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Differentiating Instructions in EFL Classes at Lower Secondary Schools

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Z á s a d y p r o v y p r a c o v á n í :

Diplomová práce pojednává o využití diferenciací jako specifické formy výuky anglického jazyka na 2. stupni ZŠ. Cílem práce je poukázat na možnosti adaptace vyučovacího procesu dle individuálních potřeb žáků a navrhnout takové strategie a aktivity, které by respektovaly zvláštnosti, schopnosti a zájmy vybrané skupiny žáků. Navržené hodiny anglického jazyka budou vyzkoušeny v běžných hodinách anglického jazyka na vybrané základní škole a jejich efektivita následně posouzena dle konkrétních učebních výsledků žáků a jejich reakcí z dotazníku.

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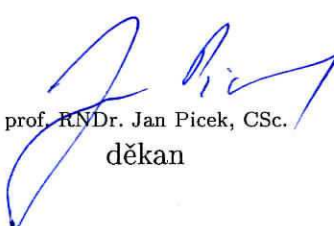
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Diferenciace výuky v hodinách anglického jazyka na 2. stupni základní školy

Diplomová práce pojednává o využití diferenciace jako specifické formy výuky anglického jazyka na 2. stupni ZŠ. Cílem práce je poukázat na možnosti adaptace vyučovacího procesu dle individuálních potřeb žáků v heterogenní třídě a navrhnout takové strategie a aktivity, které by respektovaly zvláštnosti, schopnosti a zájmy vybrané skupiny žáků. Navržené hodiny anglického jazyka budou vyzkoušeny v běžných hodinách anglického jazyka na vybrané základní škole a jejich efektivita následně posouzena dle konkrétních učebních výsledků žáků a jejich reakcí z dotazníku.

Klíčová slova: didaktika anglického jazyka, diferenciace výuky, heterogenní třída, žáky 2. stupně ZŠ, individuální potřeby žáka, instrukce v didaktice, aktivity v didaktice

Summary

Differentiating Instruction in EFL Classes at Lower Secondary Schools

The diploma thesis deals with the use of differentiation as a specific form of English language teaching at the 2nd level of elementary schools. The aim of the work is to point out the possibilities of adapting the teaching process according to individual needs of pupils in a mixed-ability class and to propose strategies and activities that would respect the peculiarities, abilities and interests of a selected group of pupils. The proposed English language lessons will be tested in regular English language classes at a selected elementary school and their effectiveness will then be assessed according to the pupils' specific learning outcomes and their responses to a questionnaire.

Key words: didactics of English language, differentiation of teaching, mixed-ability classes, pupils of 2nd level elementary schools, individual needs of the pupil, instruction in didactics, didactic activities

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Introduction

The impulse that led me to find out more about mixed ability classes started during my teaching experience. I was in charge of teaching small classes of pupils who had completely different needs as children stepping into adolescence and especially as learners of English Language.

A long time has passed since Comenius insisted on education for all. Today, with the proliferation of knowledge, educating means developing the ability to learn, to decide the relevance and the logic of a piece of knowledge, and to use it in a creative way, according to values that are beneficial to the welfare of humanity as Comenius conceived it.

Educating all people is also a motto that should be updated to the situation of hyper-consumers' society that we are living in. The school is no longer the only source of knowledge. In an era of informational revolution, children can choose to look up information that suit their individual interest and inclinations, making their experience quite specific and not necessarily similar to their peers.

Policy makers have always been aware of the importance of schooling in shaping the features of their future society. Various theories were experienced aiming at increasing the effectiveness of learning at schools, so that each individual could develop his intellectual and social potential in an optimal manner.

The history of education displays many subsequent attempts to create homogeneous classes that were followed by reform theories seeking more equitable and heterogeneous classes which promote equal opportunities. Today's trend is in favour of inclusion and of teaching strategies that take mixed ability classes into account.

I hope this diploma work will contribute to more insight into the problematic of mixed ability classes and the strategies that are possible and available for teachers facing the challenge.

1 Mixed Ability classes

Mixed-ability classes represent a relatively new issue in the science of education. A growing need to tackle this problem emerged due to the changing lifestyle of the late 20th and 21st centuries. There are many factors in our times that contribute more than ever in creating mixed ability classes.

The first of these factors is globalization. The rise of the global market and the development of means of transport and communication increase interaction between people and promote migration. Pupils of quite different socio-cultural backgrounds are an integral part of the standard class population nowadays.

The second factor is the influence of the media. In the 20th century, people used to listen to the same radio stations and watch two or three television canals. They were exposed to similar knowledge, values and beliefs. On the contrary, the younger generation today chooses the kind of information according to personal interest. Some pupils are individually focused on certain topics, and have deep knowledge of them while other pupils concentrate on completely different issues. Research is done to depict how social media and the virtual worlds of computer games affect the children's perception of the world.

The third factor is the new concept of inclusion, which constitutes an actual objective in European educational policy. It is somehow a response to the growing variety of students' population. But it also implies the integration of pupils with special needs.

Besides, there are also specific factors linked to the particularities of different educational systems. In the Czech educational system, for instance, children in the 5th grade can choose to go to grammar school on the basis of an entrance examination. As a result, some of the primary schools lack the skillful pupils. Also, in some elementary schools pupils are further divided into better and weaker classes. These weaker classes are what can be described as "acute cases of mixed ability" to use the term of Prodromou (1992, 7).

Prodromou states that all classes can be considered heterogeneous because even in the homogeneous class there are pupils who differ in many ways (Ibid. 7). Though, this diploma work focuses on the general concept of a heterogeneous class in comparison with a homogeneous one:

Homogeneous classes are defined as classes into which pupils are enrolled on the basis of a selection criterion, usually according to their ability, level of intelligence, learning pace or learning outcomes, in addition to age. The class is made up of pupils that are similar in a certain aspect.

On the other hand, mixed ability classes, also called heterogeneous classes, are defined as classes composed of pupils of the same age, irrespective of their abilities and learning skills (Průcha, Walterová and Mareš 2013, 90).

Pupils can differ in the development of their cognitive functions, their feelings, beliefs, motivation, experience, knowledge, learning styles and language skills (Ibid.)

2 Child Development

At the 2nd level of elementary schools children are from 11 to 15 years old. They belong to an age category that has been extensively studied. There are many developmental theories which classify the stages of the child's development in its different intellectual aspects, dealing among others with cognitive, psycho-social and moral development. Some of them were chosen for the purpose of the diploma work: Piaget's Cognitive-Developmental Theory, Vygotsky's Zone of Proximal Development, Erikson's Eight Stages of Life, and Kohlberg's Stages of Moral Development.

2.1 Cognitive Development

The most influential theory of cognitive development is the concept of **Jean Piaget**, a psychologist who describes the development of thought processes according to age. He divides child cognitive development into four Periods (Crain 2014, 122):

The Sensorimotor Period: it usually lasts till the second year of age. It is a period in which knowledge relies on motor activities and responses in addition to sensory perceptions and stimuli.

The Preoperational Period: between the ages of 2 to 6. In this stage, the ability of learning begins but the child is not able to fully understand the logic of a concrete situation.

The Concrete Operational Period: between the age of 7 to approximately 11. In this period the child learns to manipulate the information mentally and begins to think logically except for abstract concepts and hypotheses. The child can classify items, understand mental operations like conservation and transitivity or generalize a certain experience by induction.

The Formal Operational Period: from the approximate age of 12. A period in which the adolescent begins to understand abstract concepts and use systematic planning. They can make a hypothesis and deduce results that do not belong to reality. They can use symbols and understand abstract terms such as justice or love.

The present study focuses on pupils in the 6th, 7th, 8th and 9th classes according to the Czech educational system. Pupils are in transition between the Concrete Operational stage and the Formal Operational stage according to Piaget.

This fact requires a type of learning activities that challenges logical reasoning, and gradually promotes abstraction without neglecting the importance of concretization and demonstrative examples. The aim of Piaget was to meet the requirement of differences in the cognitive development of learners and not to assign a kind of learning for which the pupils are not mature enough.

Another developmental psychologist, **Lev Vygotsky**, went further and stated that learning has an important role in the cognitive development of a child. He introduced the concept of the zone of proximate development which is defined as “the difference between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky 1978, 86).

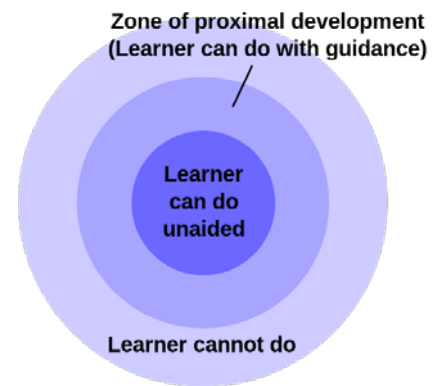


Fig. 1 Vygotsky's ZPD.¹

It is the zone of possible improvement of the learner's level through the teaching process. It is a gap between what children can do unaided in a particular situation, and what they can accomplish with the help of adults.

Following the above mentioned theory, teachers should provide a good deal of assistance at first, but reduce it as the child becomes able to work on his own. This is equivalent to the term “scaffolding”, which means that the teacher's assistance is like a temporary scaffold that comes down when construction is finished (Crain 2014, 259).

In fact, Piaget' theory focuses on the adjustment of learning to the development of the child whereas Vygotsky emphasizes the role of learning in activating the cognitive development of a child.

A more recent author, Krashen 1985, refers to the Comprehensive Input in language learning. He states that in the teaching process, input should be a little above the understanding of the learner so that he/she can still infer its meaning (Hedge 2000, 10). On the other hand, he also notes that intake, or the assimilation of knowledge by the

¹ ZPD: Zone of Proximal Development.

learner, is not only affected by the learner's age in terms of cognitive abilities and skills, but also in terms of emotions and motivation (Ibid. 10).

In order to be effective, the teaching process should challenge the thoughts, stimulate emotions, enhance motivation and provide assistance.

2.2 Psychosocial Development

Learning depends on many factors, one of them is the well-being of the child in the school environment. This is linked to a degree of maturity of the child's personality that should be supported at school as well as at home.

Eric Erikson suggests in his Psychosocial Development Theory that there are eight stages in the life of a human-being, each of them corresponds to a specific internal crisis. By learning from life experience and completing these stages successfully, a child can grow as a mature and integral personality and have healthy relationships with the other and with himself /herself. On the contrary, if there is failure in coping with the developmental experiences, the individual would have to deal with consequences further on in the course of life (Fontana 1997, 263).

Erikson associates these stages with eight life crises that every person should overcome successfully in order to become mature. Each stage corresponds to a virtue that the person would need to develop a healthy personality:

- Infants should learn the virtue of **hope** and the ability to trust others and the world as such.
- Toddlers develop **will**, autonomy and confidence as opposed to the lack of self-esteem.
- Pre-schoolers gain **a sense of purpose** and initiative versus passivity and the feeling of guilt.
- School children attempt **to be competent** and to feel successful instead of feeling inferior.



Fig. 2 Stages of Psychosocial Development

- Teenagers begin **to be loyal** to a set of values and try to integrate their different social roles to form a consistent and unique identity,
- Young adults need to form genuine relationships and **love** while avoiding loneliness and isolation,
- Middle age adults seek to give their life meaning that would outlast them by **caring** for others,
- Older adults need to accept their life journey and feel fulfilment and **wisdom**. If they fail in doing that, they spend the rest of their life with feelings of regret and despair. (Mc. Leod 2017)

The completion of Erikson's stages of development are relatively individual in terms of age. These psychosocial characteristics are also part of the diversity factors in the classroom. Fontana states that it is possible to speak about child maturity. Mature children have virtues that other children lack, as it applies to adults.

The role of the teacher is to support the level of maturity of the child. The teacher should provide children with opportunities of personal growth by allowing them to express themselves and to feel success, by offering them the possibility of decision-making, by giving them responsibility for themselves and for others. The teacher should also enhance cooperation between peers or within the larger society to help training the interpersonal and social skills of the children in an environment of mutual respect (Fontana 1997, 265).

2.3 Moral Development

In his theory of cognitive development, Piaget notices differences between children and adults that also concern moral reasoning. Children consider rules to be universal and unchangeable as if given from a higher divine authority, therefore they tend to obey the rules to avoid punishment. Piaget determines the age of 10 to 11 as the time when a shift occurs. This age coincides with the beginning of the Formal Operation stage. From that age onwards, rules are perceived to be relative to the authority they come from and the viewpoint they represent. So adolescents begin to base their moral judgement on the motif of the behaviour (Crain 2014, 118).

Lawrence Kohlberg builds his Theory of Moral Development on Piaget's findings and goes beyond to classify three levels and six stages of moral development based on the principle of justice (Crain 2014, 162-166):

Level I. Pre-conventional Morality:

- Stage 1. Obedience and Punishment Orientation: young children perceive rules as given and unchangeable and they make moral judgements based on the consequences of a behaviour, usually in an egocentric way, trying to avoid punishment.
- Stage 2. Individualism and Exchange: Children realize that different individuals have different viewpoints. They solve a moral dilemma as an exchange or a deal between individuals who have conflicting interests.

Level II. Conventional Morality:

- Stage 3. Good Interpersonal Relationships: young people are aware of the expectations of the group or the community and try to comply with its values.
- Stage 4. Maintaining the Social Order: young people are concerned with the society as a whole. They understand the notions of law, duty and social order.

Level III. Post-conventional Morality:

- Stage 5. Social Contract and Individual Rights: people understand individual rights and they are concerned about how the society might be improved to be more democratic and fair for all.
- Stage 6: Universal Principles: people understand that even under democratic laws injustice may occur and they tend to look for intuitive universal principles to achieve justice.

A possible seventh stage consists of reasoning as being part of something much larger than oneself, as a part of a transcendent whole. It's a kind of spirituality urging to behave according to what one believes to be right (Crain 2014, 167).

Kohlberg thought that morality is neither genetically encoded nor it is the result of cognitive maturity that develops according to stages. He believed that moral stages are the result of a mental process confronting one's viewpoint with the viewpoints of the

others. Morality is a form of thinking that is promoted through cooperative activities and discussion that develop in the child the conception of what is just (Crain 2014, 169).

Kohlberg's theory is important for teachers of Lower Secondary schools. Teenagers are attentive to the teacher's attitude and behaviour, they like to discuss topics that concern interpersonal relations and society. Children also benefit from cooperative activities and interaction between peers, especially in language classes. They can confront their different ideas and attitudes and understand the necessity of tolerance and mutual respect to work efficiently in a group.

2.4 Implications of Pupils' Maturity for the Teacher

To conclude this overview of developmental theories, a summary on their implications for the teacher is appropriate. The teacher of Lower Secondary school pupils is expected to promote the child's personality growth by:

- Introducing abstract reasoning, problem solving and training systematic planning.
- Providing challenging tasks while assisting and scaffolding the child's learning process.
- Training interpersonal and social skills, responsibility and cooperation.
- Providing opportunities for the teenagers to express themselves in an environment of mutual respect.
- Being in his/her attitudes and behaviour an example of the democratic citizen who believes in individual rights and justice for all.
- Providing opportunities for discussions on topics of interest for the teenagers where they can confront their ideas and reflect on them.

3 Learners' Variables

The learning aptitude of children changes with age, with the degree of their development and with affective factors of their personality. At all ages though, learners also vary in many ways such as their type of intelligence, their motivation, their learning strategies, and their experience.

3.1 Intelligence

Intelligence is defined as the ability to see relationships and to use these relationships to solve problems (Fontana 1997, 102), or as the ability to perceive information, and to retain it as knowledge to be applied towards adaptive behaviours within an environment (Intelligence: From Wikipedia, the free encyclopedia. 2018).

Referring to intelligence, teachers may consider two major issues discussed by psychologists. The first is whether intelligence is genetically transmitted or whether it is the result of how stimulating are the environment and the society in which the child is brought up. Both factors are relevant and psychologists are not unanimous on which of them predominates (Fontana 1997, 120). The importance of the environmental aspect implies that the teacher's role means much more than activating the intelligence that is "already" in the child. The teacher becomes an active part of the child's environment, whatever is the child's gender, economical or cultural background.

