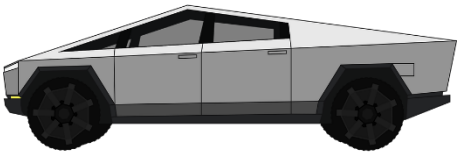
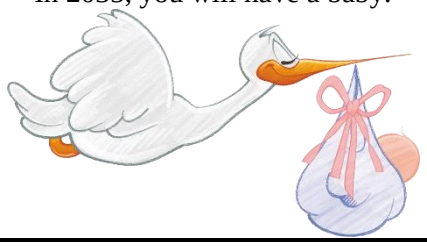
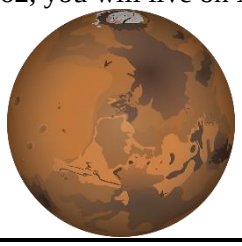
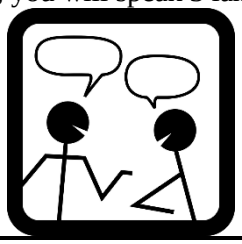
Find someone who – First version

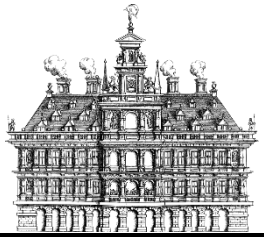
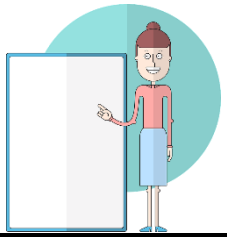
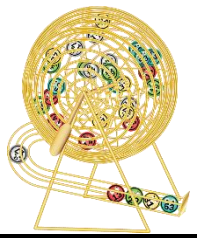
Will you .....?	**NAME 1**	**NAME 2**
Will you watch TV tonight?		
Will you go on holiday this summer?		
Will you get married soon?		
will do some sports this week		
will do homework tonight		
will live abroad (in another country)		
will get up at 10 o'clock on Sunday		
will eat eggs this week		
will play pc games		
will have 2 children		

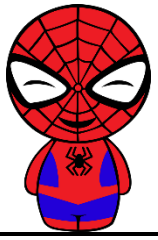
Find someone who – Second version

Will you .....?	**NAME 1 + Additional information**	**NAME 2 + Additional information**
will watch TV tonight		
will go on holiday this summer		
will get married soon		
will do some sports this week		
will do homework tonight		
will live abroad		
will get up at 10 o'clock on Sunday		
will play pc games		

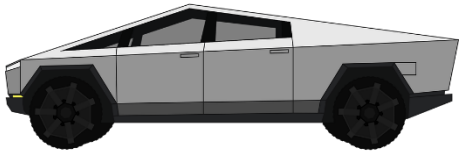
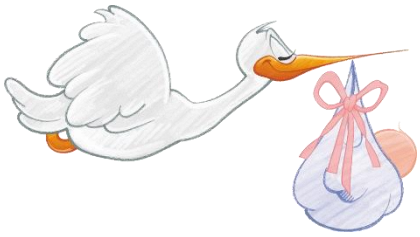
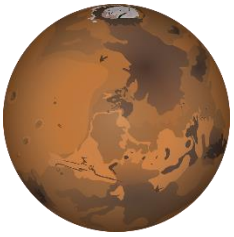
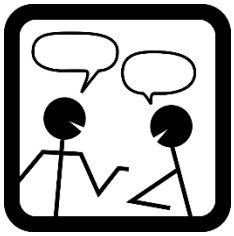
Fortune teller discussion – First version

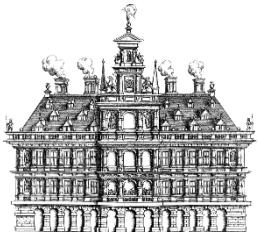
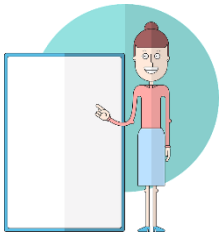
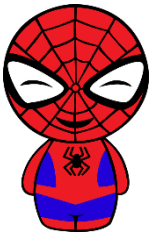
In 2041, you will live in Australia. 	In 2026, you will have TESLA car. 
In 2050, you will find a cure to cancer. (cure – lék) 	In 2024, you will have a new mobile phone. 
In 2035, you will have a baby. 	In 2062, you will live on Mars. 
In 2025, you will speak 3 languages. 	In 2029, you will be a best-selling author. 
In 2030, you will see the Queen Elizabeth II. 	You will live with 10 cats. 
In 2027, you won't live with your parents. 	You will have a dog. 

In 2040, you will have 5 kids. 	You will live under a bridge. 
You will live in a mansion. 	You will be a teacher. 
You will be a doctor. 	You will be a construction worker. 
You will have green hair. 	You will have ginger hair. 
You will travel around the world. 	You will win one million dollars in 2066. 
You will become an opera singer in 2026. 	You will meet an alien next year. 

You will go on a holiday next year. 	You will become friends with Spider-Man in 2027. 

Fortune teller discussion – Second version

In 2041, you will live in Australia. 	In 2026, you will have TESLA car. 
In 2050, you will find a cure to cancer. (cure – lék) 	In 2024, you will have a new mobile phone. 
In 2035, you will have a baby. 	
	
	
	

	
	
	
	
	
	 Hello!
	

Mr. Bean, *Goodnight Mr. Bean*

Mr. Bean, Season 1, episode 13, Goodnight Mr. Bean, 1995, [1:00 – 5:00]. In: Youtube.com, Mr Bean, 2019 [online]. Retrieved 4 March 2022, from https://youtu.be/JcpqQm4bkeQ?t=60.

Appendix 19 – Lesson plan 6 and lesson assessments

<table>
<tr><th colspan="4">Lesson Plan Number 6</th></tr>
<tr><th>Teacher:</th><th>Grade:</th><th>Date and time:</th><th>Students:</th></tr>
<tr><td>Bc. Tereza Krsková</td><td>SAK 1
SAK 2</td><td>16. 3. 10.55 – 11.40
17. 3. 12.45 – 13.30</td><td>18
17</td></tr>
<tr><td>Aims:</td><td colspan="3">After this lesson learners will be able to:
Speak about space and space travel, communicate with others about future, remember vocabulary connected to space, write a short text about future or space</td></tr>
<tr><td>Focus:</td><td colspan="3">Speaking, writing, vocabulary, grammar</td></tr>
<tr><td>Topic:</td><td colspan="3">Space, future (will)</td></tr>
<tr><td>Materials:</td><td colspan="3">Space travel video quiz, questions about future (two versions), questions about space (two versions), writing assignments about future (two versions), writing assignments about space (two versions), vocabulary worksheet, Elon Musk video</td></tr>
<tr><td>Differentiation:</td><td colspan="3">Process (different writing assignments, different speaking assignments, learning stations)</td></tr>
<tr><td>Activity:</td><td>Time:</td><td colspan="2">Task:</td></tr>
<tr><td>Introduction</td><td>2 min.</td><td colspan="2">Introduction, aims</td></tr>
<tr><td>Warm-up</td><td>6 min.</td><td colspan="2">Space travel video quiz
- Learners guess correct answers in an online quiz, they write down the number of correct answers</td></tr>
<tr><td>Learning stations (speaking, writing, vocabulary)</td><td>30 min.</td><td colspan="2">Learning stations
- Teacher explains the rules of the learning stations, learners have to complete all the speaking stations and the vocabulary station, from the two writing stations they can choose only one and do one writing
- In every station, except vocabulary, there are two versions and the learners have to do only one of them (yellow – no additional help, blue – additional help)
- Speaking station, future – learners answer questions
- Speaking station, space – learners answer questions
- Vocabulary station – learners complete vocabulary worksheet
- Writing station, future – learners create two horoscopes or predict their future
- Writing station, space – learners write what they would bring into space and why</td></tr>
<tr><td>End of the lesson</td><td>7 min.</td><td colspan="2">Self-assessment
- Learners complete the assessment sheet</td></tr>
<tr><td>Extra activities:</td><td colspan="3">Elon Musk listening
- At first, learners brainstorm what they know about Elon Musk and words that they can expect in the listening
- Then, they listen for the first time and after listening they write down as much as they can remember</td></tr>
</table>

	- After the second listening, learners add more to the list of what they remember

A list of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners	Yes	According to the teacher, all learners have learnt something new in the lesson.
Discipline	Yes	No disciplinary problems
Lack of participation	Yes	During this lesson, all learners were active and their full attention was given to the tasks.
Interest	Yes	Learners could choose their writing assignment.
Appropriate materials	Yes	There were different versions of the tasks, and therefore the materials.
Principles of differentiation	**Yes/No**	**Commentary**
Proactive	Yes	
Adjusted quality not quantity	Yes	
Assessment	Yes	During the lesson and self-assessment at the end of the lesson.
Learner-centred lesson	Yes	
Various organisation forms	Yes	Whole class work, individual work, group work/pair work
Differentiating ...	**Yes/No**	**Commentary**
Content	Yes	Different versions of the same task
Process	Yes	The process was differentiated in multiple ways but mainly thanks to the learning stations.
Product	No	
Environment	Yes	Learning stations
Text	No	
Task	Yes	There were different writing assignments
Difficulty	Yes	Different versions of tasks
Support	Yes	Learners supported each other during the lesson with the help from the teacher.
Interest	Yes	Learners could choose their writing assignment.
Time	No	
Flexible grouping	Yes	Learners were forming different groups during the lesson in the stations.
Multiple intelligences	Yes	Verbal-linguistic, spatial, interpersonal, bodily-kinaesthetic

Different methods of differentiation	No	
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes	Yes	All aims have been met.

Teacher's assessment

SAK 1

It was a smooth going lesson, learners were participating, mingling among each other and actively completing the stations. One of the main key point is that the learners were helping each other, when the teacher was occupied with another learner with low motivation and level of language abilities. The learner needed the support from the teacher during the majority of the writing assignment.

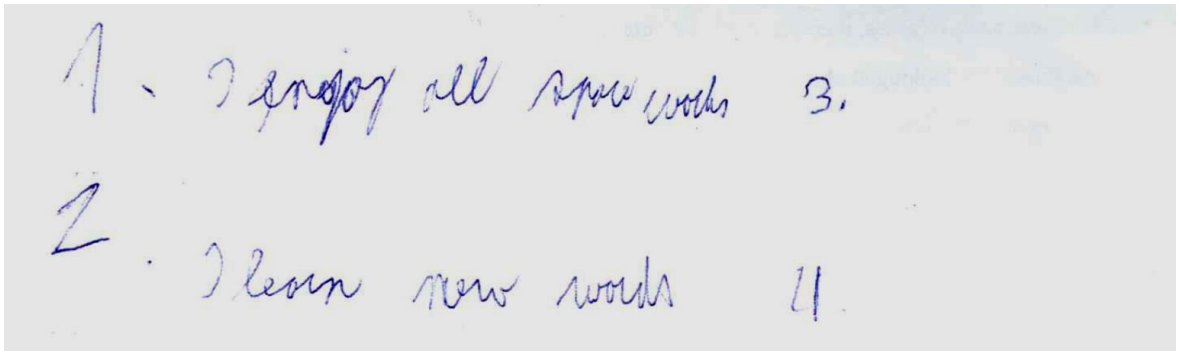
SAK 2

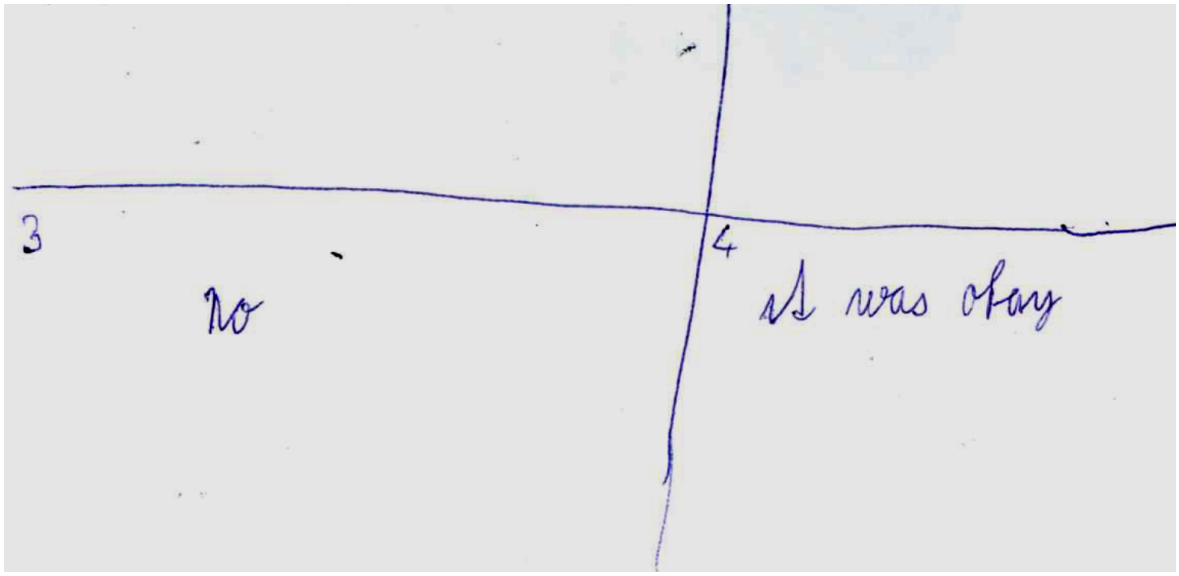
Learners were excited and motivated by the quiz and they were very active during the learning stations. As in the other class they were helping each other, and in addition they did not need the help from the teacher. Moreover, two learners came to me after the lesson to tell me that this was the best lesson yet and they enjoyed it.