The second issue is whether intelligence is a quality that can be measured according to a test that is valid for all. Gardner suggests that it is very narrow to define the intelligence of a person with a single number, the IQ score. He argues that „ intelligence has more to do with the capacity of solving problems and fashioning products in a context-rich and naturalistic setting (Armstrong 2000, 1). In his Theory of Multiple Intelligences, Gardner classifies eight abilities that he calls intelligences (Ibid. 4):

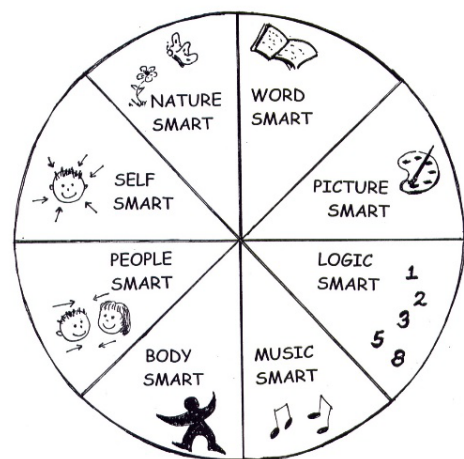


Fig. 3 Multiple Intelligences

- **Musical-rhythmic:** ability to produce and appreciate rhythm, pitch and timber.
- **Visual-spatial:** ability to imagine the visual spatial world accurately.
- **Verbal-linguistic:** sensitivity to sounds, structure, meaning and function of words.

- **Logical-mathematical:** sensitivity to logical and numerical patterns.
- **Bodily-kinaesthetic:** ability to control body movements and handle objects.
- **Interpersonal:** ability to respond to moods, motivations and desires of other people.
- **Intrapersonal:** ability to discern one's own emotions and knowledge.
- **Naturalistic:** ability to classify species in the environment.

Gardner later suggests spiritual and moral intelligences (Theory of Multiple Intelligences: From Wikipedia, the free encyclopedia. 2018). He also makes clear that any person possesses all these intelligences while some of them are more developed.

The major asset of this theory is that it emphasizes the diversity of pupils' intelligence and prevents their early categorization according to a single intelligence test. Also, many educational studies have been conducted to implement this theory to the educational environment by creating innovative tasks that stimulate various aspects of the pupil's intelligence.

Armstrong, for example, draws upon the Multiple Intelligence Theory and describes the teacher as the one who lectures, draws on the blackboard, shows a videotape, plays music, provides hands-on experiences, has the students build something tangible or interact with each other, pauses to give the students time for self reflection, undertakes self-paced work, links the personal experiences or feelings of the student to the studied subject and gives opportunities for learning to occur through living things within nature (2000, 39).

Armstrong applies the theory to class environment in addition to the curriculum and lesson planning. For him, implementation in lesson planning means mainly to vary and alternate a wide range of activities. He also encourages a positive approach to assessing and evaluating, taking into account the growth of the student as a personality.

3.2 Memory

Learners differ also in their memorization ability. Teachers should take into account two kinds of memory when planning lessons: short term and long term memory. Perceived information is saved in short term memory. There, it is quickly forgotten if it is not transmitted to the long term memory through consolidation. This transmission is decisive for the learning process (Fontana 1997, 156). Long-term memory is the stage where informative knowledge is held indefinitely. It is defined in contrast to short-term and working memory, that persist for only about 18 to 30 seconds. (Long-term Memory: From Wikipedia, the free encyclopedia. 2018).

According to Fontana, there are strategies that the teacher should adopt to improve the long term memory of children and to consolidate the knowledge they acquired (Fontana 1997, 156):

- When a new item or information is presented the teacher should give enough time to the pupils before going on to another item. Waiting, repeating and leaving time for questions is required.
- New items should be built upon previous knowledge. The teacher is supposed to give opportunities for associating, eliciting and linking up. The aim is to enhance an inner creative construction process of the target language (Hedge 2000, 11).
- Teachers should plan to teach only a few new items to remember at a time, in addition to the revision of already acquired knowledge.
- Teachers should be aware that children of 2nd level Lower Secondary school between the ages of 11 to 14 can fully concentrate only for a period of 10 to 20 minutes (1 to 1.30 minutes/year).
- Long term memory is also activated by providing new items in an engaging and meaningful way for the children. Information should be understandable, interesting and relevant to the child. It should be presented in a way that appeals to the senses and recalls emotions.

3.3 Motivation

Intelligence alone does not guarantee a successful learning process. Intake or the assimilation of taught items is among others affected by motivation.

Harmer distinguishes between integrative and instrumental motivation. He defines integrative motivation as coming from natural curiosity and the need to learn things that we consider interesting and useful for our lives. Whereas instrumental motivation emerges from a specific goal, like passing the exam or getting a job, regardless of the subject of learning itself (Ibid.).

Fontana uses the terms intrinsic and extrinsic motivation which correspond respectively to integrative and instrumental motivation, defined above. He agrees that stimulating intrinsic motivation in the pupils is the aim of every good teacher. But he suggests that extrinsic motivation is also useful when it is used to a certain extent (1997, 153).

Extrinsic motivation is supported by praising, testing, giving grades or writing evaluations to communicate the improvement of the child to the parents etc. Generally, pupils are given feedback while their interest in the result is still high. If used properly, extrinsic motivation enhances the feeling of accomplishment and the prestige of the child among peers, the child also develops a performance-related motivation.

However, there are some risks linked to using extrinsic motivation:

- The constant failure of the child in competitive testing and grading can lead to frustration and low confidence in one's ability. At that point, procedures aiming at extrinsic motivation become an obstacle to the learning process. The pupil should be given opportunities to experience success.
- Extrinsic motivation is a form of pressure that can cause anxiety. The teacher should be cautious and know the amount of anxiety that is healthy and still represents a kind of motivation for the child.

Finally, Fontana underlines the importance of „subtle praise“, which means praising the personality of the pupil in her struggle to learn and experiment, as opposed to praising a concrete behaviour or encourage competition between peers.

For the teacher, motivation is a key issue that should be encompassed in all designed lessons. He is supposed to present new, relevant and interesting knowledge that triggers thoughts and involves problem solving in a socially comfortable environment. The teacher should provide learners with opportunities to interact with each other, to take decisions for themselves, to experience success and to have the perspective of fulfilling personal goals (Mareš 2013, 255-256). As Harmer states: „One of the main tasks of the teacher is to provoke interest and involvement in the subject even when students are not initially interested in it“(Harmer 1998, 8).

Though, the teacher is not the only responsible for the pupil's motivation. Parents' attitude towards school and learning in general, their approach to their children's study results and their expectations for them can also become extrinsic motivation or a source of anxiety (Ibid. 154).

3.4 Learning Styles and Strategies

Children tend to have preferences and individual strategies in acquiring and processing new information. The learning style of a pupil is a variable that is increasingly taken into account especially within the concept of differentiated instruction.

However, the simplified viewpoint on the learning style variable is also often criticized. Teachers are warned not to overestimate it and not to confuse it with the thinking style of the pupil. Educators are recommended to consider learning styles as a means of effective teaching, not as a whole language approach (Landrum and Mc Duffie, 2010).

Mareš defines learning styles as gentle manifestations of human individuality in different learning situations. They are metacognitive learning processes that the learner prefers in a certain period. They are specific in their orientation, motivation, structure to apply, succession, sophistication, depth and flexibility (2013, 192).

There are many learning styles models designed in various research work, as for example Dunn and Dunn Learning Style Model, which is also called the Productivity Environmental Preference Survey or PEPS (Hawk. Shah. 2007, 10).

The design of the PEPS survey is based on Dunn and Dunn's definition of learning style which they see as „the way in which individuals begin to concentrate on, process, internalize, and retain new and difficult information” (Ibid, 9). It focuses on the environmental, emotional, sociological and psychological elements that affect the learning process (Ibid.).

Some EFL researchers, like Hedge (2000, 18), mention two categories of learners as regards learning styles: the global and the analytic learner. The former prefers to deal with the new item as a whole and then understands details, whereas the latter prefers to understand parts before dealing with an overview of a piece of knowledge.

Hedge believes that these categories are related to culture and experience, and recommends focusing on the strategies that good learners use. She states that strategies can be trained and that it is beneficial for the learner to be aware of the strategy he/she uses and of other strategies that may be developed (Ibid. 19).

Hedge then distinguishes four types of learning strategies (Ibid. 77):

- Cognitive strategies that are thought processes used in learning, characterized by the way the learner deals with presented information by making analogies with prior knowledge, by visual memorization, auditory memorization, repetition, writing and inferencing or making guesses. This category also includes deeper strategies such as reasoning, analysing and summarizing.
- Metacognitive strategies that Oxford defines as thinking about one's own learning and how to make it effective, such as previewing the lesson, reading teacher's comments, making notes during the lesson, self-evaluating and error monitoring (1996, 31).
- Communication strategies that enable learners to compensate their lack of language knowledge in a communicative situation by using body language, synonyms, paraphrases or even words from the mother tongue to maintain a conversation. The ability to communicate requires taking risks and learning by being involved in a meaningful communicative context (Hedge 2000, 53).
- Socio-affective strategies that the learners use to initiate conversations with native speakers, collaborating on a task, watching a film or listening to the radio in the target language. The learner does not have to understand every word, his frequent exposure to the language helps him/her feel more comfortable about it, reduces anxiety and provides opportunities for self-encouragement, and self-reward.

Teachers should observe the pupils to find out about their learning styles and strategies. Interviews, questionnaires and methods that help assess learning strategies can be used. "Through strategy assessment teachers can help their students recognize the power of using language learning strategies for making learning quicker, easier, and more effective"(Oxford 1996, 40).

These strategies should be applied and trained in and outside the classroom. The teacher should initiate activities that would enable pupils to try and train learning strategies so that the pupils experience their benefits or even adopt them as their own. This would lead to the reinforcement of the pupils' autonomy.

3.5 Learner Autonomy

Autonomy is another aspect in which learners can differ from each other. The word autonomy comes from the Greek auto-nomos, and it literally means “self”-“law”. In the field of education, Holec uses the term “learner autonomy” for the first time in 1981 and defines it as the ability to take charge of one's own learning (Learner Autonomy: From Wikipedia, the free encyclopedia. 2018).

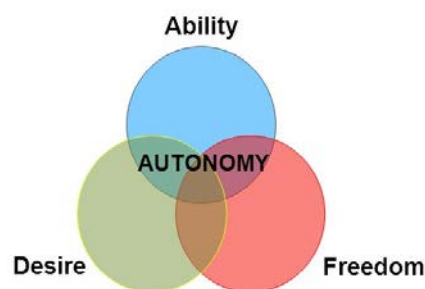


Fig. 4 Learner Autonomy

Autonomy represents a range of behaviours that the learner can develop through practice. The learners recognize that they are responsible for their own learning and they are fully involved in all aspects of the learning process: planning, implementing learning tasks and evaluating their outcomes (Little 2003, 12).

To promote autonomy, teachers should manage the classroom so that the pupils accept responsibility for their own learning, and get involved in planning the next steps, monitoring the learning tasks and evaluating their effectiveness. Teachers should also insist on the use of the target language in the classroom for communication, learning and reflection (Ibid.).

One way to develop learning autonomy is to provide and share with the pupil well planned and structured instruments in terms of objectives, syllabus, contents, materials, methods and techniques, and also evaluation procedures.

Promoting autonomy may arise concerns among teachers related to excessive pupils' independence and possible chaos. However, the classroom can still be very restrictive by means of a thoroughly implemented set of rules ensuring a functional environment for learning.

The teacher will then have enough room for planning and managing the classroom procedures that would trigger the efforts of the pupil to attain his/her objective. In the classroom, the teacher's responsibility is also to monitor and scaffold the pupils' work.

Activities empowering pupils and giving them an amount of autonomy are usually open-ended, they are based on different materials and personal or group choices. They include

information search, collaborative work in pairs or in groups, demonstration of learning outcomes, the result, self-evaluation and reflection on the pupil's own learning.

Learners' autonomy is a concept that should be encouraged among pupils, especially in the context of mixed ability classes where differentiation is required. Procedures promoting learner autonomy and self-directed learning can enhance the motivation of the pupils and the effectivity of the teaching process.

Teachers should help learners to identify their own strengths and weaknesses and set up their own learning goals and evaluate their own learning. Learners' interest in learning English inside and outside the classroom should be stimulated. They become more self-directed in their learning. They can also learn from peers, not just from the teacher. They discover English language on their own, and are given the opportunity to express their own opinions on what to learn in the classroom (Nakata, 2011).

3.6 Knowledge and Experience

The last category of differences among pupils that is discussed for the purpose of this thesis is the pupils' previous knowledge and experience (Prodromou 1992, 7).

Some pupils are talented in languages, which means they have a better verbal-linguistic intelligence. They are likely to progress faster in all or some language skills: listening, speaking, reading or writing. Some pupils have a rich vocabulary in some topics but make basic mistakes in grammar.

Pupils may also be exposed to English outside the school. Previous experience and the acquired level of English language proficiency can largely differ among pupils and should also be pre-assessed and taken into account when the teacher plans differentiated instruction.

3.7 Implications of Learner's Variables for the Teacher

According to the variables described above, the teacher is expected to meet the needs of the pupils by:

- Creating a stimulating and socially comfortable class environment.
- Building on their previous knowledge by means of associating, eliciting and linking up, reasoning, analysing, summarizing and memorizing.

- Teaching an amount of new, relevant and interesting facts that respects the children's average concentration time.
- Varying and alternating a wide range of activities, such as lecturing, showing videos, playing songs, providing hand-on experiences, assigning self-paced work and linking to the personal experience of the pupil.
- Providing time for questions, reflection and revision.
- Using English in the classroom, providing clear instructions, structured objectives, varied materials and open-ended tasks.
- Promoting Communication among pupils, collaboration and exposure to English language.
- Giving opportunities for interaction among peers by forming flexible groupings and enabling the demonstration of learning outcomes.
- Allowing the involvement of the pupils in planning and decision making.
- Training learning strategies outside and inside the classroom such as making notes or monitoring errors.
- Adopting a positive approach to assessing and evaluating.
- Praising, giving feedback on improvement and giving opportunities to experience success.

4 Teaching Mixed Ability Classes

After focusing on the characteristics that make learners different from each other, the characteristics of a class as a social group and as a psychosocial learning environment for the pupils and the teachers will be discussed.

4.1 The Class as a Social Group

Every classroom creates a social environment where not only cognitive learning takes place. The class is an important social group where children undergo a significant part of their socialization process. This is especially true for teenagers in Lower Secondary schools, for whom peers become very influential.

The class is a small social group (Mareš 2013, 575) where membership is not automatic. It has its hidden social norms, social pressure and a common attitude towards learning. Every pupil has a certain social role in the class: „The exemplary pupil, the class clown, the provocateur, the class beauty, the sports star, the computer expert, the musician, the artist, etc.” (Ibid, 579)².

The structure of the relationships within the class affects the development of each pupil and his/her sense of identity. Pupils differ in their influence and their attractiveness to the social net of the class. With time, a core group can form, and other peripheral groups are created, in addition to individuals who are seen as outsiders.

Research showed that a healthier class in terms of psychosocial environment is the class that is decentralized in the structure of its inner relationships (Ibid, 581). This literally means that social pressure is weaker and pupils tend to behave in a friendlier manner.

Class management is more effective when the teacher is aware of the nature of the relationships in a class. Teachers can choose activities and create groupings that enhance the decentralization of the class as a social net. Thus, they can make every pupil cooperate, and prevent certain individuals from becoming outsiders and from developing low self-esteem.

² Translated by the author of the diploma thesis.

4.2 Disadvantages of Mixed Ability Classes

While teaching mixed-ability classes, it is difficult to ensure effective learning for all the pupils because materials available at schools are usually designed for a certain age and a certain level of language skills that pre-suppose a moderate range of differences between pupils (Ur 1991, 303).

The teacher usually faces the problem of finding materials, techniques and methods that can be suitable for all the learners in the class. In a mixed ability class, a teacher relying on a textbook is bound to constantly create additional materials to simplify the studied item for weaker learners, and to plan extra work to activate faster ones.

Also, the content and the form of teaching methods whether available or chosen by the teacher do not necessarily engage or challenge all the pupils in a mixed ability class. Any chosen item can be suitable only for a part of the class. The rest of the pupils would find it either too easy or too difficult or simply uninteresting.

This may result in a teaching process where only a few pupils participate, whereas the more advanced pupils get bored and the weaker ones lose concentration. This is also the reason why mixed ability classes bear the risk of discipline and management problems (Ibid.).

4.3 Advantages of Mixed Ability Classes

However, some researchers think that the issue of mixed ability classes should be considered positively. Being aware of the advantages of mixed ability classes can help designing suitable teaching strategies.

The differences among pupils, as individuals, in their life experience, abilities and interests, give room to varied interaction with peers. Many topics can become a form of authentic discussions, which represents an educative benefit of awareness and empathy for all the learners (Ur 1991, 305).

Also, the variety of abilities can encourage cooperation and peer teaching as a step towards learner autonomy, since the teacher can not pay attention to all the pupils (Ibid.).