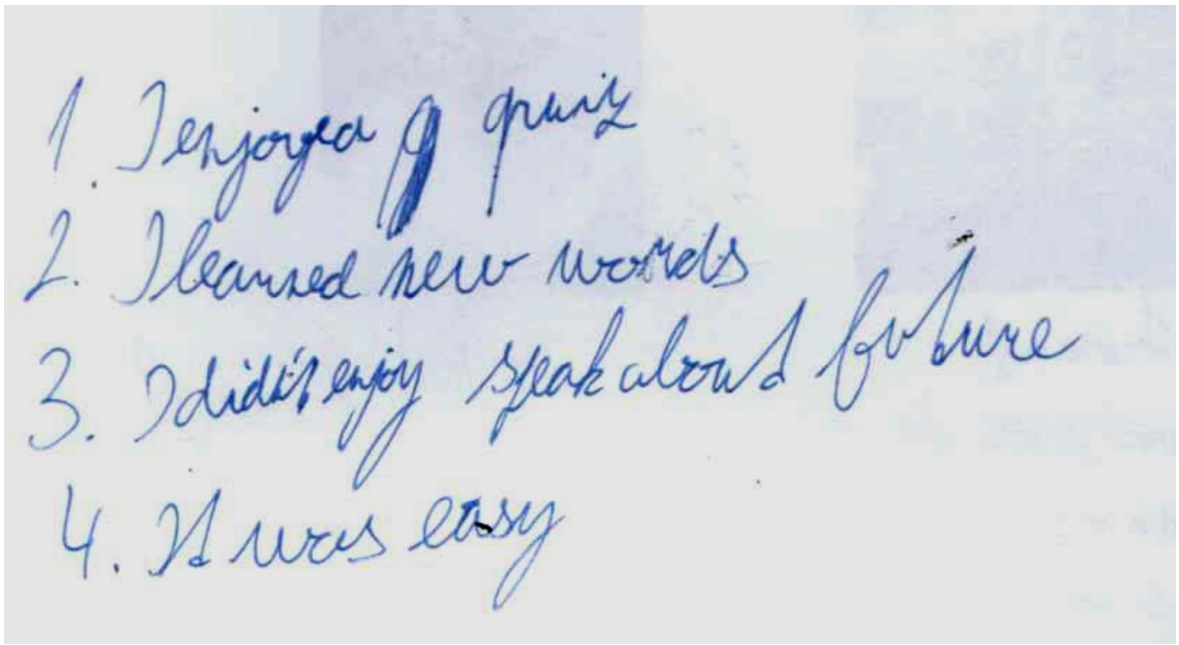
Preparation of the lesson plan

This lesson plan was the second most time consuming, due to the number of activities and especially their versions (eighty-five minutes). It was not hard to create the various versions, however, it was difficult to design the lesson and think of good ways how to reach the aims of the lesson. The hardest part was to form creative and motivating writing assignments.

Learners' assessments – SAK 1







I enjoyed the most talking about future.
I ~~didn't~~ enjoy filling paper.
I didn't learn anything new.
It was ~~okay~~ okay

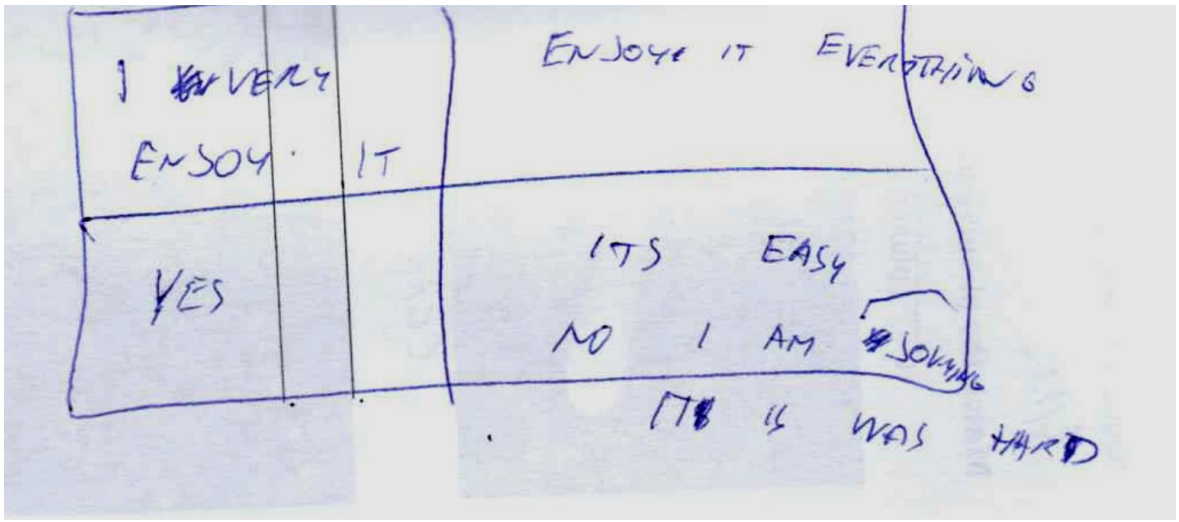
1. bylo toho mnoho
2. nová slovíčka
3. nic
4. občas těžké, někdy lehké

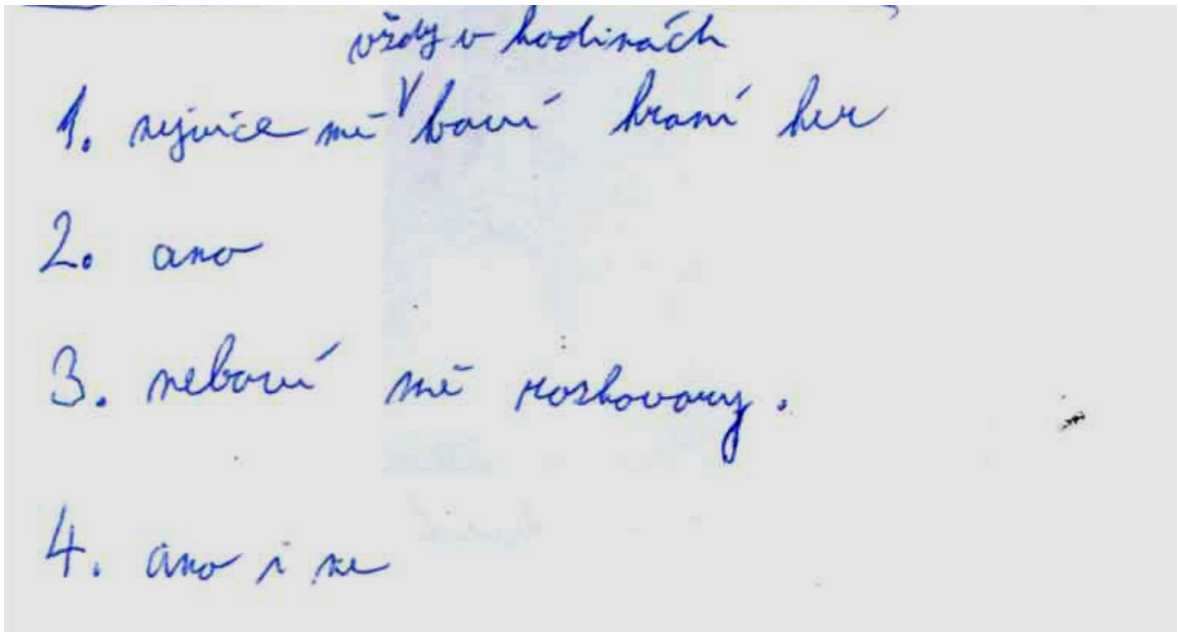
I enjoyed going around. I've hate sitting on one place while time.
I didn't enjoy waiting for the stations where the work was, I hate waiting
No, I didn't learn anything new.
Yes It wasn't hard it was quite easy indeed.

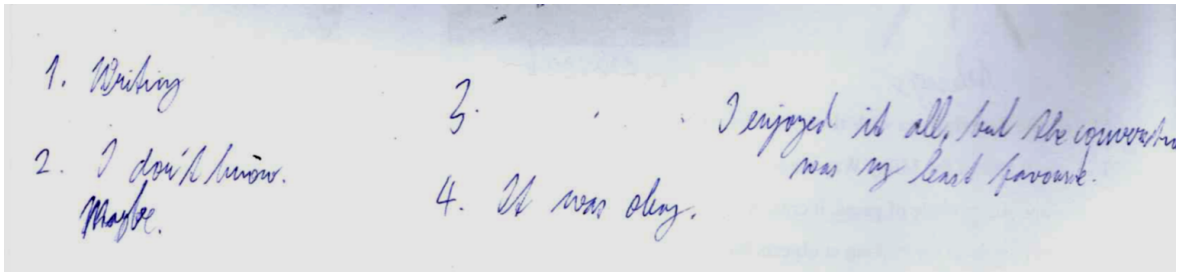
1 - Líbí to se mi psaní těch věcí, které bych si vzala sebou do vesmíru.
2 - Asi nic.
3 - Ano, pár nových slovíček.
4 - Bylo to okay.

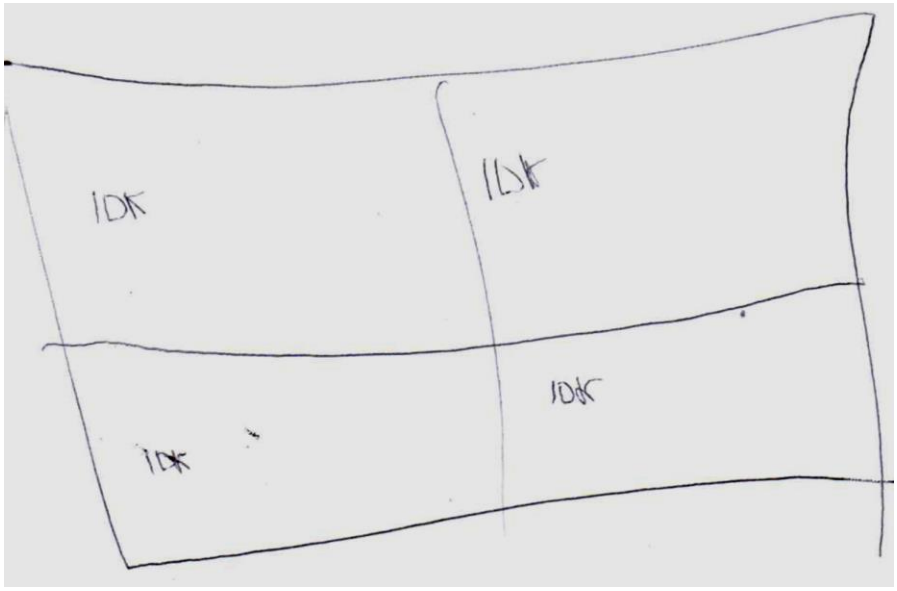
1 I think i liked most the talking and writing about horoscope.
2. I don't.
3. yes i enjoy it cuz it was fun and i like speaking english.
4. it was easy i like space and i know the words.

1. Writing horoscop about zodiac sings
2. No, i don't think so bc i really like space so i watch TV shows in English (they talk english but there is dub so its sometimes hard to understand it









1) Everything

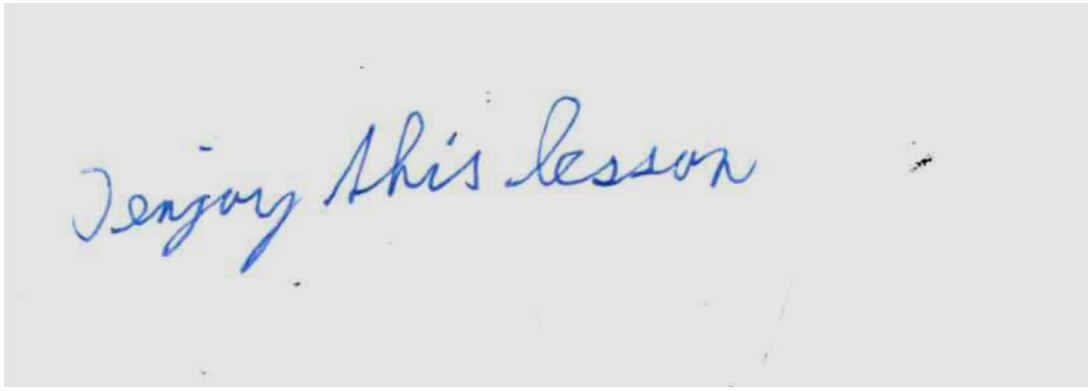
2) I enjoyed everything

3) Yes!

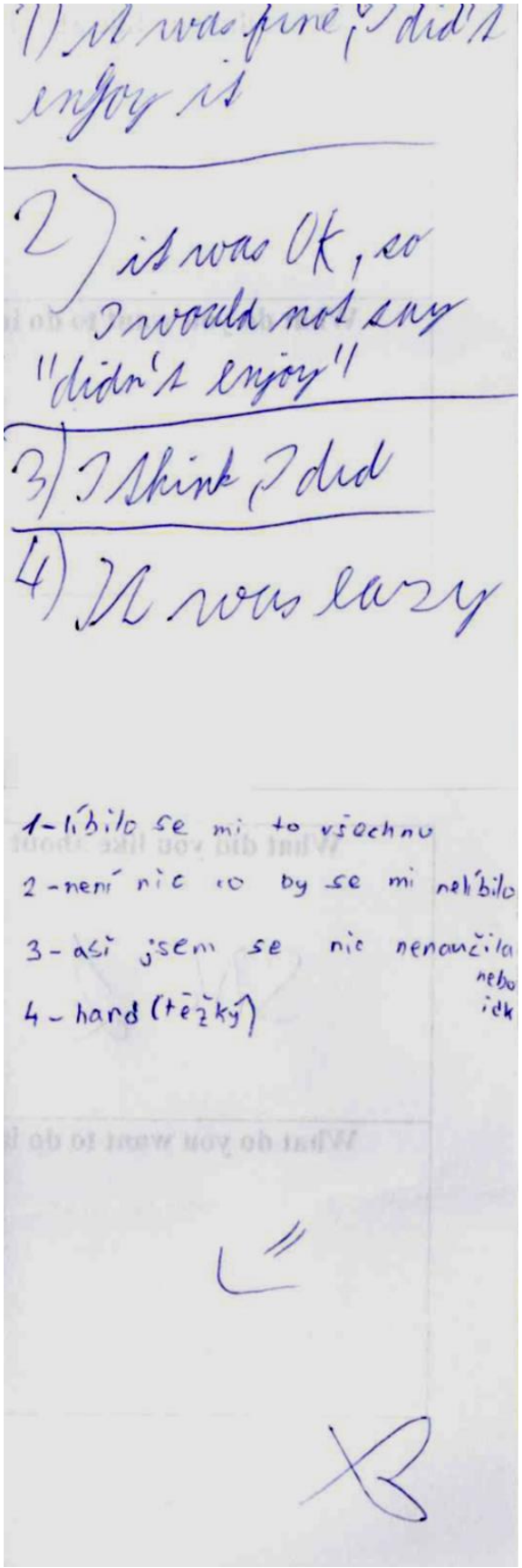
4) It was hard so much that I was sweating!!!

1. fun with my friend, and the games	2. nothing
3. yes	4. easy for me

1. - práce ve skupinách	3. - učebna jsem si měla
2. - nějaká nová slovíčka	4. - byla to lehké



Learners' assessments – SAK 2



1. I enjoy the pictures and words with pictures and I enjoy it all.

2) nothing I enjoy all.

3) I learnt new words.

4) It was okay maybe easy.

Pracouni list	Writing
some words	easy !!

1. PRACOVALY MLUVENÍM VE SKUPINCE

2. NIC

3. ANO PROCVIČILA JSEM SI SLOVÍČKA A NAUČILA NOVÁ

4. LEHKÉ - PROTOŽE JSME SI ~~RADILI~~ NAVZÁJEM RADILI A HOVOŘILI OTOM CO NÁM NESLO

1. it was fine

2. vše bylo v pohodě

3. yes

4. easy

1) bavilo mé mluvit, lušťit co to ma' být.	3) odpovídat, protože mi to nejde.
2) jaký by to bylo být na jiné zemi.	4) bylo to těžší ale dalo se to

1. i enjoy Vocabulary the most of all.	2. I didn't learn that much.
3. I didn't enjoy a talking.	4. It was easy

1. I really enjoyed the writing exercise when we were talking/writing about our future.

2. There wasn't anything what I didn't enjoy it.

3. Yes I can talk more about future

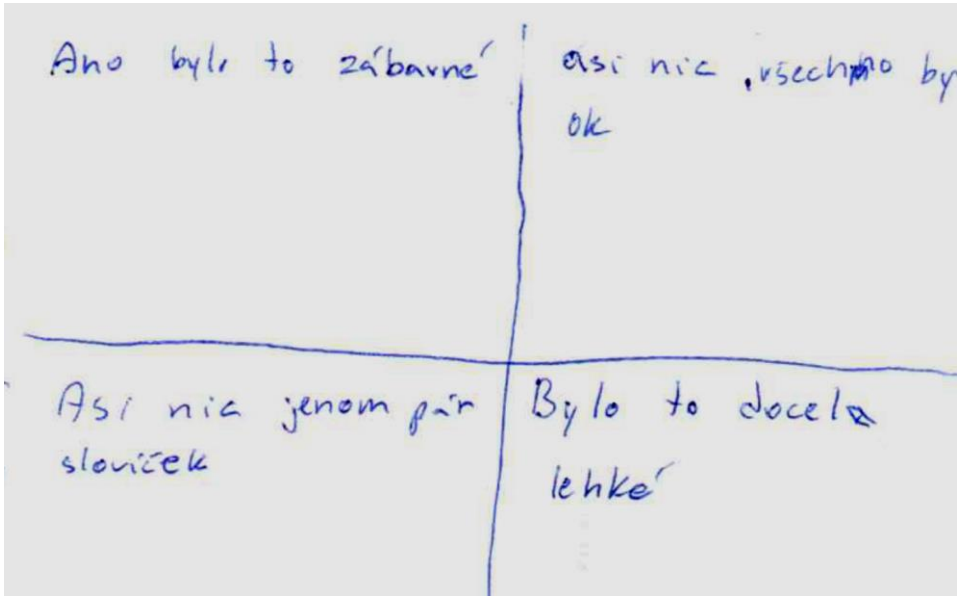
4. It was ok for me.

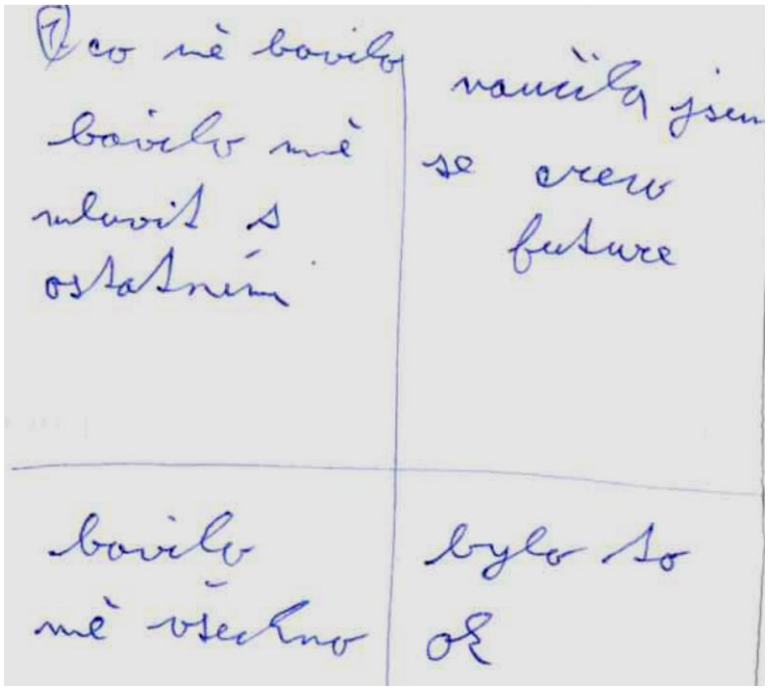
1. NEJVÍC MĚ BAVILO VYMÝŠLENÍ SVÉ BUDOUCNOSTI A TAKÉ PŘEDVÍDÁNÍ BUDOUCNOSTI RŮZNÝM ZNAMENÍM

2. HODINA MĚ BAVILA CELÁ

3. ANO, NAUČILA JSEM SE NOVÉ SLOVÍČKO (PRÁVNÍK)

4. NE NEBYLO TO TĚŽKÉ, SPÍŠ SEM VYMÝŠLET TU BUDOUCNOST


Ano byl to zábavné
asi nic, všechno by
ok
Asi nic jenom pár
slovíček
Bylo to docela
lehké


Co mě bavilo
bavilo mě
mluvit s
ostatním
naučil jsem
se orem
future
bavilo
mě všechno
bylo to
ok

1.) Nejvíce mě bavila mluvící část, protože jsme se tomu smáli a také mluvení o známých zvěrokruhu

2) Psaní slovíček

3.) ~~Ano~~ ANO

4.) Něco bylo těžší něco ne Ale zvládli jsme to

Bavilo mě mluvit a odpovídat anglicky.

Bylo to úplně ~~jako mě extra~~

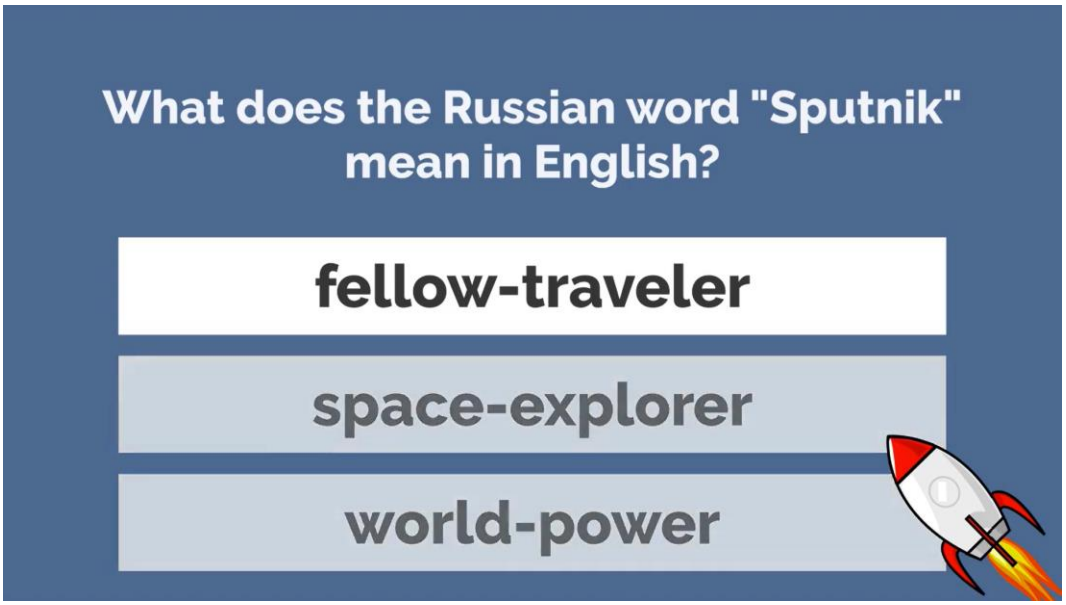
Ano naučil jsem se pár slovíček

Bylo to ok

Appendix 20 – Materials for lesson plan 6

Quiz Masters – Space Travel Quiz

Quiz Masters – Space Travel Quiz, 2020. In: Youtube.com, All Things Grammar, 2020 [online]. Retrieved 12 March 2022, from https://www.youtube.com/watch?v=Vbxu9Wiiw4c.