Finally, the various aspects challenging the teacher in a mixed ability class enhance his/her creativity and professional development (Ibid.).

5 Differentiated Instruction

In the previous chapters, the issues of child development and learning variables were tackled. Learners vary in their cognitive, psycho-social, and moral development. They are also different in their type of intelligence, motivation and memory, in their autonomy and experience and in their learning styles and strategies. Such a partitioned environment should be treated differently. One of the suggested methods is differentiation.

Tomlinson defines differentiated instruction as varied approaches to the content that is taught to the pupils, the process of teaching and the expected learning product, in anticipation and response to pupils' differences in individual readiness, interest and learning profile. (2001, 7).

5.1 Characteristics of Differentiated Instruction

Differentiated instruction is a holistic approach to teaching and learning. Tomlinson recommends to apply differentiation gradually with regards to some general characteristics that can be defined as following (2001, 1-5):

- Differentiated instruction provides **challenging tasks** and **clear concepts** to all students, and builds a **sense of community** while working sometimes with the whole class, sometimes with small groups, and sometimes with individuals.
- **Flexible grouping** is used. Pupils work individually, in pairs and experience many different forms of grouping, created according to learners' strengths or weaknesses, or according to the pupils' choice.
- Teachers plan a **variety** of ways to promote learning based on their knowledge of pupils' abilities, needs and interests.
- Teachers accommodate the **content, the process or/and the product** of the learning activity to the actual needs of the pupils.
- Assignments can be differentiated in terms of **quality** as well as **quantity**, which means that the nature of the task can also be adjusted to the pupil's needs.
- **Assessment** becomes a routine that is carried out by the teacher in various ways, from observation to formal tests. Their aim is to determine the development of the pupils and plan further learning experience.

- The teacher helps the pupils in developing **ground rules for behaviour**, so that they manage to work on differentiated activities simultaneously.
- Pupils are taught to share **responsibility** and to be active in taking and evaluating decisions. They are allowed to move and talk as long as it is purposeful for fulfilling the tasks.
- Differentiated instruction includes a classroom environment that promotes **autonomy**, mutual acceptance and respect.

To be successful in implementing differentiated instruction in their classroom, teachers have to learn more about their pupils by observing their behaviour in the classroom, or by collecting data to determine their needs, cognitive abilities, preferences, learning strategies, degree of autonomy and readiness.

Teachers should know as well the main objectives of the taught subject according to the curriculum. Then, they are supposed to structure and apply these objectives into the differentiated lesson, considering both the content and its options, the teaching methods or the process as a whole, and the output of the pupils (Ibid.).

5.2 Differentiated Content in Language Learning

Content means what is expected from the learner to learn, it is the “input” of teaching and learning. Teachers differentiate the content when they plan different materials and possibilities for the pupils to express the facts, the concepts, and the skills they are about to learn (Tomlinson 2001, 72).

The content is usually framed within the standards of the national educational system. The level of English language to acquire during the four years of Lower Secondary school, according to Czech National Curriculum Framework, is usually A2 (Bilanová, Lorencovičová, Netolička 2009, 12). It includes (RVP ZŠ 2016, 27)³:

- „**Sound and graphic representation of the language** - development of sufficiently comprehensible pronunciation, ability to distinguish by hearing elements of phonological system of language, verbal and sentence accent, intonation, spelling control of words of acquired vocabulary. “

³ Translated by the author of the diploma thesis.

- „**Vocabulary** - developing sufficient vocabulary for oral and written communication related to the topics discussed and communication situations; working with the dictionary. “
- „**Thematic areas** - home, family, housing, school, leisure, culture, sport, health care, feelings and moods, eating habits, weather, nature and the city, shopping and fashion, society and its problems, the media, travelling and the realms of the countries of the relevant linguistic area. “
- „**Grammar** - developing the use of grammatical phenomena to enable the pupil's communication intention (elementary errors that do not interfere with the meaning of communication and understanding are tolerated. “

The Czech National Curriculum Framework also states six key competences that confirm the psycho-social and the moral theories presented in previous chapters: learning competences; competence to solve problems; communicative competence; social and personal competences; civic competence and working skills (RVP ZŠ. 2016, 10).

It is necessary that the management of mixed ability classes relies on an amount of pupils' autonomy and collaboration. Therefore, the content should implement learning strategies training, and responsibility of one's own learning. It should also encourage collaboration to improve the learning process and the class or school environment, and to provide opportunities for self-expression and discussions on the actual topics of the classroom, the school and the society.

Some of the strategies used in content differentiation:

- **Concept-based Teaching** in which key concepts and principles and their utility are emphasized. This means that, in differentiated instruction, content should not be perceived as only an amount of facts. „Concepts are the building blocks of meaning“(Tomlinson 2001, 74).
Activities are differentiated so that concepts are accessible to all, promoting the pupils' cognitive skills potential, and encouraging them to produce at a high level (Ibid.). Pupils are motivated because they are likely to experience success in challenging tasks that are not too difficult nor too easy (Ibid.).

- **Tiered assignments** that differentiate content in its complexity while keeping a common key concept to be taught to all pupils. Concept-based teaching enables the implementation of this major strategy in differentiated instruction. (Tomlinson 2001, 101).
- **Compacting** which means assessing the pupils evaluate their knowledge in the studied topic. The teacher then differentiates content by increasing or decreasing the depth and complexity of the taught concepts (Ibid, 98).

For example, advanced pupils can join class activities in areas where they lack mastery. If the activity has no added value for them, they are assigned more difficult or complementary tasks. In this case, they are also provided with examples of good quality work, and assisted in their efforts to achieve success.

On the other hand, for weaker pupils, the teacher can determine an adequate content to be taught and present it in an interesting context. Scaffolding should be provided, so that the pupils acquire the key-concept with success. At the same time, it is necessary to bear in mind that a weak pupil may be weak only in some areas of a topic and for a limited period of time (Ibid, 11-13).

- **Differentiating resources and materials.** There are many possibilities to vary materials on the same topic in the English language. The Internet is an important resource in addition to audios and videos that can be differentiated according to the levels, the interests or the learning styles of the pupils (Ibid, 75). Tomlinson adds to the list other class materials as flow charts and concept maps to emphasize key vocabulary and grammar (Ibid.).
- **Interest Centers** can be established in the classroom, containing independent study materials, differentiated according to interest and complexity. They serve pupils who want to deepen their knowledge and work with other pupils of the same interests. They can be part of a classroom library containing different dictionaries encyclopaedias, magazines, English manuals, stories, flashcards and games (Ibid, 100).
- **Learning Contracts:** a learning contract is an agreement signed between the teacher and the pupil, where the pupil is granted some freedom on how to fulfill the task.

Both parties agree upon the term and standards of the product. The teacher designs the contract so that it matches the learning needs of the pupil.

When planning the content for a mixed ability class, teachers can differentiate it using different strategies and adapting a concept-based teaching to comply with the pupils' interests and learning styles, as mentioned. They can also decide of the depth or complexity of the piece of knowledge that the pupil will explore (Borja, Soto, Sanchez, 2015).

5.3 Differentiated process in Language Learning

The teacher may also choose to differentiate the process of teaching and learning. The process means "how" to teach, including teaching plans, tasks and activities that give the pupil the opportunity to assimilate and make sense of the content. Pupils process the input of teaching and learning (Tomlinson 2001, 79).

Prodromou focuses especially on open-ended and communicative activities in addition to drama techniques and emphasizes the pleasure principle.

An **open-ended exercise** is defined as „an exercise that allows the learners to work in their own way, at their own pace, within the frame of one and the same lesson“ (Prodromou 1992, 73). It aims at involving learners of all levels, exploiting their diversity and unifying them as a class.

Even standard questions and exercises can be transformed from closed to open-ended, enabling pupils to come up with a wide range of correct answers and solutions, and encouraging them to participate.

Close questions, for example, can have either correct or incorrect answers, enhancing possible anxiety and excluding weak learners. The teacher should allow the pupil to be at least partly right (Ibid. 75). However, close exercises can also be modified and used as a means of learning. They can be personified to involve every pupil or differentiated in their complexity. Examples of close questions that can be modified are displayed in Tab. 2.

Tab. 1 From Closed to Open-ended Tasks (adapted from Prodromou 1992, 71- 83)

| Type of exercise | Modification for mixed ability classes |
|--|--|
| Close questions: Yes/No, Wh-, Either/or, Tags, | Can be personalized without the possibility of correct or wrong answers. Can take more correct answers. |
| True/False | Can be used when both answers are partly true. Pupils can indicate their confidence in the answer on a scale. |
| Multiple choice questions | Can help learning by logically excluding wrong forms, provided that answers represent possible mistakes. |
| Gap-filling | Can be differentiated in the complexity of the text or in the type of missing words. |
| Substitution tables | Can be personalized. |
| Dictation | The topic can be the pupils' choice or their contribution. Can be read once and the pupils try to cooperate to complete the whole text. Can be used as introduction to a productive task. |

Flexible grouping is another effective strategy when differentiating the process in mixed ability classes. Sometimes, it brings pupils of different abilities together in a task where they are supposed to help and support each other. And sometimes, the teacher chooses to group pupils of similar ability or of similar interests (Kaur, 2017). Group work helps reducing dependence on teachers and promotes collaborative work.

As for **communicative activities**, they are based on purposeful and authentic interaction where the learner has the choice of language and meaning to express himself. If used in mixed ability classes, communicative activities should also be adapted to the quality of open-endedness. They can imply a choice of language or topic in addition to process differentiation (Prodromou 1992, 84).

Prodromou mentions three types of communicative activities: re-ordering activities that provide scaffolding for the final product, questionnaires used as personalized spoken drills, open-ended pictures and visual documents used as a source for information gap activities. Examples of communicative activities are shown in Tab. 3.

Tab. 2 Differentiating Communication Activities (adapted from Prodromou 1992, 84-102).

| | | |
|---------------------|----------------------|---|
| Re-ordering | Jumbling | The pupils understand and manipulate a variety of language items, for example linkers, sentences or paragraphs, to order them logically or chronologically. |
| | Ranking | The pupils decide on the order of a variety of items according to their personal opinion and experience. |
| Questionnaires | Find someone who ... | Pupils can practice a variety of structures, asking peers given questions. Questions can become more difficult towards the end of the questionnaire. Later, pupils can create their own questionnaires. |
| | Know yourself | Open-ended questions with a personal aspect are answered by ticking options. Pupils can compare the results and discuss them, driven by their curiosity to know themselves and each other. |
| Open-ended pictures | Describe and draw | The pupils in one group ask questions about the picture and draw it while the other group answer the questions. Another possibility is that the teacher describes a picture and the pupils draw it. Or the pupils draw pictures on the basis of a list of vocabulary and describe them to their peers in pairs. |
| | Jigsaw | The pupils receive two versions of a picture with missing details (one more difficult than the other). They should complete their pictures according to the description of the teacher and compare the results. |
| Visual documents | Information transfer | Charts, tables, diagrams, application forms, maps, etc. can be used in information gap activities to practise listening, reading, speaking and writing. |

Also, **drama techniques** are open-ended and involve the personality of the pupil, since they include cognitive, emotional and physical aspects. They promote the social integration of the pupil in the class social group by creating an open and relaxed atmosphere (Prodromou 1992, 103).

Drama activities vary from mime and breaking the ice activities to simulations where an imaginary situation or problem is given and pupils should react to it as themselves. There are also role-plays where the pupils are given individual roles in addition to a situation or a problem (Ur 2009, 132)

Prodromou finally emphasizes **the pleasure principle**. Most of what the teacher does in the classroom is meant to provide learners with some pleasure, whether it is the pleasure of learning something new, achieving a task or simply experiencing social interaction (1992, 120).

Pleasure may take many forms. Thus, there are activities that are based on the pleasure principle, mainly jokes, puzzles, games, quizzes and stories. These activities allow pupils to come together, despite their differences in personality, interest, level of English, learning style or culture. Some of them proved to be efficient in mixed ability classes (Ibid).

Tomlinson mentions a large range of other activities that can be differentiated. The list includes for example journals, graphic organizers, creative problem solving, cubing (assigning six tasks on a cube), role playing, Jigsaw (cooperation between peers collecting information on different facets of a topic), mind-mapping, model making, listing pluses and minuses, or interesting points about a topic (2001, 80).

Tomlinson categorizes several types of activities that differentiate Process based on their principles, as shown in Tab. 3.

Tab. 3 Process Differentiating Activities (adapted from Tomlinson 2001).

| Type of activity | Principle of the activity |
|------------------------------|---|
| Tiering assignments | Pupils learn the same key concepts but they are assigned various tasks using materials differing in complexity or learning style (Ibid, 101). |
| Anchor activities | Activities for fast learners, to work on after successful completion of given tasks. They range from additional practice activities to reading or journal writing (Ibid, 35). |
| Learning Centers or Stations | Materials on a given topic with a variety of ways to access the content according to pupils' levels, interests or learning styles. The pupils record their own progress at centers without having to try all of them to practice the needed skills (Ibid, 103). |
| Independent Project | The pupil investigates a problem within his/her topic of interest. The work method and type of expected product are discussed and planned with the teacher (Ibid, 99). |
| Mentorship | Pupils work with a teacher assistant, a parent volunteer or an older pupil who guides them to achieve difficult projects or simply to overcome specific obstacles (Ibid, 105). |
| Learning Contracts | The teacher grants a certain freedom and choice about how a pupil will complete a task, and the pupil agrees to use the freedom appropriately in designing and completing work according to the specifications (Ibid, 106). |

5.4 Differentiated Product in Language Learning

Many activities that are differentiated in the process predict a learning product, like role plays, mind maps, models, essays, dialogues, etc. at their completion. The product is how the pupil demonstrates acquired knowledge. It expresses the pupil's understanding and application of the content. It also represents the pupil's own achievement, which can be highly motivating (Tomlinson 2001, 85).

When designing a product, the teacher should take into consideration the content, the key concepts and skills of the learning unit and try to give the pupils the opportunity to expand this knowledge. Then, the teacher sets quality assets and communicates them clearly to the pupils. The criteria of a quality product are (Tomlinson 2001, 86):

- The amount of the displayed knowledge in terms of facts, concepts and skills.
- The followed methods, stages and the applied working habits.
- The innovation and thought in the expression of the product.

A well designed product is based on an authentic task addressing real problems in the real world. It should give room to creative and critical thinking, require multiple sources, time planning and guidance or scaffolding to promote production skills (Ibid, 88).

A product can be subject to self or peer evaluation before being evaluated by the teacher. Error is considered to have a positive role in the pupil's learning construction process (Hedge. 2000, p. 15). Therefore, making errors should not lead to demotivation. Pupils should be provided with constructive feedback and with room for reflection in a supportive environment. An important aspect of learning is metacognition and reflection on one's own work and on the work of peers.

Differentiating the product is giving the pupils the opportunity to demonstrate their learning of a common key concept in a variety of forms. The format of the product is sometimes derived from the curriculum as writing an essay, a letter, etc. But it is also differentiated according to the interests, levels of readiness or learning styles of the pupils (Tomlinson 2001, 90).

A differentiated product is an area where advanced pupils can excel and stretch their knowledge span. It is at the same time an opportunity for weak pupils to improve their knowledge on the topic, in addition to their general production skills. They should feel responsible for the completion of the task and feel free to express themselves in spoken language as well as in writing. Both advanced and weak pupils should be granted enough freedom as well as guidance.

Scaffolding during product completion also means to help the pupils find resources even in their mother tongue, and use the Internet and resource books and materials. It also means to help them plan the stages and the timetable of the product completion, and set their own quality criteria in a creative and autonomous way (Ibid, 92).

6 Practical Part

On the basis of the theoretical findings, the following questions were determined for the purpose of this diploma work:

1. Is it realistic to differentiate teaching in the environment of a Czech Lower Secondary school?
2. What are the conditions that make differentiation promote pupils' learning?
3. Do differentiation enhance pupils' motivation and productivity?

To answer these questions, qualitative research methods were used. Qualitative research is defined as „a primarily exploratory research, used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research“ (De Franco, 2011).

Three differentiated lessons were designed to be taught in a 7th grade class at an ordinary school in the centre of a Czech town. The lessons planning was realized according to the following criteria:

- The content of the lessons was implemented without altering the actual English Language syllabus of the class in terms of grammar concepts and vocabulary.
- Each lesson deals with the differentiation of one aspect of EFL: content, process and product
- Each lesson responds to one aspect of pupils' needs: English level in the given topic, learning style and preferences, and broad interests.
- The designed activities promote the ideas of pupils' autonomy and pupils' cooperation as opposed to competitiveness.

The first lesson deals with the teaching process when differentiating pupils' levels of English. The second focuses on the presentation of the content bearing in mind the different learning styles of the pupils, and the last one experiments the pupils' learning product when their interests are taken into account.

The design of these lessons was based on the pupil's needs in terms of study results, learning style and interest, depicted by means of a thorough investigation that consisted in two interviews of the class teacher, a pupils' questionnaire and a survey.

One of the interviews was about the psycho-social atmosphere, the motivation and the results of the class as a whole. The second was about individual pupils in the class, their results, and other relevant class teacher comments. The questionnaire addressed the pupils, focusing on their individual learning styles and learning preferences. On the other hand, the survey spotted their individual interests in life, generally.

6.1 Characteristics of the School

It is a relatively large school complex right in the historical centre of the city. It is divided into two buildings; the first is a large Primary school, and the second older building is separated by a busy road and accommodates the Lower Secondary level and. With its location and architecture from the 19th century, the building is both large and comfortable, especially through its opulent central staircase and two corridors, where students spend most of their breaks.

A screen broadcasting spots aims at attracting the pupils' attention, showing pedagogical themes and projects corresponding to their age category, apparently under the auspices of the Ministry of Education. The Staff Room is spacious, and contains a number of work desks. In the middle of the open space, there's a printer next to two workstations. The Data projector and interactive whiteboards are common in the large classrooms. Other school facilities are functional but not modern.

6.2 Characteristics of the Class

The 7th grade class teacher, qualified as an English teacher for Lower Secondary schools, kindly agreed upon the interviews, the questionnaire and the experimental lessons. She is responsible for the class and knows her 21 pupils very well.

The aim of the first interview was to understand the psycho-social atmosphere of the class, its overall study results and particularities, in addition to the topics and the key concepts that were being studied at the time of the research. The teacher was asked to answer the following questions referring to the class as a whole.

The First Interview:

The answers of the teacher were paraphrased and commented as following:

1. How do you describe the class as a whole and pupils' behaviour during English lessons?

The class is very active during English classes, they are motivated and willing to participate during the lessons. But when it comes to collaboration, the pupils aren't used to listening to each other.

This means that to be able to work in groups effectively, they have to learn how to understand the ideas coming from their peers, to process them critically, to accept them and incorporate them in the common work, or to properly communicate the objections they have to each other.

2. Is the class socially centered on a leader?

There are several social groups in the class that, in this adolescent turbulent period, are likely to change with time. However, two major groups that are quite stable can be discerned: the boys and the girls.

3. Are there students with special needs in the class?

There is a pupil with ADHD, who needs to move or do something with his hands most of the time. There is also a pupil with an individualized education program (IEP) who has difficulties in expressing himself in written tasks, he is granted extra teaching time, once a week.

There are also pupils coming from a different cultural background, namely one pupil from Ukraine and two pupils from the Gypsy minority who do not get support in their families to do their homework or to bring needed school supplies. The teacher sees the most difficult case in an absentee pupil who only sometimes comes to school.

There are pupils from economically or socially disadvantaged families who do not get much learning support at home, as well. On the other hand, the majority of pupils do not have any serious problem to mention.

4. Are there any outsiders in the class?

There are some students that have difficulties in integrating. The majority of the class would not talk to them, if they don't need to. But it's as in any other class. The teacher doesn't consider that to be a problem in her class, because of the diversity and multiple differences among the pupils as a whole.

5. What kind of methods is the class used to in English lessons?

The teacher uses a succession of varied activities during the lessons including cards, group work and games from time to time. She uses the third edition of the textbook, Project 2, and they are in transition to Project 3. She sometimes uses extra activities and materials as complementary to the textbook, when needed.

6. To what extent do you consider your class to be heterogenous in terms of study results?

There are excellent pupils in the class who get the maximum grades (1). Others are average in their results. There are also those who fail and an absentee pupil who is evaluated at the lowest possible grade (5).

7. Do you differentiate your teaching or at least in terms of evaluation?

The teacher tolerates the activity of the pupil with ADHD. She also gives the pupil with IEP extra time in writing tasks, and evaluates him according to how he explains the process of his answers, orally, avoiding the evaluation of his written production.

8. What are the topics and key concepts that you are teaching at the moment in English Language?

The teacher was currently teaching the pupils to talk about the weather with corresponding vocabulary. Then, she would introduce the comparative and superlative forms of the adjective before moving to the revision of the present simple and the present continuous tenses in the new textbook, Project 3. Then, the first unit of this book deals with the past simple, as a new concept within the topic of Life Stages, including the life of famous people.

6.3 Academic Success and Characteristics of the Pupils

In the second interview, I asked the teacher to characterize the pupils of the 7th class, individually. The class consists of 21 pupils aged from 12 to 15 that have formed a team for several years, except for two pupils repeating the academic year, and two pupils enrolled at school from the beginning of the scholar year. She would not talk about the absentee pupil whose case is currently solved at the school level.

She was asked to comment freely and spontaneously on any of the following points for each pupil:

- Study results, motivation, autonomy, learning style, special needs, general knowledge, and empathy or sense of justice.

To find out about learning styles, the teacher was also asked to mention, if possible, whether the pupil is more likely to succeed in an activity based on:

- Videos and pictures, listening and giving explanations, games with movement, individual reading, group discussion, songs and rhythm, or logical charts.

The teacher responded and spoke about the pupils one by one, systematically, mainly on the basis of their study results and their activity in class. She also focused on the family background of the children in terms of academic support. She commented on the other factors additionally.

The questions were designed according to the differentiated instruction concept. Although she knew her pupils very well, the teacher mentioned that the questions are more oriented to the personality of the pupils than merely to their academic performance. Her description of abilities and preferences was more detailed for the two pupils with special needs (ADHD, IEP), for whom her approach was individualized.

This confirms the idea of Landrum and Mc Duffie stating that differentiated instruction is a construct having much in common with individualized instruction (2010, 7- 8). It emerged later to meet the requirements of the contemporary heterogeneous classrooms.

„Providing individualized instruction through the use of accommodations for students with disabilities is required by law, but we would argue that instruction needs to be individualized for many students, including any who struggle in a given domain or academic content area (Ibid, 8).“

Tab. 4 The Second Interview The comments of the teacher were paraphrased as following:

| Name⁴ | Teacher's comment⁵ |
|-------------------------|--|
| Alice a | She is a quiet girl with very little self-confidence. Whenever she is successful in accomplishing a task, she says it was very easy, or it was a matter of luck. She's got average results and likes to work individually. |
| Sara b | She's got a lively nature. She has lived in England for several years with her parents and came back with a solid foundation in the language. At the beginning, she had excellent results in English, but now, her previous knowledge is not sufficient anymore. Her results are very good, depending on whether she studies or not. She is fond of music and dancing. |
| Nelly c | Repeating the 7 th school year, her results are under the average of the class. She is a neglected child, her background is not supportive in terms of study. She struggles with basic concepts in English. |
| Mike d | His background is not supportive in terms of education and is responsible for his failure. He belongs to the gypsy community. He usually comes to school without school supplies and without having done his homework. If he worked he would succeed, but he is lazy. |
| Derik e | His results are under the average. He also comes from a poor family background. His mother is supportive, and she has arranged teaching support for him at a non-profit organization. But his attitude towards work is rather bad, he is not really able to cope. He failed in the first semester. |
| Marvin f | An intelligent pupil with very good to excellent results, depending on how he does in the tests. He is active and usually prepared for school. He doesn't have any major problems in English. He asks when he doesn't understand any word. He is very motivated and autonomous. He has got a tendency to criticize others. |
| Ted g | A gypsy boy from a problematic background. He often comes to school without school supplies and without having done his homework. He is very active and willing to do well. He knows some of the answers during the lessons, but he is not able to fully use his knowledge in the tests. If he had |

⁴ The pupils were given false names by the author for privacy reasons, and letters for easier data analysis.

⁵ The comments of the class teacher were paraphrased by the author.

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| | studied and had a supportive family, he would have done much better. He tends to seek attention from others. |
| Fred h | He comes from a large and caring family. He is skillful and has very good results. He works regularly and does not have any major problem. He is quite autonomous and has a good memory with a wide range of interests like history for example. |
| Mark i | A skillful child with average to very good results. He has special needs because he suffers from ADHD (Attention Deficit and Hyperactivity Disorder). It is difficult for him to sit still. He needs movement and needs to be reminded to go back to work from time to time. He is usually not able to stay concentrated for more than 5 minutes. He is often satisfied with average results and do not try to make extra efforts. He tends to criticize others for their mistakes. He needs attention. |
| Carol j | She's got average results. She is quiet introverted and seems dull. She is a new pupil enrolled from the beginning of the scholar year. She would rather succeed in individual work. She has no specific problems in English. |
| Eve k | She has got very good results. She is hard working with average abilities. Her success depends on the amount of work she does. |
| Peter l | His results are under the average. He is repeating the 7 th school year, his foundation in English is very poor. But he participates in class activities and tries to work hard. |
| Donna m | She's got average results. She is a new pupil enrolled from the beginning of the scholar year. She has got some health problems, so she is often absent. She is quiet, and usually not keen on participating in class activities. She likes to work individually. |
| Martin n | He has got very good results. He is quiet and he manages most of the work in English lessons, without any problem. He is quite autonomous and doesn't require much help. |
| Thomas o | He has got excellent results. He is intelligent and active in class. He works independently and has a good memory. He is the best pupil in the class. |
| Wendy p | She's got excellent results. She is hard working and ambitious. She is highly motivated and works independently. She has empathy and good |

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| | interpersonal and leading skills, but she is sometimes criticized for her tendency to organize others. She is fond of music and dancing. |
| Tom q | He fails in English. He is not able to cope with class work. He is repeating the 7 th school year and has a poor foundation in English. He doesn't seem to understand even basic concepts. He is often absent. |
| Eddie r | He has got average results. He suffers from dyslexia and dysgraphia. At school he is granted an IEP (Individualized Education Program), which means that he has individual teaching sessions with the teacher. His work is evaluated differently, on the basis of listening, speaking activities and testing that have an unformal aspect. He relies on the teacher in his work. He prefers spoken tasks and needs to be led to the right answers that he then masters without major difficulty. |
| Anette s | She has got very good results. She is intelligent, hard working and active in class. She is motivated and willing to do well. She is fond of music and dancing. |
| Anne t | She has got very good results. She is hard working and active in class. She is motivated and willing to do well. She has a sense of justice and empathy. She is fond of music and dancing. |

From the interview above, it is evident that despite their variety, some pupils have a similar level of English that the teacher can use:

- To choose adequate teaching materials differentiated in their complexity and depth.
- To plan differentiated tasks with the possibility of teacher or peer scaffolding.
- To form homogeneous groups according to the given task and the probability of the pupil's success.
- To plan cooperative tasks and form heterogenous groups where cooperation will be beneficial for all.

6.4 Learning Style Questionnaire for the Pupils

A questionnaire in the Czech language was adapted from the Dunn and Dunn Learning Style Model, which is also called the Productivity Environmental Preference Survey or PEPS (Hawk. Shah. 2007, 10). The survey is based on Dunn's definition of learning style as „the way in which individuals begin to concentrate on, process, internalize, and retain new and difficult information (Ibid, 9).”

This adaptation of Dunn's Survey (See Appendix 1) focuses on environmental factors as noise, room design, intrapersonal factors as self-motivation, autonomy, persistence, responsibility, and interpersonal factors, including learning alone or with peers and the authority of the teacher. It also deals with the child's learning tempo and types of perceptual learning styles: visual, auditorial, tactual and kinaesthetic.

The analysis of the questionnaire shows the importance of different criteria, broader than those of success and activity in class that teachers are used to consider. The knowledge of learning preferences opens the way for the teacher to choose more appropriate teaching materials or presentation methods and to form groups that can be more effective.

17 pupils out of 20 filled in the questionnaire during the Class Meeting lesson, held once a week. Three pupils were missing (d, q, l). They do belong to the weakest or the most struggling pupils in the class.

The pupil's answers enabled understanding how to adjust teaching to different pupils, according to their learning styles. The Learning Preferences Questionnaire features the following results:

- Pupils expressed their preference for a more flexible and relaxed class organization, half the class opted for another alternative than sitting at a desk (k, c, b, s).
- The majority of the class is goal oriented.
- Pupils having inner motivation also declared attention, persistence, and some autonomy that do not exclude the need of authority or an adult's presence (k, i, g, m). But this category does not coincide with pupils having better study results.
- Pupils with extrinsic motivation correspond with pupils who admit some dependence on the teacher, a lack of attention and the need of repetition. (o, b, s). They also correspond with pupils who have excellent study results. The reason can be that they need more challenging tasks. They also state that they are stimulated by group work and discussions.
- Most of the pupils need the presence of an authority supervising the completion of the tasks, but there are 4 pupils who need to be „left alone“to concentrate (c, j, t, n). In the interview, the teacher described those pupils as autonomous or introvert. At the same time, one of them (c) needs to learn the basics of English and is dependent on the teacher's scaffolding.

- Except three pupils (m, n, a) who prefer auditory activities, like listening or reading aloud, most of the pupils prefer visual stimulation, pictures or videos.
- The class is equally divided between those who like more or less learning by manipulating with things and those who do not.
- Movement is highly appreciated by the majority of the class (k, i, g, c, e, a). Some other pupils like dancing, as mentioned in the teacher's interview.

6.5 Interests Questionnaire for the Pupils

To identify the interests of the pupils, they received a gap-filling text in Czech language entitled „About Me“, that depicts the passions and wishes of the children in the way they would like to present themselves. The text is simple, inspired from different child's interests inventories available on the internet⁶.

Children write about what they like, their favourite music and films, and their favourite school subjects. Then, they states what they do in their free time. They also write about their wishes, including the place they would like to visit, the person they would like to meet, the things they would like to do, and the things they would like to have.

Tab. 5 Interests Survey Results. 17 pupils out of 20 filled in the survey text.

| Name | Age | Interests ⁷ |
|--------------------|-----|---|
| Alice a | 12 | She likes music, surfing the internet, adventure and fantasy films. She also likes her parents and to be outside when the weather is nice. She would like to visit Japan one day because she likes „Anime“, a hand drawn computer animation. She wishes to have a happy family without divorce. |
| Sara b | 14 | She has a beautiful and colorful handwriting. She likes dancing and going out to meet her friends. Her favourite song is Mouth Everest. She would like to meet Logic, who is a Rap singer, and she wishes to own a dance hall, if she could. Her favourite subject is English and she would like to go back to England. |

⁶ <https://discoveringhiddenpotential.files.wordpress.com/2015/06/interest-inventory-student.jpg>

⁷ Paraphrased from the survey

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| Nelly c | 15 | She also likes the rapper Logic, she would like to meet Protiva, who is a quite vulgar rap singer. Her favourite film is „The Fate of the Furious 8“. She likes to go on trips, to go out with the dog or with friends. Her favourite subject is Biology. She would like to go to Australia one day. She wishes to have money and a horse. |
| Derik e | | He likes fishing, cycling, climbing and playing football. He listens to remixes and his favourite film is „Cradle 2 - The Grave“. He would like to go to Slovakia to see his relatives, especially his sisters that he hasn't seen for a long time. His favourite subjects are PE, English, history and workshop. |
| Marvin f | 13 | He likes pop music and watching her favourite American sitcom „The Modern Family“. He likes cycling and dogs. He would like to go to the USA because he likes it there, and there are good cars. He would like to meet the president, if he could, and wishes to have a lot of money. He enjoys the Class Meeting lesson. |
| Ted g | 14 | He likes football and floorball. He listens to remixes and rap. His favourite film is „The Pianist“, adapted from a novel with a historical setting. His favourite subjects are PE, English, History and Informatics. He goes out or studies sometimes in his free time. He would like to go to France and meet his idol, the football player Neymar junior. He would like to have a sportive body and wishes to have football shoes and dress, money, and a nice car. |
| Fred h | 13 | He likes cycling and comedy films. His favourite subject is Histoy. He draws in his free time. He would like to go to Russia to see how it looks like there. If he could, he would meet the president. He would like to be a historian. |
| Mark i | 13 | He likes computers and English. He listens to electro and rap, and his favourite series are „the Simpsons“. In his free time, he plays computer games or hang out with friends. He would like to visit the USA because it is interesting and there are tall buildings. He would like to meet PewDie Pie, a You Tuber. He wishes to be a billionaire. |

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| Carol j | 13 | She likes music, the summer and the family. Her favourite subject is art. She goes out, and feels fine staying at home in her free time. She would like to go to the sea, because she has never been there. She would like to meet her grand grand mother just to know her, if she could. She wishes to be able to help her parents financially, and have a flat that no one would take from them. |
| Eve k | 12 | She likes her dog, her telephone and her family. She also listens to Mount Everest and her favourite film is „Bajkeři“. Her favourite subjects are English and Maths. In her free time, she reads or watches You Tube. She would like to visit England and Spain. She would like to meet her best friend who left, and her grandma who live in Ukraine. She wishes to have a house, a good job and a car. |
| Donna m | 14 | She likes the sitcom „Friends“, and her favourite film is a romance „Me before You“. She listens to Major Lazer „Know you Better“. In her free time, she goes out, walk a dog from the dog shelter, or helps at home. She would like to visit Belgium. If she could, she would meet Lil Peep, a rap singer. She wishes to travel all around the world, to have a family and good education. |
| Martin n | 14 | He likes his computer, the family car, his dog and his parents. He listens to elektro and remix. His favourite film is „Project X“. At school, he likes the Class Meeting lesson. He would like to meet a rap group NWM. He wishes money, health, and to have a family. |
| Thomas o | 15 | He likes comedies. In his free time, he plays computer games and Judo. He also likes scouting. He would like to go to the USA. He likes to spend time with friends because it is fun. He wishes happiness. |
| Wendy p | 13 | She likes food, taking photos and sleeping. Her favourite subjects are Music, English, Geography and Art. In her free time, she reads, watches films and You Tube, or goes out. She would like to travel and try the plane. Later, she would like to work with children, but she is not sure, yet. |
| Eddie r | 13 | He listens to Retro and his favourite film is „Avenger 2“. In his free time, he plays computer games or go scouting. He would like to see |

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| | | the mountains in Nepal. He would like to spend time with friends and have fun. What he wishes is happiness. |
| Anette s | 13 | She likes horse riding and going out. She also listens to Logic. Her favourite film is „Dumb and Dumber“. Her favourite subject is Maths. In her free time, she likes to hang out with friends. She would like to visit England. If she could she would meet Logic, the rap singer. She wishes to ride horses and to have all the equipment for it. |
| Anne t | 13 | She likes food, animals, books, films and music. Her favourite subjects are English, Music, History and Art. In her free time, she likes singing, playing the piano, dancing and going out. She would like to go to Slovakia because part of her family live there. If She could, she would meet a singer because she would like to be a singer in the future. She wishes happiness in life and a lot of animals. |

In this particular class, pupils are interested in Rap music and remix dance tracks. Most girls mention Logic, a rap singer, as their idol (b, c, s). Logic sings in a confused English slang and promotes positive ideas of peace and tolerance. Another mentioned rap singer sings about drugs and hopelessness in a very vulgar way (c).