Elon Musk listening

ENGLISH SPEECHES, 2021. *Who is ELON MUSK? Biography Timeline.* In: Youtube.com, Timeline, Biographies & Quotes, 2021 [online]. Retrieved 12 March 2022, from https://www.youtube.com/watch?v=-apCR8R2_8A&t=12s.

Speaking – Will – Future

Do you think the future will be better or worse than now? Why?
What future event are you looking forward to?
What will you do after retirement? (stop working due to an old age = odchod do důchodu)
What you rather travel to the past or the future?
What is on your bucket list? (bucket list - a list of things we want to finish before dying)
Are you afraid of the future?
What new technology will change our lives?
Do you think that all people will live in skyscrapers one day?

What time will you get up tomorrow? I will get up at ...
What job will you have at 25? I will be ...
Will it snow tomorrow? Why, why not?
When will you play volleyball?
Will you play CS: Go today? Why, why not?
When will you get married?
What will you have for breakfast?
Will all people live on trees one day? Why, why not?

Speaking – Space

Will people ever live on Mars? Why, who not?
What will we find on Mars?
Describe the difference between a star and a planet.
What is your favourite sci-fi movie? Tell us the plot.
What are three good things about space?
Are you afraid of space? Why, why not?
Compare the earth and the moon.
Do you think that all people will one day live in space?

What is your favourite sci-fi movie?
Do you think God created the universe?
Do you want to be an astronaut?
What languages will we use in space?
Why do you believe in UFOs? Why don't you believe in them?
What do astronauts have for breakfast?
Do you want to live on Mars? Why, why not?
Compare the earth and the moon.

Writing – Space

You are going on a space trip and you have to pack yourself. You will be in space for a whole year and thankfully there will be gravitation! What will you bring with you? What will you leave on Earth and why? (At least 5 things)

You are going on a space trip and you have to pack yourself. You will be there one year and there will be gravitation. What will you pack and why? (At least 5 things)

Writing – Will – Future

In 40 years I will...

You are a fortune teller and you write horoscopes. Create at least two horoscopes for two zodiac signs.

Zodiac signs – Aries, Libra, Taurus, Scorpio, Gemini, Sagittarius, Cancer, Capricorn, Leo, Aquarius, Virgo and Pisces

Example:

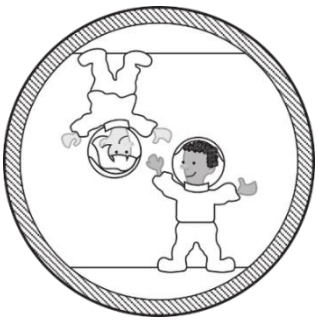
Coffee, coffee and coffee. This month you will need an extra-large cup of coffee every morning. You will have a lot of homework but don’t worry your friends will help you!

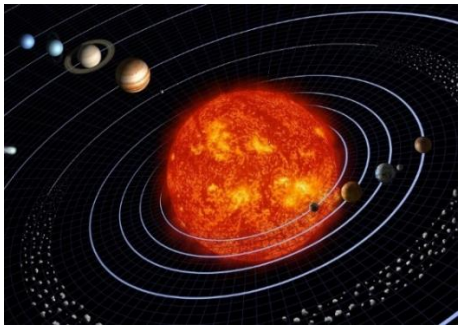
VOCABULARY – SPACE TOURISM

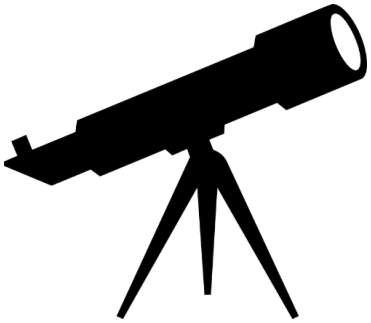
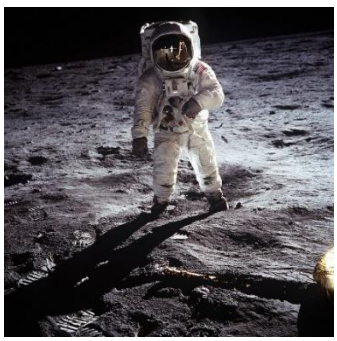
Name all the types of transport you know: cars, ...

Match the pictures with the words:

planet, astronaut, rocket launch, alien, telescope, asteroid, comet, solar system, zero gravity




Match the descriptions with these words: astronomer, space shuttle, star, telescope, galaxy

1. A small part of the Milky Way made up of gas, stars and a large collection of dust.
2. A giant object made of gases, it creates heat and light.
3. Instrument used for looking at objects far away.
4. An expert in an astronomy.
5. A rocket that can make journey between the earth and space.

Appendix 21 – Lesson plan 7 and lesson assessments

<table>
<tr><th colspan="4">Lesson Plan Number 7</th></tr>
<tr><th>Teacher:</th><th>Grade:</th><th>Date and time:</th><th>Students:</th></tr>
<tr><td>Bc. Tereza Krsková</td><td>SAK 1
SAK 2</td><td>30. 3. 10.55 – 11.40
31. 3. 12.45 – 13.30</td><td>15
15</td></tr>
<tr><td>Aims:</td><td colspan="3">After this lesson learners will be able to:
Discover the topic of the lesson, categorize types of transportation, formulate pros and cons of different transports</td></tr>
<tr><td>Focus:</td><td colspan="3">Vocabulary, writing, speaking</td></tr>
<tr><td>Topic:</td><td colspan="3">Transportation, Travelling</td></tr>
<tr><td>Materials:</td><td colspan="3">Set of pictures of different types of transportation and words connected to travelling, two wordwall online games, transportation worksheet</td></tr>
<tr><td>Differentiation:</td><td colspan="3">Pre-assessment, open-ended (writing), additional work for “fast finishers”</td></tr>
<tr><td>Activity:</td><td>Time:</td><td colspan="2">Task:</td></tr>
<tr><td>Introduction</td><td>1 min.</td><td colspan="2">Introduction</td></tr>
<tr><td>Warm-up</td><td>5 min.</td><td colspan="2">Pre-teaching stage – artefact box
- Learners guess the topic of today’s lesson from 5 pictures of transportation or travelling vocabulary</td></tr>
<tr><td>Aims</td><td>2 min.</td><td colspan="2">Aims of the lesson</td></tr>
<tr><td>Online games</td><td>10 min.</td><td colspan="2">Wordwall online games
- Learners sign in to the their google classrooms and open two online games
- Their task is to complete only the first online game, the second one is for “fast finishers”
o Transport and travelling
o Transport and travelling – phrasal verbs</td></tr>
<tr><td>Vocabulary</td><td>5 min.</td><td colspan="2">Categorize these types of transport
- Learners divide the transports into three categories – air, land, water</td></tr>
<tr><td>Writing, speaking</td><td>15</td><td colspan="2">Pros and cons of different transports
- Learners choose three types of transportation and create a list of pros and cons
- They can work in pairs or individually
- Learners can use dictionaries and a list of adjectives at the bottom of the worksheet</td></tr>
<tr><td>End of the lesson</td><td>7 min.</td><td colspan="2">Self-assessment
- Learners complete the assessment sheet</td></tr>
<tr><td>Extra activities:</td><td colspan="3">---</td></tr>
</table>

A list of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners	Yes	All learners were acquiring new knowledge or practising their skills during this activity. Moreover, even the learner who lived in Australia had learnt new phrasal verbs in the lesson.
Discipline	Yes	No disciplinary problems
Lack of participation	Yes	During the whole lesson, both classes participated and the learners were active as in the other lessons.
Interest	Yes	Learners were interested in the online game and the artefact box at the beginning of the lesson.
Appropriate materials	Yes	There was only one version of the worksheet, however, the tasks were formed in order to provide a variety of possible answers.
Principles of differentiation	**Yes/No**	**Commentary**
Proactive	Yes	
Adjusted quality not quantity	Yes and no	The worksheet was created with various language ability levels in mind, however, there was the second online game for fast finishers.
Assessment	Yes	During the lesson and self-assessment at the end of the lesson.
Learner-centred lesson	Yes	
Various organisation forms	Yes	Individual work, group work
Differentiating ...	**Yes/No**	**Commentary**
Content	Yes	Different pictures in the artefact box at the beginning of the lesson.
Process	No	
Product	No	
Environment	Yes	Learners could choose if they want to work individually or in groups/pairs
Text	No	
Task	No	
Difficulty	Rather no	There was only the second online game for fast finishers, which was more complex than the first one.
Support	Yes	Teacher supported learners throughout the lesson.

Interest	No	
Time	Yes	Learners could work at their own speed during the last two activities (*Categorize these types of transport, Pros and cons of different transports)***.**
Flexible grouping	No	
Multiple intelligences	Yes	Verbal-linguistic, logical/mathematical, spatial
Different methods of differentiation	No	Pre-assessment, open-ended (writing), additional work for "fast finishers"
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes	Yes	The learning outcomes have been achieved by all learners.

Teacher's assessment

SAK 1

In this lesson learners were also participating and they discovered the topic of the lesson right away. They were also rapid during the online games, which they tried for the second time to have zero mistakes, which some managed right away. Six learners chose to work in pairs and the rest worked individually with occasional help from the classmates or the teacher.

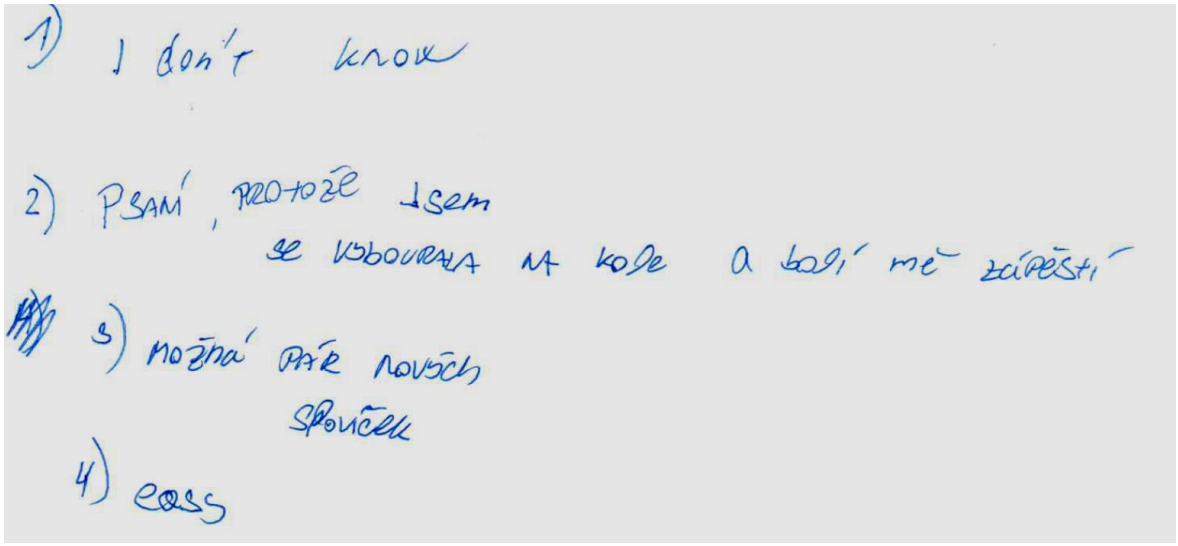
SAK 2

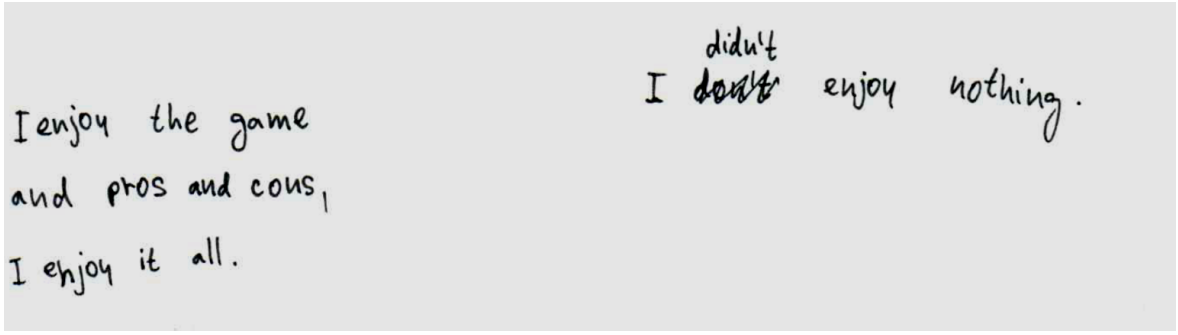
This group was not as fast with the discovery of the lesson's topic as the other one, and therefore they did not have time to try the online game for the second time. However, they were fully concentrated on the other tasks and all learners opted for individual work. Learners from this class did not need the help from the teacher during the majority of the lesson.

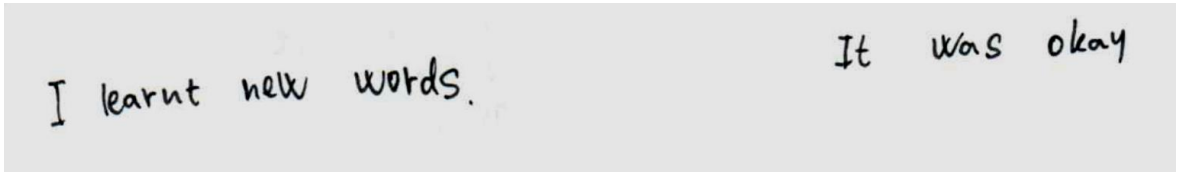
Preparation of the lesson plan

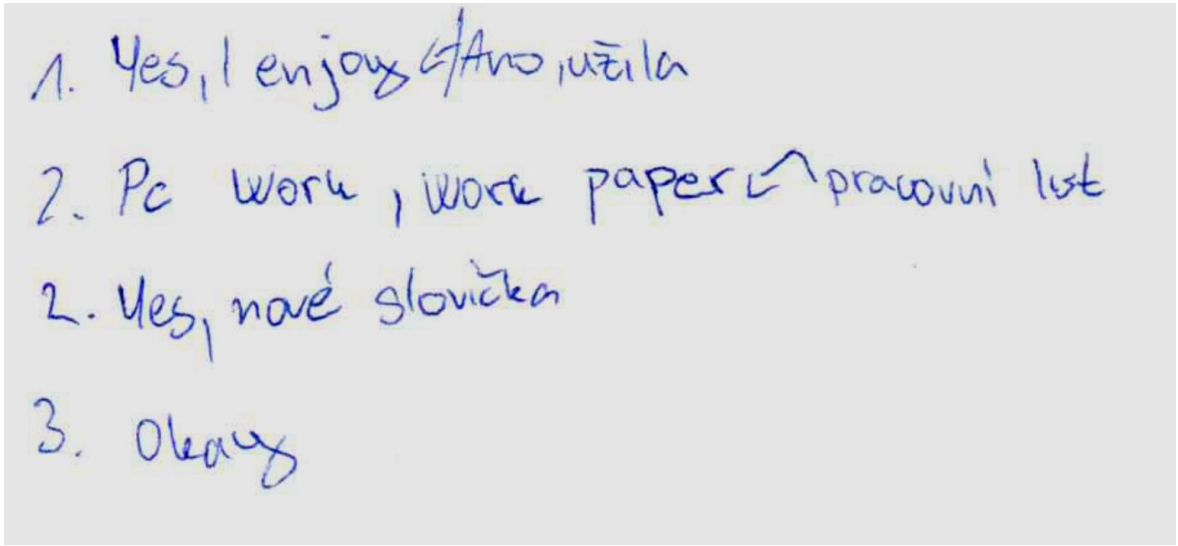
This lesson was prepared under twenty minutes. The longest took to create two online games on wordwall, however, their creation was clear and accessible. An essential advantages of wordwall, is its ability to provide a large number of picture for various activities, which fasten the production of the games.

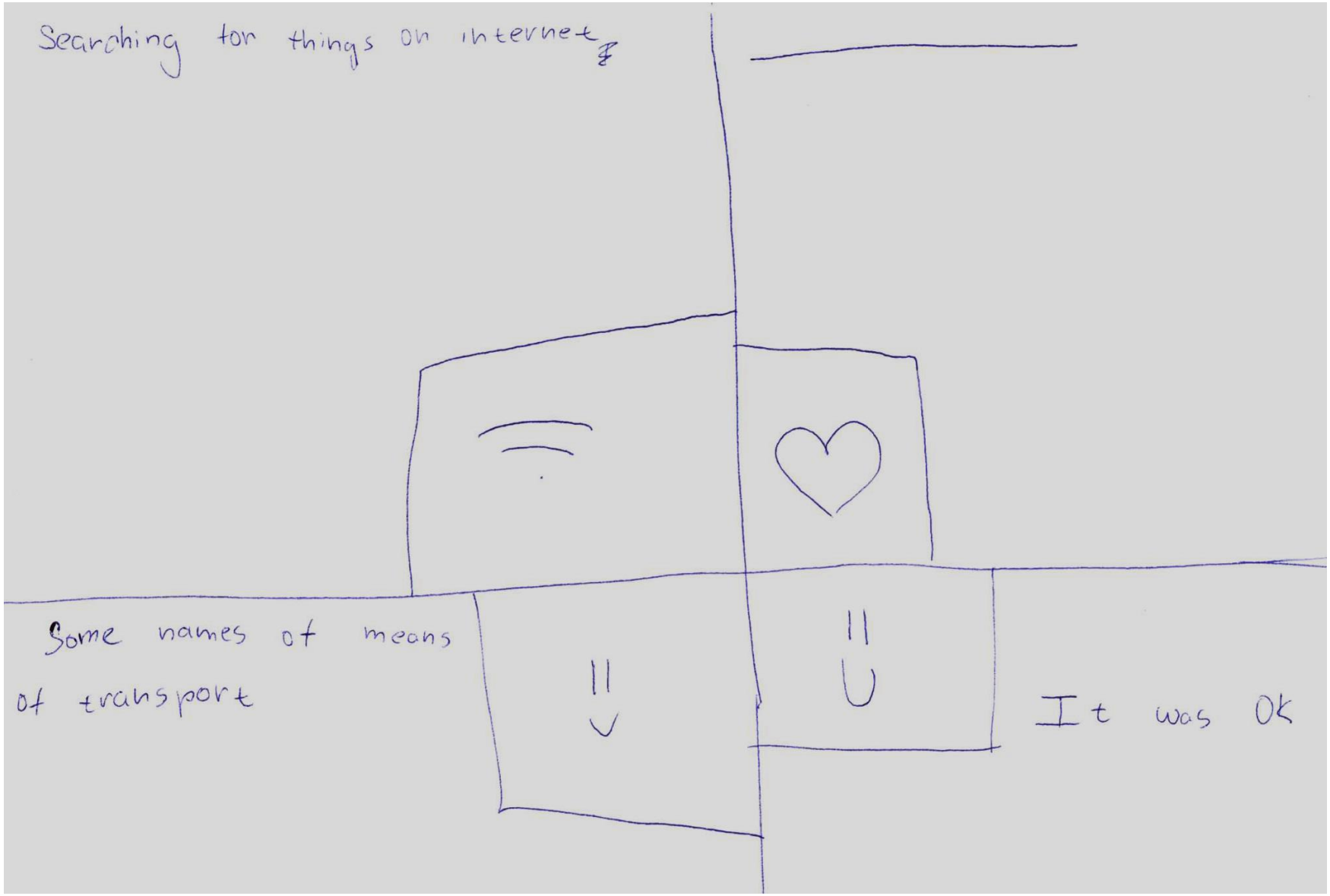
Learners' assessments – SAK 1







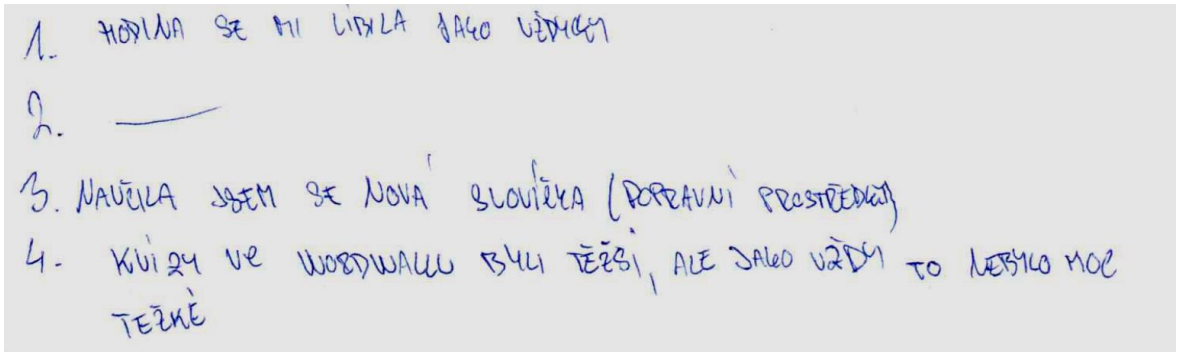


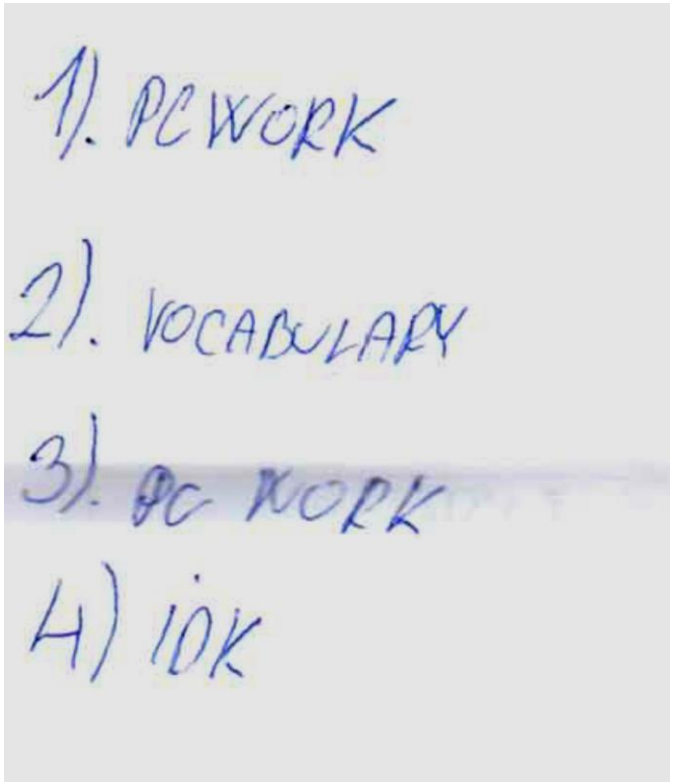

Searching for things on internet
Some names of means of transport
It was OK

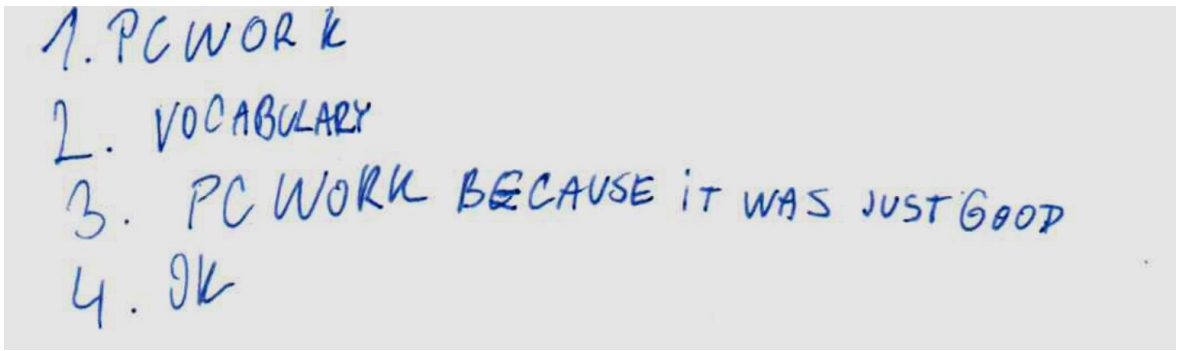
1) Bylo to zábavné	2) Vzala jste mi moji motorku!
3) Dopravní prostředky	Vas it okay