They like to watch action or comedy films and sitcoms. Two of them are interested in history (g, h). Some girls have a romantic taste (a, j, m, p, t). Some of the pupils follow youtubers (i).

Places they would like to visit are Japan, England, Australia, Slovakia, USA, France, Russia, Spain, Belgium and Nepal.

Their favourite subjects are English (b, e, g, h, i, k, p, t), History (e, g, h, t), Maths (k, s), Art (j, p, t), Music (p, t), PE (e, g), Geography (p), Informatics (g), Biology (c), Workshop (e) and Class Meeting (n, f). Their class teacher teaches English and History.

Obviously, they would like to meet their favourite idol: a rap singer, a youtuber, a football player. Some of them would like to meet the president or just a family member they are missing.

Their wishes for the future include happiness, money, and things in relation with their dream job as a singer, a footballer, a historian, a jockey or to a job related to children care. Some of them wish to have a happy family.

Letting the children express their interests is like entering their world, dreams, fears and imagination, it is a great source of inspiration. The teacher can choose appropriate material adjusted to their taste, and bring an added value at the same time. Basic English language concepts can be presented through an attractive content, they can also be processed in an interesting way, leading to a meaningful product that motivates the pupils.

6.6 First Lesson – Differentiating Process

Topic: The Superlative Form and the Geography of the UK

Aims:

- To summarize the regular superlative form of the adjective
- To apply the superlative form of known adjectives
- To teach basic facts about the geography of the UK

Objectives: The pupils will revise the grammar rule of the superlative form of the adjective. They will apply the superlative forms of adjectives read in the previous Reading and Comprehension lesson while learning facts about the geography of the UK.

Purpose:

- To provide grammar and cultural knowledge.
- To use a differentiated process accommodated to the pupils levels of English.
- To enhance the responsibility of the pupils for their own learning.

Materials (See Appendix 3):

- blackboard, atlases, sitting plan
- grammar chart, facts sheets, the UK blind maps
- KWL chart, differentiated tasks worksheets

Time: 42 minutes (3 minutes greeting and class organization)

Procedure: Pupils are asked to sit according to a sitting plan dividing the class into homogeneous groups in terms of previous results, thus approximate level of English.

• Stage 1: KWL Chart, 7 min

The teacher asks: “What is the longest river in the world?”, “What is the tallest mountain in the world?” The questions recall the Reading and Comprehension of the last lesson, taught by the class teacher (Textbook: Project 2, p. 60, Quiz, Record Breakers).

The teacher introduces the topic of the lesson and asks each group to complete the first two parts of the KWL chart. One worksheet per group is distributed.

The KWL chart consists of three parts (See Appendix 3):

- what I **K**now about the superlative form and about the geography of the UK
- what I **W**ant to know
- what I **L**earned about the superlatives.

Aim: The pupils are encouraged to brainstorm what they already know and get ready to construct their own learning by expressing what they need to know.

- **Stage 2: Summary of the regular superlative form, 5 min**

The teacher draws a chart of the regular forms of adjectives on the board showing a simple example of an adjective contrasted with its comparative and superlative forms. With the help of the pupils, the teacher elicits the comparative and the superlative forms of the model adjectives reviewing the rule for „er“ and „est“ additions.

Fig. 5 The Regular Comparative and Superlative Forms of Adjectives

| Adjective | Comparative | Superlative |
|---------------|-----------------------|---------------------------|
| small | small <u>er</u> than | the smallest |
| nice <u>e</u> | nicer | the nicest |
| <u>b</u> ig | bigg <u>er</u> | the biggest |
| noisy | nois <u>ier</u> | the noisiest |
| dif-fi-cult | more difficult | the most difficult |

The teacher asks: What is the comparative for „nice“? How do you spell it? And the superlative? Regular endings are underlined and problematic letters in the formation of the comparative and the superlative are marked in red.

Aim: Revising the superlative form of the adjective in all its regular cases.

- **Stage 3: Information analysis and writing, 25 min**

Several fact sheets about the UK’s top three highest mountains, longest rivers, deepest lakes, etc. are distributed to each group, in addition to an atlas, a blind map of the UK and differentiated task sheets (See Appendix 3).

- The weakest pupils receive a substitution chart with an example. They also obtain a copy of the grammar chart – The Superlative of Regular Adjectives. Their task include making sentences about the UK that fit in the substitution chart and draw the items on the blind map.
- The second group receives the same task with an example instead of the substitution chart, and an additional subtask: - Compare the UK top places (mountains height, rivers length, etc.) with those of the Czech Republic.
- The third group is asked to do the same. The additional task for the third group is to make a quiz about the UK for the other pupils in the class. They have had an experience with a similar quiz in the previous lesson, with the class teacher.

Pupils work individually writing their sentences, but at the same time as a team, advising and helping each other. They are supposed to search in the Atlas and draw the places they have written about on the blind map. Only one blind map is available for each group. They are told to choose among themselves a member who will draw, while the others guide him or her and discuss the map and the information.

Meanwhile, the teacher monitors the groups, draws the attention of the pupils on any mistakes to be corrected and provides scaffolding for the weakest group or the other groups, if needed.

Aim: Applying the grammar rule in meaningful tasks while learning about the geography of the UK.

- **Stage 4: KWL Chart, 5 min**

The last minutes of the lesson are dedicated to the exposition and evaluation of the maps, and to metacognition. Each group completes the third question of the KWL Chart, reflecting on the lesson as a whole and summarizing it in group discussion.

Aim: Evaluating the product and reflecting on what the pupils have learned.

6.7 Reflection on lesson 1

The pupils had already studied the comparative form of the adjective and the vocabulary of landscape in a previous lesson. They had also made a quiz in the textbook, consisting of questions using the superlative form. So, the aim of the lesson is to provide them with a grammar summary and application opportunities.

The sitting plan was meant to form four groups corresponding to the academic results and the English level of the pupils, elicited from the class teacher's second interview (Tab. 4). However, there were four pupils missing in the classroom (c, e, l, q), all of them would have belonged to the weaker group.

Therefore, the planned groups had to be changed operatively. The grouping was suggested by the class teacher on the basis of performance in the previous lessons. Four groups were formed: a weaker, an average and two stronger groups.

The groups cooperated well and showed enough motivation. Actually, in terms of motivation, the weaker group was the best. The pupils there were keen on doing the work properly. There was an implicit interest in affirming themselves as a group.

The topic was introduced by asking some questions that the pupils understood and answered. Then, the task of writing what they know and what they would like to know was explained, and every group received a KWL Chart to fill in.

The aim of this activity was to brainstorm knowledge about the topic, to make the pupils aware of their own learning process and take some responsibility for the construction of their knowledge. The pupils were quite surprised by the nature of the task, but after a while they started to discuss what to write and completed the first two parts.

The KWL chart is a good tool for pupils' self-reflection. It also enables the teacher to reflect on the lesson and assess the pupils. But, in order to be effective and less time consuming, the pupils should be used to it. Next time, it would be necessary to make pupils familiar with this activity so that they would focus on their thoughts rather than on the task itself.

After that, every group was supplied with all the sources they needed to accomplish the task independently. They received the following materials: the facts text, an atlas, the blind map of the UK, the appropriate task sheets and a copy of the grammar chart for the weakest group.

At this stage, the pupils had an unexpected question: whether among the three mentioned rivers, the last one was the shortest river in the UK. The teacher had to explain to each group that there are many rivers in the UK that are much shorter, and that the list contains the three longest, only. The explanation was made even more difficult due to the fact that their understanding of English is limited, and they had a slower tempo than expected while conceiving the lesson.

This shows the importance of simple and very precise instructions for group work in general and for differentiated work in particular. The teacher can even have a spare sheet with the instructions in the mother tongue to be prepared, just in case, especially if the type of activity is new in the class.

Another conclusion to be derived from the course of the activity is that a teacher's sufficient knowledge of the pupils include active knowledge of their learning habits and tempo. This can only be fully understood by means of direct experience in teaching or observing a particular class.

However, finally all the groups knew what to do as they started to divide the tasks among themselves. There were plenty of tasks: finding the information in the text, making the sentences, checking the use of the superlative, finding the corresponding items in the Atlas and drawing them on the map.

In the end, they managed to hand in similar products in terms of sentences and map completion, despite the fact that the groups were formed according to the ability of individual pupils. This shows that the substitution table was efficient in helping the weaker pupils to form correct sentences (See Appendix 6).

Due to the time limit, the last stage of the lesson was announced after the first task in the task sheets was completed by all the groups. The shortening of the task was also due to the fact that the ability of the pupils was overestimated. The teacher did not have enough room for a thorough acquaintance with the pupils, their knowledge, skills and habits.

The maps were gathered on a single table and the pupils stated the items drawn on the maps that were similar in facts. The children then discussed the last part of the KWL chart shortly and summarized what they have learned during the lesson (See Appendix 6).

Despite the shortages described above, the lesson showed many positive aspects:

- The pupils worked continuously. Everyone worked on his own task sheet comparing his or her sentences with the other pupils of the group and discussing their meaning while searching the names in the atlas maps.
- The substitution table and the copy of the grammar chart were of great help for the weaker group, who struggled in forming correct simple sentences.
- There was room for scaffolding the work of weaker pupils who managed to create correct sentences. They had a feeling of accomplishment that they expressed by thanking the teacher in their final reflection in the KWL chart.
- The stronger pupils had enough room to explore the map of the UK after finishing the task quite independently. They even asked about the pronunciation of some names, which shows their interest in the topic.
- Peer correction took place in all the groups. It related to orthography, word order and facts on the map.
- Pupils stayed motivated until the end. They would have been able to continue focusing on the task for a while.

The aim of the lesson was to apply the superlative form of the adjective by providing the pupils with a meaningful task that is an additional cultural value instead of random drills. It was also to make the pupils feel responsible for their own learning. The lesson has fulfilled these goals with some obstacles that should be taken into account in the next experimental lessons.

Finally, the differentiation of the process was also successful since the weaker pupils were able to fulfil the task at a similar degree of quality, without relying passively on skillful and faster peers. Whereas the stronger pupils accomplished a task appropriate to their ability while engaging their natural curiosity.

6.8 Second Lesson – Differentiating Content

Topic: The Present Simple

Aims:

- To review the present simple.
- To apply the present simple in positive, negative and interrogative sentences.

Objectives: The pupils will revise the grammar rule of the present simple that they learnt last year. They will apply the present simple, using “s” in the third person singular and “do - does” in negative sentences and questions.

Purpose:

- To provide grammar in full sentences.
- To differentiate content and learning styles.
- To adapt existing activities from the textbook or teacher websites for differentiation.

Materials (See Appendix 4):

- A four slides animated Power Point Presentation: The Present Simple.
- A laptop with an audio recording (Hutchinson 2008, 5).
- Pictures and word papers adapted from (Ibid. 4)
- Worksheets adapted from (Ibid.)
- A laptop with a short mute video: Despicable Me 2 – Happy⁸ (Donaghy.)
- Worksheets (Ibid.)
- A sitting plan designed on the basis of the Learning Preferences Questionnaire (See Appendix 1), and the second class teacher interview (Tab. 4.).

Time: 42 minutes (3 minutes greeting and class organization)

Procedure: Pupils are asked to sit according to a sitting plan dividing the class into homogeneous groups in terms of individual learning style. They will work at Learning Centres differentiated according to perceptual learning styles: verbal (reading), tactile or manipulative (word papers), auditory (listening) and visual (mute interactive video).

- **Stage 1: Power Point Presentation: The Present Simple, 10 min**

The teacher displays the title of the presentation (See Appendix 4) and says:

“Do you remember the present simple tense? It is the tense we use to say what is always true. For example: I live in Liberec. And we use the present simple to say what happens every day, often, sometimes or never in the present. For example: I wake up at 7.”

⁸ <https://en.islcollective.com/video-lessons/gru-present-simple>

“Can you give me any other examples?”

Then, the teacher displays the animation of the slides, subsequently:

- In the 1st slide, the base form of the verb “to be” appears and the class together with the teacher conjugate the verb, it then appears in correct forms on the slide. The same is done with the verbs: “to have” and “to get up”. Some other examples appear to emphasize the “s” for the third person singular.
- For the 2nd slide, the teacher calls the pupils one by one to complete the sentences with the right form of the verb “to be”. There is a positive sentence, a negative one and a question.
- For the 3rd and 4th slides, the teacher reminds the pupils how the auxiliaries are used while completing the three types of sentences for the third person singular and plural in the examples: “Mum and dad cook the dinner”, “John gets up at 7.”

Aim: The pupils review the usage of the present simple in positive, negative and interrogative sentences.

- **Stage 2: Applications at the Learning Centres, 25 min**

The pupils join the learning centre that corresponds to their learning preferences, according to the sitting plan:

In the Verbal Centre, the pupils receive worksheets with a short reading and gap filling exercises. The task is:

- To read an extract of a dialogue between Trish and Sonia, teenage characters of the main textbook story (Hutchison 2008, 4). In the dialogue, the present simple is used in positive sentences and questions, demonstrating “s”, “do” and “does”.
- To complete gap filling exercises, where on the basis of clues about Trish, the pupils complete sentences about her. Then, they complete a similar text about themselves and fill in gaps to make corresponding questions.

In the auditory centre, there is a laptop with an audio recording (Ibid, 5) and worksheets.

The children listen to it as many times as they want. The task is:

- To complete a multiple choice exercise adapted to the audio recording. The choice of answers represents the forms of the verb in the present simple tense, including possible and frequent mistakes.
- To complete two gap filling exercises: one about themselves and the other to make corresponding questions.

In the tactile centre, every pupil receives an envelope with a different picture card inside and word cards. The task is:

- To order the word cards to form sentences. The sentences should be guessed according to the clues written in the picture card. The picture represents one of the teenage story characters (Ibid).

In the visual centre, the pupils watch a 1.18 minute silent video, it is an interactive extract of “Despicable Me 2”, a 3D computer-animated comedy film. The film stops many times and at each stopping the pupils are supposed to answer a multiple choice question, then the film continues. The pupils receive a printed worksheet with the questions as well. The task is:

- To complete a multiple choice exercise adapted to the film extract. The answers represent the forms of the verb in the present simple tense including possible and frequent mistakes. The sentences are positive, negative and question forms.