Nic	Takhle protože jsem nemohl pomíjet co tyvěci jsou anglicky i česky. Kromě mě i bolela myš.
že netrénuji skoro žádné transportéry. Ale aspoň je umím anglicky	Těžký netušila jsem co tyvěci jsou. Ale ty čtyři byly lehký jen jsem tam místo aktivit napsala aktivisty

Learners' assessments – SAK 2


1. HODINA SE MI LÍBILA JAKO VŽDYCKY
2. —
3. NAUČILA JSEM SE NOVÁ SLOVÍČKA (DOPRAVNÍ PROSTŘEDKY)
4. KVÍZY VE WORDWALLU BYLY TĚŽŠÍ, ALE JAKO VŽDY TO MĚLO MOC TĚŽKÉ


1). PC WORK
2). VOCABULARY
3). PC WORK
4) IDK


1. PC WORK
2. VOCABULARY
3. PC WORK BECAUSE IT WAS JUST GOOD
4. IDK

1). PC WORK

2). VOCABULARY

3). PC WORK

4) IOK

Nic	Tu hru protože jsem neměla ponětí co ty věcí jsou anglicky i česky. k tomu mi i blbla myš.
že netuším, skoro žádné transporterů. Ale aspoň je umím anglicky	Těžký netušila jsem co ty věci jsou. Ale ty větí byly lehký jen jsem tam místo aktivit napsala aktivisty

všechno	není nic co by se mi nelíbilo
nová slovíčka	půl na půl

1. when Terka leave school (I'm sorry for this) :^

2. I don't know maybe when Terka took my Lectiful helicopter

3. Yes!

4. um I don't know

1) speaking english

2) I wouldn't say "didn't enjoy" it was just fine

3) I did

4) It was lazy

1 all

2 nothing

3 yes I learned something

4 medium heavy

1. I really enjoyed the worldwall activity

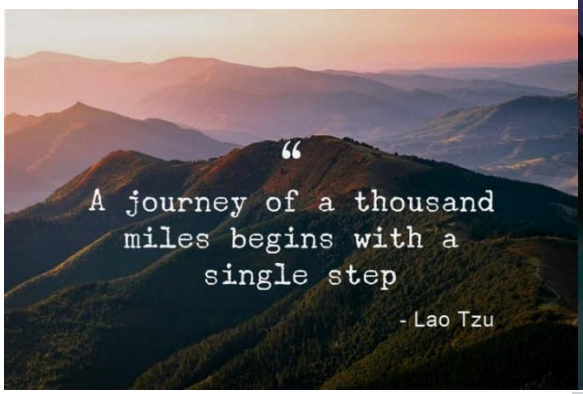
2. There's nothing what I didn't enjoy.

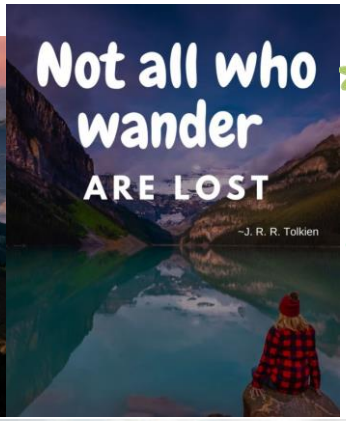
3. Yes, I know more words

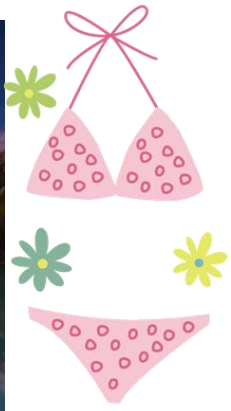
4. It was easy for me

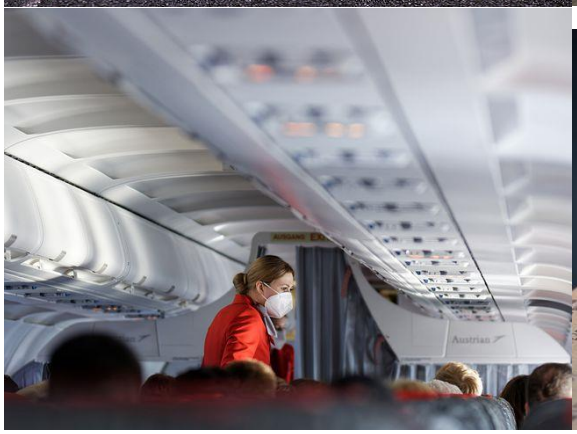
Appendix 22 – Materials for lesson plan 7

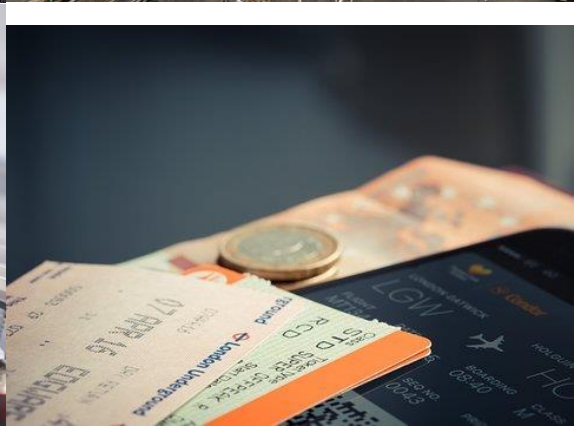
Pictures for the artefact box





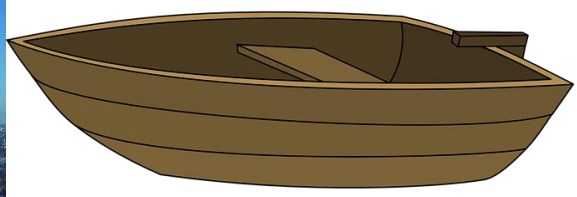






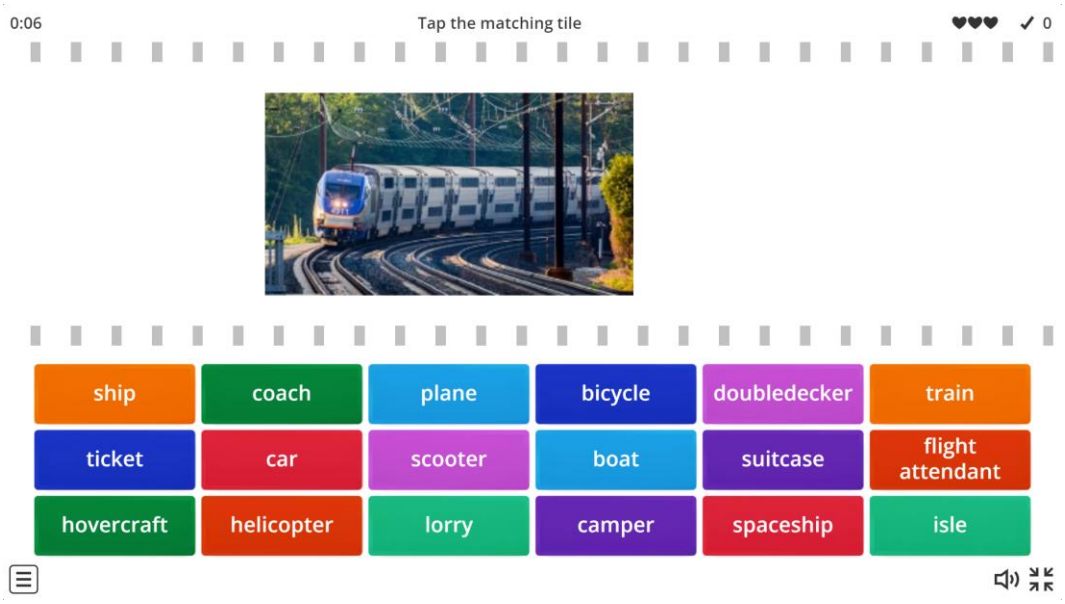

TAXI


elikos
I-DUEK



Wordwall online game – Transport and travelling

KRSKOVÁ, Tereza, 2022. *Transport and Travelling*. In: Wordwall.net, [online]. Retrieved 28 March 2022, from https://wordwall.net/resource/30770932/transport-and-travelling.



Wordwall online game – Transport and travelling – phrasal verbs

KRSKOVÁ, Tereza, 2022. *Transport and Travelling – phrasal verbs*. In: Wordwall.net, [online]. Retrieved 28 March 2022, from https://wordwall.net/resource/30771414/transport-and-travelling-phrasel-verbs.

Transportation worksheet

PLANE, CAR, TRAIN, BUS, UNDERGROUND, TRAM, BICYCLE, SCOOTER, MOTORBIKE, COACH, LORRY, HELICOPTER, CAMPER, TAXI, BOAT, SPACESHIP, SHIP, HOVERCRAFT

TRANSPORTATION		
AIR	**WATER**	**LAND**

PROS AND CONS (výhody a nevýhody)

Pick at least 3 types of transportation and create a list of pros and cons in full sentences.

If you don't know, you can use words at the bottom of this piece of paper and a dictionary.

Adjectives describing transport

safe, effective, family-friendly, economical, easy to drive, expensive, cheap, dangerous, comfortable, clean, dirty, quiet, noisy, crowded unfriendly to the environment

Appendix 23 – Lesson plan 8 and lesson assessments

<table>
<tr><th colspan="4">Lesson Plan Number 8</th></tr>
<tr><th>Teacher:</th><th>Grade:</th><th>Date and time:</th><th>Students:</th></tr>
<tr><td>Bc. Tereza Krsková</td><td>SAK 1
SAK 2</td><td>7. 4. 10.55 – 11.40
8. 4. 12.45 – 13.30</td><td>20
18</td></tr>
<tr><td>Aims:</td><td colspan="3">After this lesson learners will be able to:
Plan a trip into an English speaking country, recognize some of the most popular attractions of the country they chose, put a dialogue in order</td></tr>
<tr><td>Focus:</td><td colspan="3">Reading, writing, speaking</td></tr>
<tr><td>Topic:</td><td colspan="3">Travelling</td></tr>
<tr><td>Materials:</td><td colspan="3">Travelling questions, English speaking countries and their main attractions (UK, USA, Canada, Australia), worksheet</td></tr>
<tr><td>Differentiation:</td><td colspan="3">Interest, content, open-ended</td></tr>
<tr><td>Activity:</td><td>Time:</td><td colspan="2">Task:</td></tr>
<tr><td>Introduction</td><td>3 min.</td><td colspan="2">Introduction
Aims of the lesson</td></tr>
<tr><td>Warm-up</td><td>5 min.</td><td colspan="2">Speaking travelling
- Learners work in pairs and ask each other few questions about travelling
- Their task is to speak the whole 5 minutes without using English, they can answer how many questions they want</td></tr>
<tr><td>Reading, writing</td><td>20 min.</td><td colspan="2">Travelling to English speaking countries
- Learners pick one country they would like to visit and read about the country and some of the country’s best attractions
- Then learners complete worksheet and plan a trip, the fast finishers can also complete a postcard
- Learners can help each other in the group of their country</td></tr>
<tr><td>Vocabulary</td><td>10 min.</td><td colspan="2">Buying tickets
- Learners put the dialogue into its correct order
- Learners read the dialogue in pairs</td></tr>
<tr><td>End of the lesson</td><td>7 min.</td><td colspan="2">Self-assessment
- Learners complete the assessment sheet</td></tr>
<tr><td>Extra activities:</td><td colspan="3">---</td></tr>
</table>

A list of criteria

Were the negative aspects of heterogeneous classes eliminated?	**Yes/No**	**Commentary**
Effective learning for all learners	Yes	Learners were gaining new information about the English speaking countries and they also practiced skills during the lesson.
Discipline	Yes	No disciplinary problems
Lack of participation	Yes	All learners were active.
Interest	Yes	Learners chose the country and attractions they wanted to see/visit.
Appropriate materials	Yes	There were four countries and their level of difficulty was similar. No learner had problem reading and working with the materials.
Principles of differentiation	**Yes/No**	**Commentary**
Proactive	Yes	
Adjusted quality not quantity	Yes	
Assessment	Yes	During the lesson and self-assessment at the end of the lesson.
Learner-centred lesson	Yes	
Various organisation forms	Yes	Individual work, pair work
Differentiating ...	**Yes/No**	**Commentary**
Content	Yes	Learners chose from four different materials.
Process	No	
Product	No	
Environment	Yes	Learners chose the country they want to see and worked in the corner of the country.
Text	Yes	Each country had different text.
Task	No	
Difficulty	No	
Support	Yes	Teacher supported learners throughout the lesson and learners helped each other in their countries.
Interest	Yes	Learners chose the country and attractions they wanted to see/visit.
Time	Yes	Learners worked how fast they wanted during the lesson.

Flexible grouping	Yes	By choosing a country, learners formed different groups, in which they helped each other.
Multiple intelligences	Yes	Verbal-linguistic, spatial, interpersonal, mathematical-logical
Different methods of differentiation	Yes	Open-ended
Lesson objectives	**Yes/No**	**Commentary**
Aims/Outcomes	Yes No	SAK 1 - The learning outcomes have been achieved by all learners. SAK 2 – The last aim of the lesson was not accomplished because learners did not manage to finish the last task.

Teacher's assessment

SAK 1

Learners were able to communicate with each other for the whole 5 minutes without any help from the teacher. They were also helping each other in their groups in specific countries. They were able to finish all the tasks during the lesson.

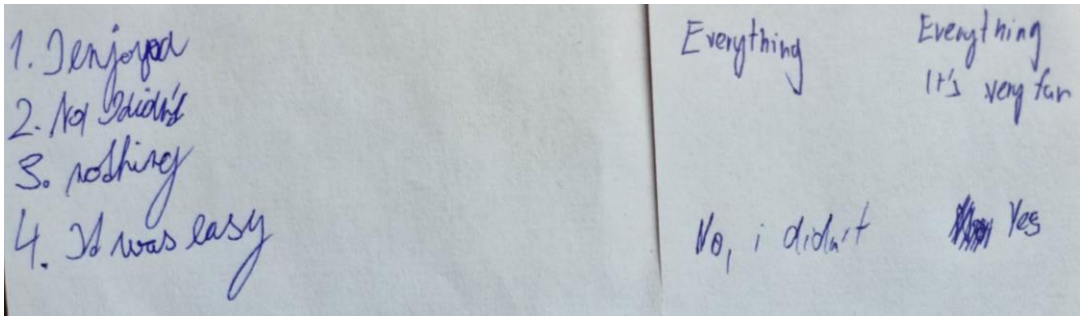
SAK 2

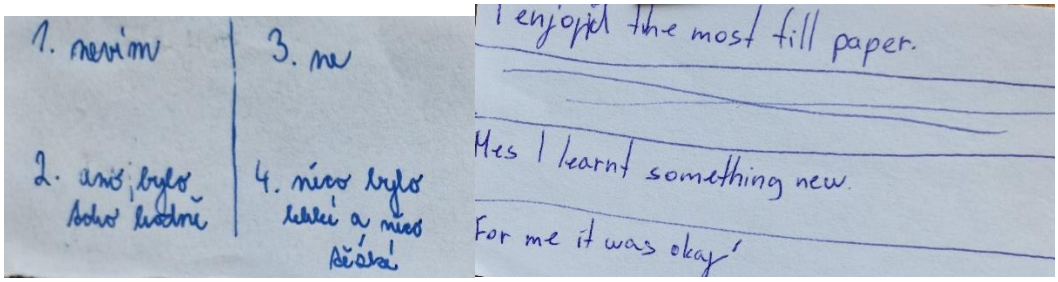
This class had more problems during the first activity, in which they needed support from the teacher (motivation). Therefore, the activity took longer than expected and they did not have time to finish all the tasks during the lesson. On the other hand, they worked actively on the task, where they planned the trips to another country and their trip plans were complex and thorough.

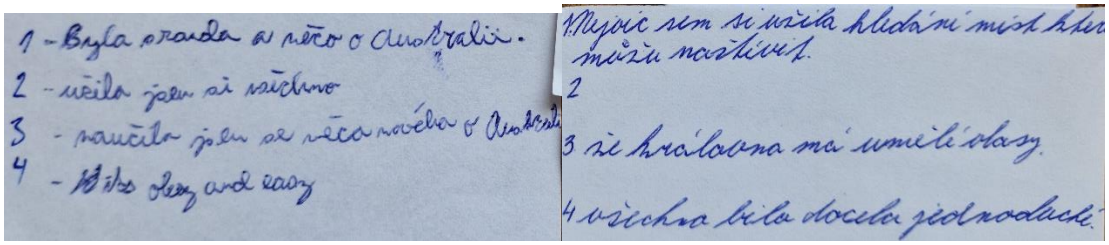
Preparation for the lesson plan

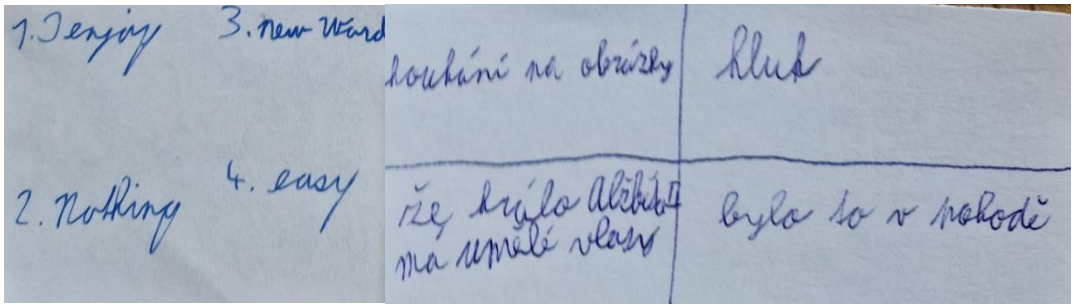
This lesson plan was one of the laborious ones from the eight lesson plans created for this diploma project. It took about eighty minutes to prepare. It was difficult to find the right complexity of the texts connected to individual country and its main attractions. However, the rest of the lesson was done quickly.