Aim: To listen to, read, manipulate or watch actions to form sentences and understand the usage of the tense.

- **Stage 3: Guided Conversation, 7 min**

The whole class meets in a circle. The teacher gives example by asking the nearby pupil: “Where do you live?”

The pupil: “I live in Liberec.”

The teacher looking at the rest of the class: “He lives in Liberec.”

The pupil is then encouraged to ask his neighbour the same way. Some pupils speak one after the other in a chain conversation. The teacher gives hints to help the pupils come up with the sentences, for example: like, go to school, do in the morning, have dinner, go to sleep, etc. They can ask any question provided that it is correct.

Aim: to sum up, personalize and train the main learned sentences.

6.9 Reflection on lesson 2

The present simple and the present continuous have already been taught in the class before several months, but the class teacher was planning to revise both tenses. She was about to introduce a new textbook: Project 3, Third Edition, which compares the present simple and the present continuous in its introductory lesson.

The level of English in the class required a thorough revision of the present simple before dealing with the present continuous. Therefore, the aim of this lesson and the subsequent lesson was to make sure that the pupils were confident about making sentences in the present simple.

The teacher-pupils interaction at the beginning of the lesson was successful. The pupils listened attentively and tended to correct each other while guessing the missing verb on the screen. A frequent mistake was to use the auxiliary “to be” or the -ing form, confusing the present simple with the present continuous. However, it was evident that the pupils were aware of the form and usage of the present simple. The introductory stage thus served as a preparation for the subsequent activities.

A detailed analysis of the questionnaire (See Appendix 1) was made to determine four groups of pupils according to learning perceptual preferences. For those pupils who did not answer the questionnaire or answered it neutrally, the decision was made according to the second class teacher interview (Tab. 4).

Pupils worked at the Learning Centres, at the four corners of the class. The tables and technical devices were prepared before the beginning of the lesson. The concept of the differentiated activity consisted of creating learning centres in which pupils of similar learning preferences worked individually on the same or similar tasks, with room for peer scaffolding. The pupils accepted the division into groups positively and cooperated properly discussing possible answers.

In all the activities, the present simple was taught in different contexts. Then, the pupils were led to personalize the sentences and form questions that they can later use in the guided conversation. The differentiated activities involved the following aspects:

- **The visual centre group** worked with the short film extract, showing what “Gru” does every morning. It is an available activity on the teachers’ website that is appropriate for the topic and complying with the principles of differentiation. The group was very attentive to the details of the film. The questions were adequate in complexity and solved in group. But every pupil had to fill in his own worksheet.

For the visual centre, the video was played silently many times. But it was evident that the majority of the members of the group relied on the leader of the group, Marvin. Only little discussion was carried out among peers in this case. The teacher encouraged the

pupils to reconsider the wrong answers together. Here, it would have been more efficient if every pupil had his or her own laptop and worked individually at the learning centre.

- **The tactile centre group**, the children who stated that they need to learn by touching and manipulating things, also worked steadily. Every pupil received an envelope with a picture and word papers. They had to stick the word papers on a blank sheet to make sentences about the teenager in the picture. They received similar sentences about different people, which means that they could help each other without copying the others' work. Some weaker pupils were among the group, including the pupil with special needs. He managed to do half the amount of work that the other did. The group received a little guidance from the class teacher who intuitively stood nearby for a while. The interference of the class teacher complemented the teacher's work and was beneficial for the pupils without altering the concept of the lesson.

- **The verbal centre group** worked on an extract of the story in the same lesson, page 4, showing the usage of the tense in several lines. The activity consisted of three gap filling tasks: one on the basis of the main character's information, followed by a similar but personalized exercise, and finally the formation of questions.
The grouping was particularly adequate for the verbal centre. It was the largest group, they worked individually advising each other from time to time. They were very independent as a group and needed almost no help. The teacher had just to remind them of writing the "s" for the third person, a couple of times.
The interesting fact about the verbal group was that it corresponds with the best pupils in the class in terms of academic results. This is due to the fact that they feel comfortable in the conditions of standard teaching. They prefer learning by reading and writing words. According to the questionnaire, they are also rather self-motivated and responsible.

- **The auditory centre group** focused on the audio recording in the introductory unit of Project 3, page 5, presenting four teenage characters. The multiple choice task used for this activity was modified in terms of possible answers. The pupils succeeded in completing the task. The actor spoke at a speed corresponding their level in English. But they had difficulties in hearing the "s" in the third person singular. It was the most frequent mistake for the other groups, as well. The teacher pointed at the mistakes and

encouraged the pupils to play the recording several time until they were able to write the answers properly.

Only three pupils stated learning by listening, in the questionnaire. Also in this case, they equaled introvert and independent personalities that have the patience to sit still and listen. It is inspiring to see how the pupils knew what suit them best when they filled in the questionnaire.

In the end, the differentiated activities were successful. All the pupils managed to do a satisfying amount of work in the given time. The classroom was relatively noisy but not at the point of being disagreeable. A working atmosphere prevailed. The teacher's task was to monitor the groups pointing at mistakes and giving advice on how to proceed further.

At the end, the pupils gathered in the central part of the classroom. Every pupil handed in his work to be evaluated by the teacher (See Appendix 6). Later, the correction of the worksheets was formative. It served as feedback demonstrating how to proceed to avoid the mistakes. The pupils were then praised for the accomplished work.

The last stage of the lesson started after the pupils had handed in their assessments of the previous stage. The pupils were supposed to ask their neighbour a question and then speak to the circle of the class making a sentence with the third person singular. The teacher had to interfere at the beginning, then it went faster and six pupils. Any correct sentence was praised. This stage helped to consolidate what had been learned during the lesson.

The lesson fulfilled its aims in reviewing the rules of the present simple within differentiated content, so that every child had the opportunity to experiment with the formation of positive, negative and interrogative sentences in the present simple, in a way that suits his/ her own learning style.

6.10 Third Lesson – Differentiating Product

Topic: Local Personalities

Aims:

- To use the present simple.
- To relate the pupils with to their own reality.

Objectives: The pupils will use the present simple in open ended tasks culturally related to their lives and to their fields of interest.

Purpose:

- To consolidate grammar and look up new vocabulary.
- To increase local awareness in the pupils' field of interest.
- To differentiate products according to interest.

Materials (See Appendix 5):

- Four envelopes, each of them containing: a photo and fact sheets about a local personality, an Information to Find list, and a Task list.
- A4 draft papers, A3 papers, colour papers
- Dictionaries
- A sitting plan

Time: 42 minutes (3 minutes greeting and class organization)

Procedure: Pupils are asked to create four groups according to individual interest elicited from the Interest Surveys (See Appendix 2).

- **Stage 1: My Interest Field, 5 min**

The teacher writes four words on the blackboard: politics, music, culture, sports

And says: “do you know any famous personalities in Liberec? For example: politicians, musicians, actors or sportsmen?” Then she says: “You are going to write sentences in the present simple to present personalities of Liberec who work in these fields.”

The teacher gives the following explanation, showing the content of an envelope:

“In each envelope, there is a task, a photo, a text, and a list entitled: Information to Find. Your task is to find the information in the text, and to make a poster or play an interview in which one pupil would be a reporter and the other the famous personality.”

Then, she points to the sitting plan and invites the pupils to sit down at the four corners of the classroom, where there is an envelope with one of the four topics written on it.

Aim: To introduce the topic.

- **Stage 2: Presentation of a Local Personality, 30 min**

Then, the teacher points at the sitting plan that she sticks on the board, and invites the pupils to sit down at the four corners of the classroom, where there is an envelope with one of the four topics written on it. And, when the pupils are at their corresponding Centres the teacher says: “Now, you can open the envelopes.”

Each envelope contains information about one local personality (See Appendix 5). The choice of personalities is tailored to fit the taste of the children, and it is elicited from the Interest Surveys (See Appendix 2). Some of the pupils didn't fill in the survey, or did not declare explicit interests, so they chose the group they wanted to join.

- The history and politics group receives information about Tibor Batthyány, the city mayor. Two texts are attached: one in English stating the duties of a city mayor in a simplified way, and the second in Czech giving details about him as a person, his first profession, his hobbies and family.

The choice was intended for two pupils in the class who would like to meet the president, if they could. One of them also wrote that he is interested in History.

- The Rap music group receives information about Paulie Garand, a rap singer from Liberec. A Czech text gives lists of his famous songs, his video clips and awards. The pupils also read about his original band and the musicians he likes.

The rapper is a safe choice for five girls fond of rap music stating that they would like to meet a rap singer, if they could. Some of the singers they mentioned sing morally questionable songs. Paulie Garand, on the contrary, sings about his hometown with civic concern and love.

- The comedy group receives information about Oldřich Kaizer, a famous actor and comedian who was born in Liberec. A Czech text lists his television shows and series, his films and plays, and his awards.

The personality was chosen for those who mentioned watching television as what they do in their free time, and those who like comedy.

- The sports group receives information about Matěj Pulkrab, a professional football player from Sparta who is completing his loan to Liberec for the second season. The Czech text mentions his successes and his hobbies.

The core of the group is a pupil who wishes to be a football player in the future, in addition to other boys who like to play football in their free time.

The role of the teacher is to monitor group work, give advice and correct sentences before they are written on the poster or the final paper of the interview.

Aim: To provide a meaningful and cultural task that incite the pupils to search for suitable vocabulary and make sentences with the present simple.

- **Stage 3: Demonstration of Products, 7 min**

The teacher sticks the posters and the final papers on the board and asks the pupils to gather around the central area of the classroom. The posters and interviews are displayed. Each group is asked to present the poster or read/play the dialogue of the interview.

Aim: to sum up, personalize and train the main learned sentences.

6.11 Reflection on lesson 3

This third lesson came two days after the second experimental lesson, in which the pupils had been working on the present simple tense, and on describing people and actions. After understanding and applying the present simple, a broader activity was designed for this lesson. The Pupils should be able to synthesize what they know and use it in a different and real context that meets their interests.

A detailed analysis of the Interest Surveys was carried out, and the cultural fields from which the personalities should be chosen became obvious. In all cases, there were implicit moral and civic concerns in the choice of the personality. Focusing on local personalities aimed at providing the pupils with role models closer to their reality, in order to enhance their awareness of the positive impact they also could potentially have on the society.

There were 19 pupils in the classroom. They formed three groups of five and one group of four pupils, according to the sitting plan. In the end, the sports group consisted of five boys, the music group included five girls and the other two groups were mixed.

When the pupils opened the envelopes, in the second stage, their reaction was pre-indicating the quality of their work. The four groups, formed on the basis of interest, were quite specific in the way they approached the problem.

The best reaction was that of the sports group who chose to make a poster. One of the pupils, Ted, even exclaimed that he knew the player, and that he had played with him

once. In addition to the enthusiasm of the group, there was one excellent pupil among them, Thomas, who took the responsibility for writing whereas Ted was reading the text and suggesting what to write and two other boys were reading the text and looking up words in the dictionary. However, the last boy, notorious for his passiveness, was encouraged to discuss at least the aesthetic look of the poster. In the end the group was able to finish the task with 8 correct sentences checked out by the teacher and a praiseworthy presentation by Ted in front of the class.

The second group, in terms of quality, was the one who prepared an interview with Oldřich Kaizer. The leader of the group was Wendy, who is an excellent pupil. When I asked her about the group work, she said: “I write, Mark tells me some ideas from the text and the Information list, Anette looks up the words in the dictionary and Alice nods her head and agrees with us.” It was a kind of pressure on Alice that she tried to deny. In the end, the interview was read by Wendy as the reporter and Mark, who obviously enjoyed his role, as Oldřich Kaizer. They managed to play and partly read six questions and answers correctly, in front of the class.

The third group worked on an interview with the city mayor. Anne was writing, Marvin, and Fred had a lively discussion about whether the mayor is member of a political party (ANO) or not. Marvin was convinced that the mayor is not in the party anymore while Anne wrote: “My political party is Yes”. Despite the lively discussion, Marvin didn’t show a sense of responsibility or concern for the result of the group work: he was completely relying on the other pupils writing and looking up words. In the end, the group wasn’t able to finish the task, except for a list of information, two questions and two elaborate answers.

The last group consisted of five girls who like Rap Music and wanted to meet a rapper if they could. When they opened the envelope, one of the girls, Eve, declared that she didn’t understand the task. When the teacher tried to explain what to do once more to the group, she complained about the task again saying that she would rather work on a “normal task”. Her negative attitude affected the group work badly. In the end, Carol, who has an artistic talent, and Donna tried to save the situation by making a poster that looked nice but has only three simple sentences with mistakes.

In the last stage, the presentation of the two posters and the two interviews were carried out as planned. The pupils were attentive and curious to see the work and performance of

the other groups. The class teacher's comment was that most of the pupils are not used to working in group tasks where autonomous and open-ended work is expected. She also remarked that this kind of tasks is difficult for the teacher to monitor properly on his own.

The lesson displayed different levels of work quality, depending on the group. As a result of how the lesson evolved and the composition of the groups (See Appendix 6):

- The group in which at least one member showed high interest and motivation while another member had reliable language abilities, could work properly engaging the rest of the group members. This was the case of the group presenting the sportsman and the actor.
- The group which had a member highly interested with no sense of responsibility relying on a member with language abilities succeeded in making interesting sentences but wasn't able to finish the task of the city mayor presentation.
- The last group had one responsible member with artistic abilities, while the others were partly demotivated by the complaint of the girl who chose not to make the effort. The product was aesthetically beautiful with very poor content.

Despite of three or four pupils who remained passive perceivers of the group creativity, the lesson fulfilled its aims in providing the pupils with opportunities to use and consolidate the present simple in real context, closer to their lives and interests. It has also triggered their curiosity, their sense of responsibility and cooperation, and their hidden talents.

Finally, the differentiation of product according to pupils' interest showed how important it is to combine interest, ability and responsibility when forming groups. These three qualities are in fact the components of learners' autonomy that need to be promoted.

7 Conclusion

In a time when mixed-ability classes are more than ever a reality for teachers to deal with, there is an increasing necessity to choose a form of teaching that focuses on individual pupils as growing personalities, unique in their maturity and learning needs, and forming a social net that is the class as a social group. Differentiated instruction is one of the approaches that should be taken into consideration.

A deep knowledge of individual pupils allows the teacher to plan differentiated strategies and activities that are effective for all the children in the class. The aim is to overcome the stigma related to pupils' differences when they are categorized only on the basis of their academic results.

Differentiated instruction promotes key concepts and skills while accommodating the content, process and product of learning to the pupils' abilities, learning preferences and interests. The teacher's role is then to understand the pupil's learning position more and more so that the teaching strategy matches his/her needs (Tomlinson 2001, 15).

“They (the pupils) carry with them a world of experience and knowledge, feeling and ideology, which may help, or hinder, the acquisition of a foreign language (Prodromou 1992, 7).”

The theoretical part of this diploma thesis studies the child's cognitive, psychosocial and moral development, trying to locate the turning point that children at Lower Secondary schools go through. Then, it analyses learners' variables including intelligence, motivation, learning styles and autonomy.

After stating the characteristics of teaching in mixed ability classes, the work focuses on differentiated instruction, its principles, strategies and possible types of activities. Differentiated activities in foreign language teaching range from the adaptation of standard tasks to organizationally demanding ones.

In the practical part, three experimental EFL lessons were carried out in a class of a Lower Secondary school for the purpose of this diploma thesis. The lessons were designed to fulfill general principles according to the studied theory and the particular principles of differentiated instruction as a teaching method which meets individual pupils' needs.

The experimental lessons implemented the principles of differentiated instruction with respect to constant parameters represented by the actual syllabus of the class and the needs of the pupils. The syllabus was perceived as subsequent key-concepts and skills to be acquired by the pupils, and the pupils' needs were investigated in terms of abilities, learning preferences and interests at the beginning of the experiment.

Differentiation was applied on the teaching process, its content and the learning product according to the pupils' needs. Differentiated instruction included open-ended and simultaneously varied activities, flexible grouping, shared responsibility and continuous, non-competitive assessment. The pupils were even asked to reflect on their on learning in one of the tasks, and during the completion of the questionnaire.

The tasks were sometimes adapted from the textbook, and sometimes designed to bring motivation and added value in terms of awareness of the local cultural life and knowledge of the English speaking countries. Implicit moral, civic and work competencies were also considered.

Also, the lessons provided opportunities for self-expression and authentic discussions inciting the pupils to use key English language concepts within open-ended tasks, relating to themselves or the real world. The children expressed information about themselves, their school and hobbies, discovered local personalities in their field of interest and studied facts about the UK geography.