Learners' assessments – SAK 1

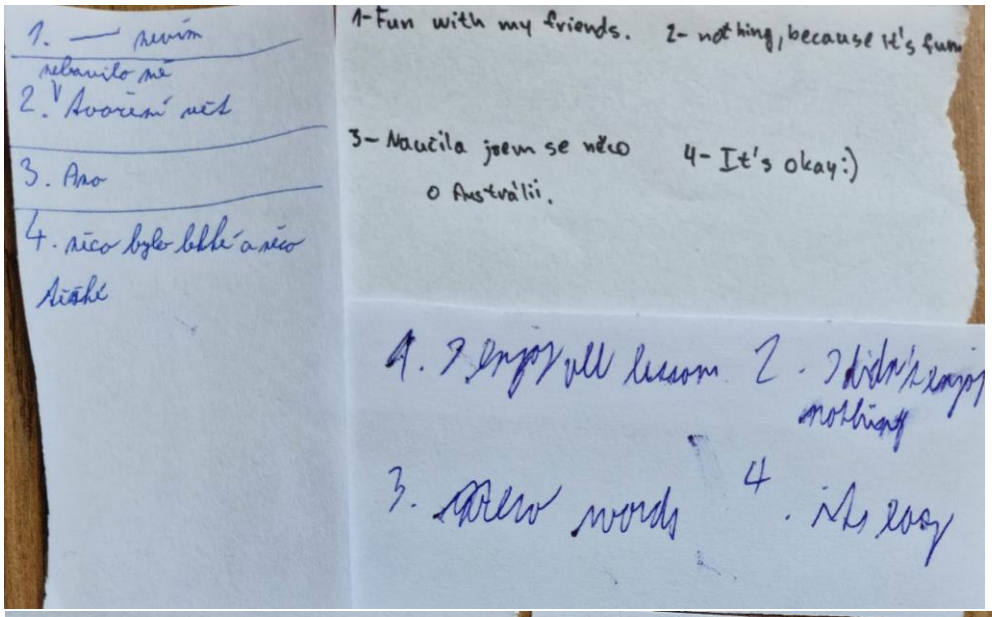


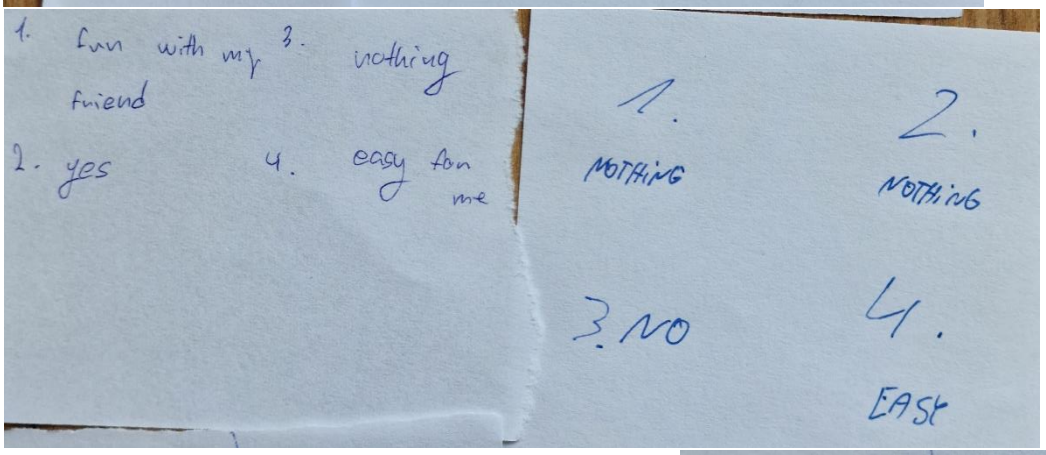


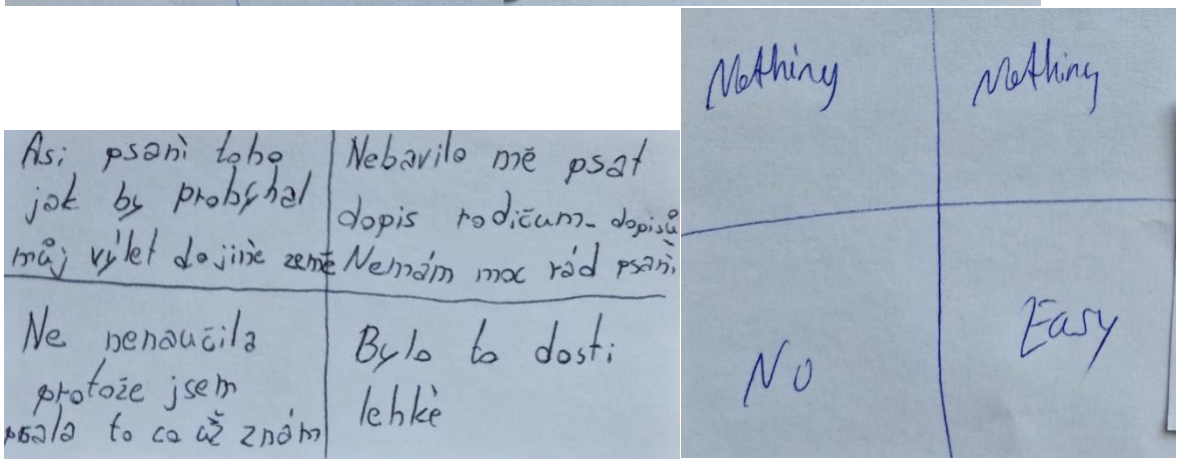


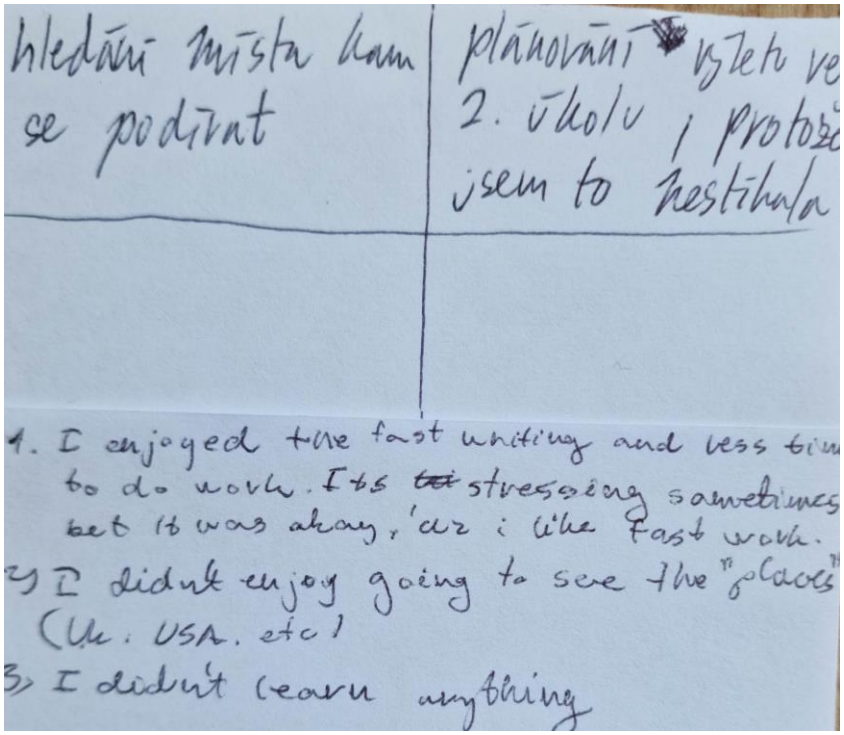


Learners' assessments – SAK 2









1. I enjoyed the fast writing and less time to do work. It's ~~bit~~ stressing sometimes but it was okay, 'cz i like fast work.
2. I didn't enjoy going to see the "places" (Uk. USA. etc)
3. I didn't learn anything

Appendix 24 – Materials for lesson 8

Travelling questions

1. Is it easy to travel abroad (= to another country)?
2. What was your best trip?
3. What was your worst trip?
4. What is the most popular place in the Czech Republic?
5. What is the most beautiful country in the world?
6. What country would you like to visit?
7. Are you planning on going anywhere for your next vacation?
8. What is the cheapest way to travel in your country?
9. What means of transport do you use the most? Why?
10. How much time a day do you spend on travelling?

Travelling worksheet

Pick a country you want to visit and choose at least three attractions you would like to see. Write down why.

Plan your perfect trip into this country. Don't forget to include this: Where would you like to go? For how long would you like to stays? Where are you going to stay (hotel, motel, tent, camper, b&b)? What transportation woud you use? Plan the activities you would do each day.

***Write a postcard to you family/friend to tell them about the trip.**

Dialogue – buying tickets

Put the dialogue into the correct order

B - Hi. What time is the next flight to Prague?

B - I'd like to buy a plane ticket.

A - Can you spell that?

B - Sure. Jane is J-A-N-E and Springfield is spelled S-P-R-I-N-G-F-I-E-L-D.

A – Hi.

A - At half past four this afternoon.

B – 4958 High Avenue Washington DC, 20450.

A - Ok. Here's your ticket.

B – It’s 756 686 545.

A – And your address?

B - With my credit card.

A – Would you like a return or one-way ticket?

A - Ok. What's your name?

A - Ok. Would you like a window or aisle seat?

B - Window, please.

A – What's your phone number?

B – Jane Springfield.

A - How would you like to pay for your ticket?

B – A one-way ticket, please.

Australia

The Sydney Opera House.

Aerial view of the Sydney Opera House designed by the Dutch architect John Utzon. Tourists are allowed to see the backstage and the front of the house.

The Sydney Harbour Bridge.

Sydney Harbour Bridge is famous and is one of the most spectacular in the world and you can't come to Sydney without visiting the harbour.

Royal Botanical Gardens.

The Royal Botanic Gardens in Sydney, New South Wales, is the most central of the three major botanical gardens open to the public in Sydney (the others being the Mount Annan Botanic Garden and the Mount Tomah Botanic Garden). The gardens were opened in 1816 and can be visited every day of the year; and access is free.

Tasmania

Tasmania is promoted as the natural state, the "Island of Inspiration", owing to its large and relatively unspoiled natural environment. Almost 37% of Tasmania lies in reserves, national parks and World Heritage Sites.

Uluru – Ayers Rock

It is a large sandstone rock formation in the southern part of the Northern Territory, central Australia. Uluru is sacred to the Anangu, the Aboriginal people of the area.

Climbing Uluru is a popular attraction for visitors. Climbing Uluru is generally closed to the public when high winds are recorded at the top. What is more, the local *Aṉangu* do not climb Uluru because of its great spiritual significance. They request that visitors do not climb the rock, partly due to the path crossing a sacred traditional Dreamtime track, and also due to a sense of responsibility for the safety of visitors. The visitors guide says: "*the climb is not prohibited, but we prefer that, as a guest on Aṉangu land, you will choose to respect our law and culture by not climbing."*





United Kingdom

Stonehenge

Stonehenge, 10 miles north of the historic city of Salisbury on Salisbury Plain, is Europe's best-known prehistoric monument. It's so popular that visitors need to buy a ticket in advance to guarantee entry. After walking around the various viewing points adjacent to these enormous stones, visit the authentic replicas of Neolithic Houses to see the tools and implements of everyday Neolithic life.

Tower of London

Prison, palace, and observatory: the Tower of London has done it all and it's one of the top attractions in London. Widely considered the most important building in England, there's enough to see and do at this World Heritage Site to keep visitors busy for hours.

Lake District National Park

Lake District National Park is a must-visit destination for travelers to England. With 12 of the country's largest lakes and more than 2,000 miles of rights of way waiting to be explored, there's little wonder the region continues to inspire, with its magnificent views and scenery straight out of a painting.

Canterbury Cathedral

Located in the heart of the historic city that bears its name, Canterbury Cathedral is home to the Archbishop of Canterbury. But there's much more to this beautiful medieval city than just its cathedral. Canterbury is also a popular cultural and entertainment destination with great shopping, galleries, and cafés.

Borough Market, London

Probably the most famous food market in Britain and the oldest in London, Borough Market has been in Southwark in some form for at least one thousand years. Following the construction of the first medieval bridge sometime in the 1st century, the area which helped join London with the ports and towns of the south became popular with farmers, bakers and fishermen hoping to sell their produce to travellers.

USA

Grand Canyon

The Grand Canyon is located in northern Arizona and is one of the great tourist attractions in the United States. Carved over several million years by the Colorado River, the canyon attains a depth of over 1.6 km (1 mile) and 446 km (277 miles) long. The Grand Canyon is not the deepest or the longest canyon in the world but the overwhelming size and its colorful landscape offers visitor spectacular vistas that are unmatched throughout the world.

Manhattan

Manhattan is one of New York's five boroughs and is what people most often think of when they picture New York City. It's familiar skyline and sights have been featured a thousand times on screen. Walk in the shadow of the skyscrapers, picture the Statue of Liberty, see a Broadway show, climb the Empire State building, stroll Central Park, window shop on 5th Avenue or stagger around a museum.

Yellowstone

Yellowstone National Park was the world's first national park, set aside in 1872 to preserve the vast number of geysers, hot springs, and other thermal areas, as well as to protect the incredible wildlife and rugged beauty of the area. Yellowstone lies on top of a gigantic hotspot where light, hot, molten mantle rock rises towards the surface.

Golden Gate Bridge in San Francisco

The Golden Gate Bridge was the longest bridge in the world when it was completed in 1937, and has become an internationally recognized symbol of San Francisco and California. The famous red-orange color of the bridge was specifically chosen to make the bridge more easily visible through the thick fog that frequently shrouds the bridge.

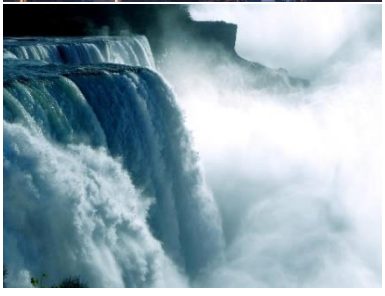
Niagara Falls

Situated between the state of New York and the province of Ontario, Niagara Falls is one of the most spectacular natural wonders on the North American continent. Niagara Falls is actually three different falls, the American Falls, Bridal Veil Falls and Horseshoe Falls.

Horseshoe Falls is located on the Canadian side while the other are located in New York. With more than 14 million visitors each year it is one of the most visited tourist attraction in the world.







Canada

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Banff National Park and the Rocky Mountains

Banff National Park lies in the heart of the majestic Rocky Mountains in the province of Alberta, and showcases some of Canada's most beautiful scenery. Turquoise-colored lakes, snowcapped peaks, and glaciers are all easily accessible in this stunning park. Take a scenic drive or head off on one of the best hikes in Banff.

Toronto’s CN Tower

On the shores of Lake Ontario in Canada's biggest city is the iconic CN Tower, one of Canada's most famous landmarks. The tower stands an impressive 553 meters high and dominates the skyline. At the top, you can find fine dining in the revolving 360 restaurant, and enjoy a meal while looking out over the city and lake. The LookOut and the Glass Floor offer beautiful views out over the entire area.

Old Quebec

Old Quebec is one of Canada's most popular historical areas and is well developed for tourism. In addition to the historical sites, other highlights include artists displaying their works on Rue du Trésor; interesting museums, like the Musée de la Civilisation; and unique shops and restaurants.

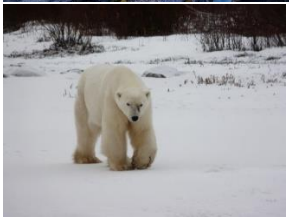
Polar Bears of Churchill, Manitoba

One of Canada's most unique attractions is the polar bear migration that sees these beautiful creatures make their way from land out onto the ice in Hudson Bay, near the town of Churchill in Northern Manitoba.

This small community opens itself up to tourists each fall. Tours take visitors out in tundra buggies with caged windows for close encounters with the polar bears. The prime viewing time occurs in October or November while the bears are waiting for the water to freeze before heading out onto the ice.







Annotation

Jméno a příjmení:	Bc. Tereza Krsková
Katedra:	Ústav cizích jazyků, PdF UP Olomouc
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2022

Název práce:	Výukové strategie v heterogenních třídách v hodinách anglického jazyka
Název práce v angličtině:	English Language Teaching Strategies in Heterogeneous classes
Anotace práce:	Diplomová práce se zaměřuje na výuku anglického jazyka v heterogenních třídách za použití metod a strategií diferenciace. Cílem této diplomové práce je zjistit současnou situaci výuky anglického jazyka jako cizího jazyka v heterogenních třídách za pomoci diferenciace v České republice.
Klíčová slova:	Heterogenní třídy, diferenciace, metody a strategie diferenciace, angličtina jako cizý jazyk, výuka anglického jazyka, základní školy, vzdělání
Anotace v angličtině:	This diploma project focuses on English language teaching as a second language in heterogeneous classes with the use of methods and strategies of differentiation. The aim of this diploma project is to analyse the current situation of teaching English as a foreign language in heterogeneous classes with the help of differentiation in the Czech Republic.
Klíčová slova v angličtině:	Heterogeneous classes, differentiation, methods and strategies of differentiation, English as a foreign language (EFL), English language teaching, primary and lower secondary schools, education
Přílohy vázané v práci:	Přílohy č. 1 – 24
Rozsah práce:	70 stran
Jazyk práce:	Anglický jazyk