The tasks were challenging not only for the weaker pupils in terms of academic results, but also for the stronger ones who had room for deepening their knowledge, and satisfying their curiosity. The activities stimulated creativity, abstract reasoning and systematic planning in a socially comfortable class environment, where teacher and peer scaffolding was beneficial for all.

From the design, the course and the results of the practical part of this diploma thesis, represented in the observation of the pupils' behaviour during the experimental lessons and their learning products, the following conclusions are deduced:

First, differentiated instruction is realistic in the context of the Czech Lower Secondary schools, because it is one of the teaching forms that can be easily adapted to the existing school curricula and English language syllabi.

Differentiated instruction is also an option that facilitates the realization of the key competencies that the pupils should acquire, according to the Czech laws. It also allows the work of possible teacher assistants to become an integral part of class interaction.

Second, the pupils were motivated and very productive. The learning outcome of the experimental lessons is very satisfying in its quality, which means that some of the pupils' work was well above the expected average. The learning outcome was also excellent in terms of the number of pupils who actively participated and accomplished the work successfully.

Finally, the practical part also showed specific conditions in which differentiated instruction would be more effective in the Czech second level primary schools context:

- The pupils should be trained to work autonomously over a longer period of time, beginning with small tasks and increasing gradually the number of subtasks.
- Responsibility is an important matter, especially in group work. Some of the pupils resign upon the fulfilment of the task whenever they have the opportunity to rely on others. Those pupils can be part of smaller groups with pupils of lesser ability. Responsibility also includes the pupil's awareness of his/her own learning path.
- The passivity of some pupils is another negative aspect. In this case, small groups of 3-4 pupils instead of 5 would be a better solution. Passivity can also be caused by non-ability, but even then, a smaller group gives more opportunity for sharing knowledge.
- Interest by itself as a criterion for differentiation is more effective when combined with ability and responsibility. However, differentiating according to pupils' interest makes average and weaker pupils enthusiastic about work and more efficient team members.
- Product differentiation is a unique opportunity for some pupils to emphasize their talent whether aesthetic, comic or even sportive, to mention the cases of the experimental lessons.
- Learning styles and preferences are easily detectable and should be taken into consideration as a tool to promote the pupil's intake.

The author of this diploma thesis is aware of the limits of its research. The experimental lessons were designed and taught by the author who isn't acquainted enough with the

pupils of the studied class and vice versa. Also, the findings are generalized on the basis of one studied class over a relatively short period of time.

However, the analysis of the pupils' needs at the beginning of the practical part enabled me as a teacher to remember, by the third lesson, not only the names of many pupils, but also important and positive features of their personality: Fred loves history, Carol has an artistic talent, Donna prefers learning by listening, etc.

Finally, the course of the experimental lessons and the work on this diploma thesis as a whole was a valuable experience that sets differentiation as a major solution to deal with the dilemma of teaching the syllabus and teaching the pupils in an entrusted mixed ability class.

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Pictures

Fig.1 Wikipedia, *Zone of Proximal Development*, Accessed Jan 23, 2018
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Fig.2 SWHELPER, 2014, *Stages of Development: Aging Across the Life Span*, Accessed Jan 28, 2018. <https://www.socialworkhelper.com/2014/10/28/stages-development-aging-across-life-span/>

Fig.3 Magic Time Kids, 2013, *Using Multiple Intelligences in the Young Learners' Classroom*, Accessed Feb 07, 2018. <https://magictimekids.com/2013/09/27/using-multiple-intelligences-in-the-young-learners-classroom/>

Fig.4 Benson, Ph., 2016, *Teachers' Perspectives on Learner Autonomy*. Slide Player, 6/29, Accessed Feb 22, 2018. <http://slideplayer.com/slide/10615118/>

Appendices

Appendix 1 – Learning Preferences Questionnaire

Vyplň následující dotazník dle svých pocitů při učení anglického jazyka. Umísti **fajfku blíže** k výroku **A** nebo **B** podle toho, **s kterým výrokiem více souhlasíš**. Pokud se nemůžeš rozhodnout, který výrok je ti bližší, umísti fajfku doprostřed.

| Výrok A | Určitě ano | Spíše ano | Nemohu se rozhodnout | Spíše ano | Určitě ano | Výrok B |
|---|----------------------|------------------------|----------------------|--------------------------|------------------|--|
| Nejlépe se učím, když sedím u pracovního stolu, pokud bych při učení ležel/a v posteli nebo na gauči, příliš bych se toho nenaučil/a | | 3 n,g,f | 5 o,h,j ,p,r | 5 i,m,t, e,a | 4 k,c,b, s | Nejlépe učím v posteli, na gauči, na dece na zahradě, zkrátka kdekoliv jinde, než u pracovního stolu. |
| Učím se, protože se chci dozvědět něco nového, porozumět věcem kolem sebe. Učení angličtiny mě spíše baví. | 4 k,i,g, m | 2 t,e | 3 j,p,r | 5 n,c,h, f,a | 3 o,b,s | Učím se spíše proto, že nechci mít kvůli špatným známкам v angličtině nějaká omezení. Chci, aby rodiče nebo učitelé byli spokojeni. |
| Učím se, protože učení angličtiny je důležité. Při učení mi záleží na výsledcích mé práce. | | 4 k,i,g,f | 4 n,j,t,e | 5 h,m,p, a,r | 4 o,c,b, s | Učím se, protože chci mít dobré známky v angličtině a také abych se dostal na školu, kterou jsem si vybral. |
| Snažím se v angličtině podávat nejlepší možný výkon i bez kontroly ze strany učitele. | 3 k,i,g | 7 n,o,m, j,t,f,p | 2 r,a | 4 h,b,s,e | 1 c | V hodinách angličtiny zadanou činnost někdy neplním či plním způsobem, který neodpovídá zadání. Proto často potřebuji dohled učitele. |
| Pamatuji si, co mám dělat a jaké úkoly z angličtiny jsem dostal. | 4 k,n,g, t | 1 f | 2 i,m | 8 o,c,h,j, p,r,e,a | 2 b,s | Často zapomínám úkoly na angličtinu nebo zadání. |
| Dokončuji započatou činnost a „dotahuji“ věci do konce. | 1 t | 6 k,o,g, h,r,e | 5* c,b,s,p, a | 4 n,i,m,j | | Mám problém s dokončováním započatých činností a s realizací plánů. |
| Snažím se i přes obtíže a překážky dokončit i složité a časově náročné úkoly. | | 6 k,g,h, t,f,p | 4 o,j,r,a | 4 n,i,m,e | 3 c,b,s | Při obtížích nebo překážkách v zadané práci radši požádám o pomoc učitele anebo to vzdávám. |
| Před zahájením práce potřebuji přesné instrukce, jak úkol splnit. Vyhovuje mi, pokud učitel stanoví „jak na to“. | 5 k,n,g, c,t | 3 m,f,a | 5 o,h,b, s,p | 3 j,r,e | 1 i | Preferuji vytvoření vlastního postupu realizace úkolu. Stanovení způsobu „jak na to“ mě spíše omezuje. |
| Jednoznačně preferuji učit se angličtinu o samotě, přítomnost další osoby mě spíše ruší. | 4 k,n,c, m | 2 t,r | 5 i,g,h, p,a | 3 o,j,f | 3 b,s,e | Nejlépe se učím angličtinu v menší skupině vrstevníků, když spolu můžeme hovořit a diskutovat. |
| Raději se učím v přítomnosti někoho dospělého (rodiče, učitele), který na plnění úkolů dohlíží, cítím se tak jistěji. | 3 i,g,h | 6 k,o,m, f,e,a | 2 p,r | 2 b,s | 4 c,j,t,n | Nejraději se učím sám mimo dohled dospělé autority, přítomnost dospělého by mě spíše rušila a nedokázal bych se na učivo soustředit. |
| Nejvíce mi vyhovuje přijímání informací prostřednictvím zraku – dobře se mi učí slovíčka z tištěných materiálů, myšlenkových map, schémat, nákrešů a obrázků. | 4 k,i,h, f | 5 g,c,b, s,e | 5 o,j,t, p,r | 2 n,a | 1 m | Nejvíce mi vyhovuje přijímání informací prostřednictvím sluchu - poslech výkladu, nahrávek, diskuze se spolužáky a hlasité čtení anglických textů. |
| Při učení preferuji hmatový a pohybový smysl – dobře se mi učí prostřednictvím manipulace s pomůckami, názorné demonstrace, praktické zkušenosti, zážitku. | 3 a,c,b | 4 n,g,r,k | 4 i,h,j,p | 4 o,f,e,a | 2 m,t | Více mi vyhovuje přijímání informací a učení nových anglických slovíček prostřednictvím sluchu nebo zraku. |
| Při učení potřebuji pohyb, např. rád při učení chodím nebo si pohrávám s drobnými předměty, nehybné sezení mi při učení nevyhovuje | 6 k,i,g, c,e,a | 1 n | 4 t,f,p,r | 5 o,m,j, b,s | 1 h | Při učení preferuji jednu polohu (sezení za psacím stolem, sezení na sedačce), změna polohy či pohyb mě ruší a odvádějí pozornost od učení |

*neuveďte

Appendix 2 – Interests Survey

O mně

Jmenuji se a je mi let.

Věci, které mám rád:

Oblíbená hudba: Oblíbený film:

Můj oblíbený školní předmět:

Ve volném čase rád

Kdybych mohl cestovat kamkoliv, jel bych, protože

.....

Kdybych se mohl setkat s kýmkoliv, byl by to, protože

.....

Kdybych mohl dělat cokoliv, rád bych, protože

.....

Kdybych mohl mít cokoliv na světě, bylo by to

Appendix 3 – Lesson 1

KWL Chart

Date:

Group:

Topic: Superlatives and the United Kingdom

Téma: stupňování přídavných jmen v angličtině, např. velký /větší / největší, drahý /dražší /nejdražší

| | |
|---|---|
| <p>What I know about the topic:</p> <p><i>Co vím o tématu</i></p> <p>Examples:</p> <p><i>Příklady</i></p> | <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>What I want to learn about the topic:</p> <p><i>Co se chci dnes naučit o tématu</i></p> | <p>.....</p> <p>.....</p> |
| <p>What I learned about the topic:</p> <p><i>Co jsem se dnes naučil/a o tématu</i></p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Lesson 1: Facts about the UK

In The United Kingdom, we can find ...

- long rivers:

England: [River Thames](#) (346 km)

The UK [River Severn](#) (350 km)

Scotland: [River Tay](#) (188 km)

N. Ireland: [River Bann](#) (122 km)

- large lakes:

N. Ireland: [Lough Neagh](#) (381.7 km²) [lok ney]

Scotland: [Loch Lomond](#) (71.1 km²)

England: [Windermere](#) (14.7 km²)

- deep Lakes

[Loch Morar](#) with a maximum depth of 309 metres

[Loch Ness](#) is second at 228 metres deep.

[Wast Water](#) which achieves a depth of 79 metres

- large bays and estuaries

[Cardigan Bay](#), [Lyme Bay](#), [Bristol Channel](#), [Thames Estuary](#)

- big islands

[Lewis and Harris](#) in Scotland (841 square mi),

Wales' [Anglesey](#) (276 square mi),

the [Isle of Wight](#) in England (147.09 square mi),

[Rathlin Island](#) in Northern Ireland (roughly 6 square mi);

- high mountains (or peaks)

Scotland (also in the UK): [Ben Nevis](#), 1344 metres.

Wales: [Snowdon](#), 1085 metres

England [Scafell Pike](#), 978 metres.

- wet and dry places

The average annual rainfall is:

the Scottish Highlands: 3,000 mm

Cambridge: 553 mm

Essex: 600 mm

- hot and cold places

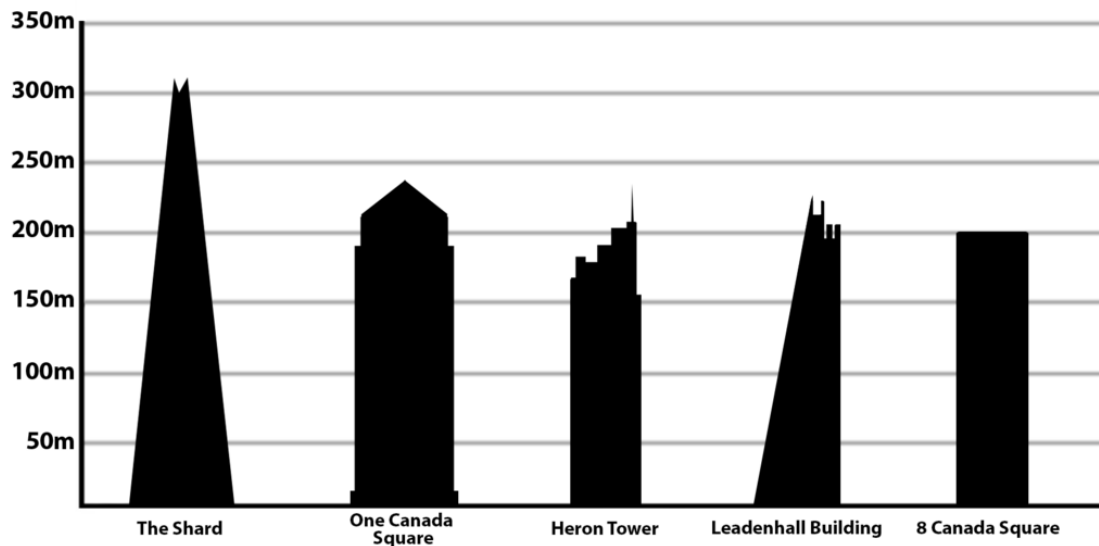
Kent up to 38 °C in August 2003

Grampian Mountains down to -27 °C recorded.

- large, crowded and busy cities

| | | |
|---|------------|----------------------|
| 1 | London | 14,032,000 residents |
| 2 | Birmingham | 3,737,000 residents |
| 3 | Manchester | 2,794,000 residents |

- tall buildings⁹



⁹ https://en.wikipedia.org/wiki/List_of_tallest_buildings_in_the_United_Kingdom

Lesson 1: Blind Map of the UK¹⁰



¹⁰ <https://www.pinterest.co.uk/pin/434104851565538594/>

Lesson 1: Tasks

Task 1:

Make sentences about the United Kingdom with the superlative:

| name | verb | superlative | noun | place |
|--------|------|-------------|------|-----------|
| London | is | the largest | city | in the UK |
| | | | | |
| | | | | |
| | | | | |

Draw the places on the map of the UK.

Make sentences about the Czech Republic with the superlative:

| name | verb | superlative | noun | place |
|-----------------|------|-------------|--------|-----------------------|
| Vltava and Labe | are | the longest | rivers | in the Czech Republic |
| | | | | |
| | | | | |
| | | | | |

Task 2

Make sentences about the United Kingdom with the superlative:

Example: London is the largest city in the UK

Draw the places on the map of the UK.

Compare the United Kingdom and the Czech Republic

Task 3

Make sentences about the United Kingdom with the superlative:

Draw the places on the map of the UK.

Make a quiz for your classmates.

Appendix 4 – Lesson 2

Presentation of the Present Simple

Present Simple everyday, sometimes, always, never...

| | | | |
|---------------|------------|----------------------|------------------|
| Be (být) | have (mít) | I think – He thinks | get up (vstávat) |
| I am | I have | I live – He lives | I get up |
| you are | you have | I wash – He washes | you get up |
| he is | he has | I study – He studies | he gets up |
| she is | she has | | she gets up |
| it is | it has | | it gets up |
| we are | we have | | we get up |
| they are | they have | | they get up |

Write the (-) and (?) sentences.
Write short answers (Yes, No)



My mother _____ at home. (be)
My mother **is** at home.
My mother _____ at home. (not be)
My mother **isn't** at home.
_____ my mother at home? (be)
Is my mother at home?
Yes, she **is**.
No, she **isn't**.

Write the (-) and (?) sentences.
Write short answers (Yes, No)



Mum and dad _____ the dinner. (cook)
Mum and dad **cook** the dinner.
Mum and dad _____ the dinner. (not cook)
Mum and dad **don't cook** the dinner.
_____ mum and dad _____ the dinner? (cook)
Do mum and dad **cook** the dinner?
Yes, they **do**.
No, they **don't**.

Write the (-) and (?) sentences.
Write short answers (Yes, No)



John _____ at seven. (get up)
John **gets up** at seven.
John _____ at seven. (not get up)
John **doesn't get up** at seven.
_____ John _____ at seven? (get up)
Does John **get up** at seven?
Yes, she **does**.
No, she **doesn't**.

Lesson 2: Auditory Task

Fill the gaps with the correct answer:

- 1- Trish To school by bus.
a- gos b- go c- goes
- 2- Lewis French.
a- don't like b- isn't like c- doesn't like
- 3- Soňato school.
a- walk b- walks c- walkes
- 4- Martin Geography.
a- like b- liking c- likes
- 5- She in her free time.
a- dances b- dancing c- dance

Make sentences about Trish and about you. Make questions.

| | |
|--------------------------|---------------------------------------|
| My name is | What's your ? |
| I to school | Whereyou..... ? |
| My favourite | Howyou.....to school ? |
| I like | What favourite subject? |
| In my free time, I | you Maths? |
| | What youin.....free time? |

Ask your partner the questions.

He / She

.....


Lesson 2: Verbal Task

Read the dialogue with your partner:



SONIA Where do you live, Trish?
TRISH I live in Oak Street. Do you know it?
SONIA Yes, I do. My friend, Martin, lives near there. He doesn't live in your road, but in Elm Road.
TRISH Oh, right. Does he go to this school, too?
SONIA Yes, he does, but he isn't in our class.

Make sentences about Trish and about you. Make questions.

| | |
|--|---|
|  <p>name / Trish live / in Oak Street go / to school/ by bus favourite subject / ICT not like / English free time/ dance / listen to music</p> | <p>Her name</p> <p>SheOak St.</p> <p>She.....by bus.</p> <p>Her..... ICT.</p> <p>SheEnglish.</p> <p>She.....in free time.</p> |
| <p>My name is</p> <p>I</p> <p>My</p> <p>I</p> <p>In my free time, I</p> | <p>What's your ?</p> <p>Whereyou..... ?</p> <p>Howyou.....to school ?</p> <p>What favourite subject?</p> <p>..... you Maths?</p> <p>What youin.....free time?</p> |

Ask your partner the questions.





He / She

.....

Lesson 2: Tactile Task

- Match the words to make sentences according to the clues on the cards.
- Write sentences about yourself.
- Make questions and ask your partner.

Four Cards:

| | |
|---|---|
|  <p>Trish Oak St bus ICT not English dance / music</p> |  <p>Lewis Oxford Rd bike Maths not French football / karate</p> |
|  <p>Soňa Baker St. walk History not Art table tennis / swimming</p> |  <p>Martin Elm Rd. dad / car Geography not Science football / the guitar</p> |

Four sets of words, for example:

| | | | |
|-----------------------|-------|--------------|------------------|
| His name | is | Martin | in his free time |
| He | lives | in Elm Rd. | the guitare |
| His Dad | takes | him | to school |
| His favourite subject | is | Geography | |
| He | | doesn't like | Science |
| He | plays | football | and |

Lesson 2: Visual Task

Video quiz questions¹¹

1) The alarm clock _____ .

doesn't ring

rings

ring

2) Put the words in order: shower a with duck. a has Gru

3) He _____ his _____ with 2 toothbrushes.

brushes tooth ...

brush teeth ...

brushes teeth

4) Put the words in order: for The eat breakfast. children pancakes

5) Gru _____ inside the house, he _____ outside.

.... don't dance, dances

... doesn't dance, dances

doesn't dance, dance

6) Gru _____ a high five to a police officer.

give

gives

doesn't give

7) Gru _____ the ducks across the street.

walks

walk

walkes

8) What does he catch?

¹¹ <https://en.islcollective.com/video-lessons/gru-present-simple>

He catch the frisbee.

He catches the frisbee.

He catches the frisbee.

9) *Put the words in order:* do People park. the yoga in

10) Gru _____ the drums.

play

playes

plays

11) **What does he take from a pot?**

He takes a rose.

He take a rose.

He takeses a rose.

12) **Where does he walk?**

He walks up the escalator.

He walks down the escalator.

He walk up the escalator.

13) **What do you do every morning?**

Every morning,

.....
.....

14) **What does your partner do every morning?**

HE / She

.....
.....

Appendix 5 – Lesson 3

Personalities of Liberec

Task:

1. Find information about the personality.
2. Write the information on „**Information to Find**“ paper.
3. Choose one possibility:
 - a. Make a **poster** with the photo, 6-8 sentences. Present the poster.
 - b. Make an **interview**: write 4-5 questions and answers. Play the interview.

Use the **Present Simple** of the verbs (for example: *be, have, live, play / sing / work, can*)

| | |
|--|--|
| <p>Paulie Garand</p> <p><u>Information to Find</u></p> <p>Place and Date of birth: He was born ...</p> <p>Age:</p> <p>Profession:</p> <p>Member of a band:</p> <p>Famous songs:</p> <p>likes:</p> <p>Awards:</p> <p>videoclips:</p> | <p>Tibor Batthyány</p> <p><u>Information to Find</u></p> <p>Place and Date of birth: He was born ...</p> <p>Age:</p> <p>First profession:</p> <p>Profession:</p> <p>Political Party:</p> <p>Work team:</p> <p>Duties:</p> <p>Hobbies:</p> <p>Family:</p> |
| <p>Matěj Pulkrab</p> <p><u>Information to Find</u></p> <p>Place and Date of birth: He was born ...</p> <p>Age:</p> <p>Profession:</p> <p>Member of a team:</p> <p>Position:</p> <p>Loan in a team:</p> <p>success:</p> <p>Hobbies:</p> | <p>Oldřich kaizer</p> <p><u>Information to Find</u></p> <p>Place and Date of birth: He was born ...</p> <p>Age:</p> <p>Profession:</p> <p>Television series:</p> <p>Television shows:</p> <p>Films:</p> <p>Theatre and plays:</p> <p>Awards:</p> |

Tibor Batthyány



Tibor Batthyány

The **city mayor** ['sɪtɪ meə] is the elected leader that runs the local government for a city. **Elected** means he is voted into office by the people of the city. The **local government** that the mayor runs is a city council, that leads a town.

Duties of a City Mayor

The mayor works as a team with the city council. They have many duties:

- to ensure that the city is a great and safe place for all people to live.
- to manage the city departments such as education, police, fire and rescue, and transportation.

Tibor Batthyány (výslovnost "baťány"), (* 7. ledna 1978, Liberec) je český politik a projektový manažer v IT oblasti, od listopadu 2014 primátor města Liberce, bývalý člen hnutí ANO 2011.

Získal střední elektrotechnické vzdělání. Živí se jako projektový manažer v IT oblasti.

Ve volném čase se rád věnuje sportu, hraje stolní tenis a také fotbal za Tatran Bílý Kostel.

Tibor Batthyány je ženatý a má dvě děti. Žije v Liberci.

Paulie Garand



Paulie Garand (* 17. října 1987, Liberec)

Je český rapper a producent. Je český rapper a producent. Působí pod vydavatelstvím Ty Nikdy Label.

Společně s Lipem tvořil rapový skupinu BPM (Básníci před mikrofonem), který vydal dvě desky: *Slova* (2007) a *Horizonty* (2009) a také získaly cenu Akademie populární hudby v kategorii Hip Hop a RnB.

Od roku 2013 má Garand značku oblečení (clothing brand) a doplňků (accessories) s vlastním designem.

Mezi jeho nejznámější skladby patří například "La Familia", "Boomerang", "Tuláci", "Hladina", "Pavučina lží", "L.B.C.", "Play" a další.

Na jaře 2017 vydal sólovou desku Nirvana. Mezi singly patří- "Play", "Neony" Rough), "Nirvana" a "Bali".

V jeho klipu Neony zpívá v lokalitách v severních Čechách (Jablonec, Javorník a další), je inspirovaný filmem Drive, jednu z hlavních rolí v něm hraje vůz Chevrolet Corvette C3 z roku 1980, který patří přímo Garandovi. Videoklip k singlu "Play" se natáčel na bývalém vojenském letišti Hradčany u Mimoně a v obci Hamr na jezeře.

v roce 2012 Paulie Garand natočí videoklip k písni Pavučina lží, kterým uctí památku zesnulého architekta Karla Hubáčka. V písni a klipu odkazuje například na tzv. "žlutej úl", tedy před několika lety zbouraný Hubáčkův Obchodní dům Ještěd.

Oldřich Kaiser



Oldřich Kaiser (* 16. května 1955 Liberec) je český filmový a divadelní herec a komik.

Za svou dlouhou kariéru hraje v mnoha filmech. Například ve filmech *Tmavomodrý svět*, *Žralok v hlavě* nebo *Pouta*.

Hraje také hlavní roli Menzelově adaptaci Hrabalova díla: *Obsluhoval jsem anglického krále*. Proslulý je také rolemi v televizních seriálech jako *30 případů majora Zemana* či *Nemocnice na kraji města*.

Ve známé komediální dvojici s Jiřím Lábusem vystupuje také v mnoha televizních pořadech, jako *Možná přijde i kouzelník* či improvizční *Ruská ruleta*.

Je po něm pojmenován druh střevlíka¹² (*Cychrus kaiseri*), kterého objevil společně s entomologem Vladimírem Benešem v létě 2004 v Asii.

Divadelní role, například: *Poslední záblesk*, režie Jaroslav Dudek, Vinohradské divadlo, Ocenění:

- v roce 2016 Český lev za nejlepší mužský herecký výkon ve vedlejší roli Edvarda Beneše ve filmu *Masaryk*
- v roce 2017 Český lev za nejlepší mužský herecký výkon ve vedlejší roli Vlka ve filmu *Po strništi bos*

¹² Střevlík: ground beetle

Matěj Pulkrab



Matěj Pulkrab (* 23. května 1997, Praha) je český fotbalový útočník, číslo dresu 18, hráč klubu AC Sparta Praha, od července 2017 na hostování v FC Slovan Liberec. Mezi jeho fotbalové vzory patří Wilfried Bony z Pobřeží slonoviny a brazilský brankář Dida, mezi oblíbené týmy italský AC Milán.

Pulkrab hraje do svých deseti let kopanou i lední hokej. Poté upřednostňuje fotbal.

V únoru 2016 odešel na půlroční hostování (odejít na hostování: complete a loan move) do FC Slovan Liberec

Celkem odehraje za Liberec v sedm ligových zápasů a vstřelí čtyři branky.

V červenci 2017 opět odešel na hostování do FC Slovan Liberec.

Jen pro úplnost - dát gól v každém z prvních pěti jarních utkání se Pulkrabovi povedlo jako prvnímu hráči po pětatřiceti letech! S osmi góly už může pomalu snít i o trofeji pro nejlepšího střelce ligy.

„Jsem za to rád, ale nepropadám euforii,“ ujišťoval po sobotním zápase se Slováckem. „Párkrát jsem pomohl k bodům, což je úžasné.“

Matěj Pulkrab a Zdeněk Folprecht si užívají druhou polovinu sezony, společně táhnou Liberec vzhůru tabulkou a v kabině baví spoluhráče pro fotbalisty neobvyklým koníčkem: hrou na kytaru. „Já dostal kytaru někdy v patnácti, to byl takový boom kolem Tomáše Kluse,“ vypráví Pulkrab. „Zkusil jsem akustickou, nešlo mi to a vykašlal jsem se na to. Pak se na ni čtyři roky prášilo.“

Když ale přišel poprvé hostovat do Liberce, rozhodl se, že kamaráda Folprechta doplní. Začal se sám učit podle YouTube a teď už do strun brnkají společně. V kabině, na týmových akcích, na soustředění, nebo kdekoli.

Appendix 6 – Examples of Pupils' Work -

Lesson 1 - Process differentiated in complexity according to level of English

Amely

Task 3

1- Make sentences about the United Kingdom with the superlative.

Draw the places on the map of the UK.

2- Make a quiz for your classmates.

1. River Severn is the longest river in the UK.
Lough Neagh is the largest lake in the UK.
Loch Morar is the deepest lake in the UK.
Lewis and Harris is the biggest island in the UK.
Ben Nevis is the highest mountain in the UK.
Highlands is the wettest places in the UK.
Cambridge is the driest places in the UK.
The Shard is the tallest buildings in the UK.

Lesson 1 - Process differentiated in complexity according to level of English

Samuel

Make sentences about the United Kingdom with the superlative:

| name | verb | superlative | noun | place |
|--|------|--------------|----------|--------------------|
| London | is | the largest | city | In the UK |
| England ^{Thames} | is | the longest | river | in the England |
| Lough Lomond ^{Lough Neagh} | is | the smallest | river | in the Scotland |
| Lough Lomond | is | the biggest | lake | in the N Ireland |
| Whitley Islands | is | the biggest | islands | in the Scotland |
| Ben Nevis | is | the highest | mountain | in the Scotland |
| Highlands | is | the driest | place | in the Scottish |
| BST | is | the coldest | places | in the August 2003 |
| Lowland Marshes | is | the cities | | |

Draw the places on the map of the UK.

Make sentences about the Czech Republic with the superlative:

| name | verb | superlative | noun | place |
|-----------------|------|-------------|-------|-----------------------|
| Vltava and Labe | are | the longest | ivers | in the Czech Republic |
| Prague | is | the biggest | city | in the Czech Rep |
| | | | | |
| | | | | |
| | | | | |

Lesson 2 - Content differentiated in materials according to learning style (Tactile)

| | |
|---|---|
|  | Soňa Baker St. walk History not Art table tennis / swimming |
|---|---|

SABINA

Her name is Soňa

She lives in Baker St.

She walks to school

She doesn't like Art

Her favourite subject is History

She plays table tennis and goes swimming

Lesson 2 - Content differentiated in materials according to learning style (Visual)

100A 100

Task - Visual

<https://www.youtube.com/watch?v=Mdr8yJ37MvY>

Video quiz questions

- 1) The alarm clock rings.
 - a. doesn't ring
 - b. rings
 - c. ring
- 2) Put the words in order: shower a with duck, a has Gru
- 3) He brush his teeth with 2 toothbrushes.
 - a. brushes ... tooth ...
 - b. brush ... teeth ...
 - c. brushes ... teeth ...
- 4) Put the words in order: for The eat breakfast children pancakes
- 5) Gru inside the house, he outside.
 - a. don't dance, dances ...
 - b. ... doesn't dance, dances
 - c. doesn't dance, dance
- 6) Gru a high five to a police officer.
 - a. give
 - b. gives
 - c. doesn't give
- 7) Gru the ducks across the street.
 - a. walks
 - b. walk
 - c. walks

8) What does he catch?

- a. He catch the frisbee.
- b. He catches the frisbee.
- c. He catches the frisbee.

9) Put the words in order: do People park, the yoga in

10) Gru the drums.

- a. play
- b. playes
- c. plays

11) What does he take from a pot?

- a. He takes a rose.
- b. He take a rose.
- c. He takeses a rose.

12) Where does he walk?

- a. He walks up the escalator.
- b. He walks down the escalator.
- c. He walk up the escalator.

13) What do you do every morning?

Every morning, I brush my teeth. I get up, I eat breakfast

14) What does your partner do every morning?

HE/ SHE She brushes her teeth, She gets up, She eats breakfast


Lesson 3 – Product differentiated according to interest (interviews, posters)

MATEJ PULKRAB

He is a footballer.
 He has number 18.
 He likes Wilfried Bony.
 He was born in 1998.
 He likes Dida.
 He completed a loan move to FC Slovan Liberec.
 He plays the guitar.
 He is 21 years old.

FC SLOVAN LIBEREČ

Matěj Pulkrab



Tibor Baňhýř

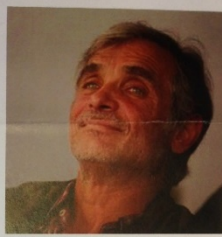
Information about Tibor Baňhýř, the vice mayor of the city of Brno.

Age: 40, 1/10/1974
 His profession: lawyer, manager
 Political party: Czech Social Democratic Party (ČSSD)
 Work team: City Council
 Current title: Deputy Mayor of Brno
 Residence: Brno, Pohořelá, Libušín
 Family: 2 children (son and daughter)

What is your profession now?
 My first profession is legal manager. But now the city manager.
 What is your political party? I don't have political party.

Tibor is 40 years old.
 He is a lawyer and a manager.
 He is a vice mayor of the city of Brno.
 He is a member of the Czech Social Democratic Party (ČSSD).
 He works in the City Council.
 He is the deputy mayor of Brno.
 He lives in Brno, Pohořelá, Libušín.
 He has two children, a son and a daughter.

Oldřich Kaiser



How old are you? I'm 63.
 What's your job? I am a comic and an actor.
 Do you play in the television series? Yes, I do I play in the 30 případů Majora Zemana.
 Do you play in the television show? No, I don't.
 Do you play in the film? Yes, I do I play in the Žralok v hlavě.
 Do you play in the theatre? Yes, I do I play in the Kinohradě theatre. Played Poslední záblesk.

Paula Cvrandová

She is 34.
 He lives in Liberec.
 Member of a BPM band.

