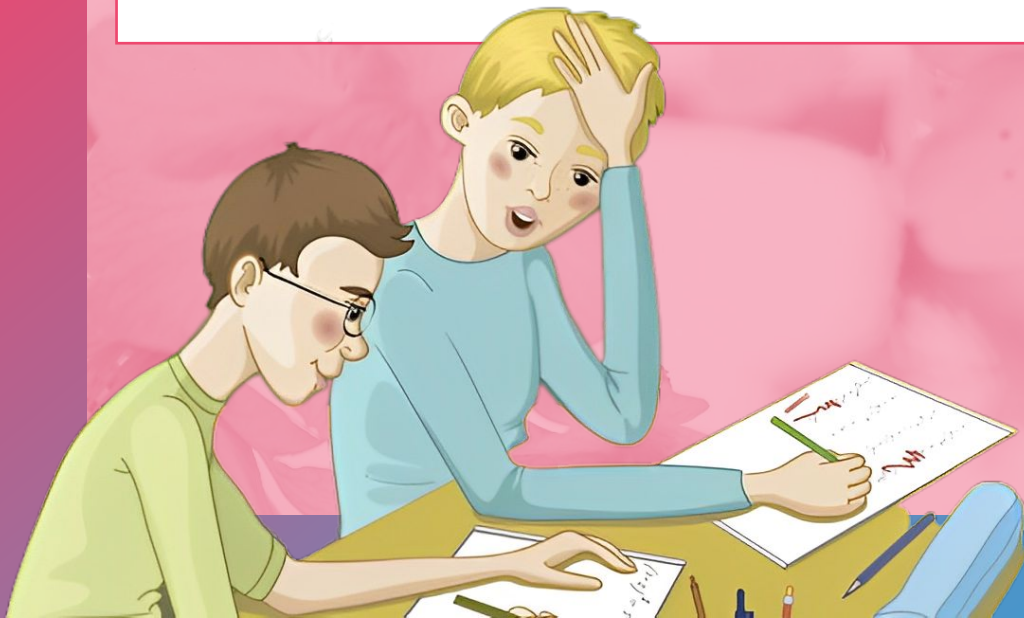


Differentiated Lesson Planning for Mixed-ability Classes



Presented by

Sara Magdi Soliman



Do you think **all** the students that you teach are **the same**?

**Fast
Finishers**

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**Fast
Finishers**

Do you think **all** the students that you
teach are **the same**?

**Learning
Styles**

**Fast
Finishers**

**Hard
Workers**

Do you think **all** the students that you
teach are **the same**?

**Learning
Styles**

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**Fast
Finishers**

Confident

**Hard
Workers**

Do you think **all** the students that you
teach are **the same**?

**Learning
Styles**

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**Fast
Finishers**

Confident

**Hard
Workers**

Do you think **all** the students that you teach are **the same**?

Lazy

**Learning
Styles**

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**Fast
Finishers**

Confident

Shy

**Hard
Workers**

Do you think **all** the students that you
teach are **the same**?

Lazy

**Learning
Styles**

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**Fast
Finishers**

Confident

Shy

**Hard
Workers**

Do you think **all** the students that you
teach are **the same**?

**Different
Motivations**

Lazy

**Learning
Styles**

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Mixed abilities classes

Heterogeneous classes



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It means when you have **various levels of language proficiency** in the same class.

Mixed abilities classes

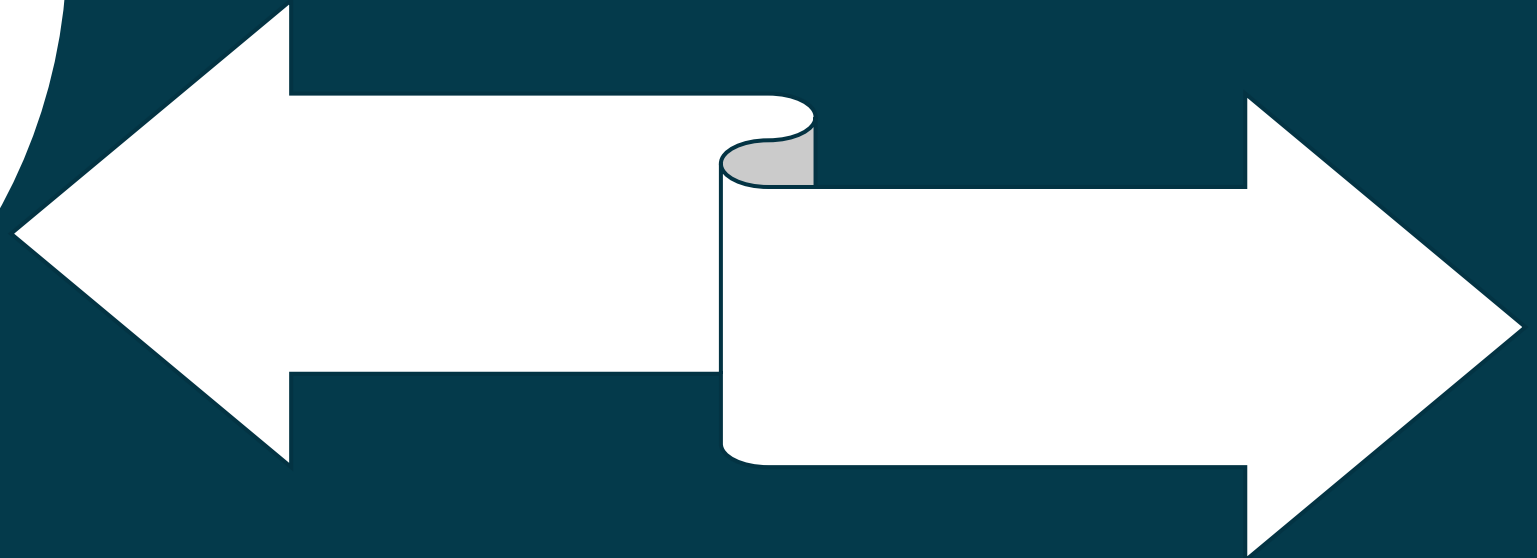
Heterogeneous classes





Come up with **some words or phrases** that you might use to describe the experience of **teaching a multi-level class.**

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**Mainly,
we teach
three
types
of
classes:**



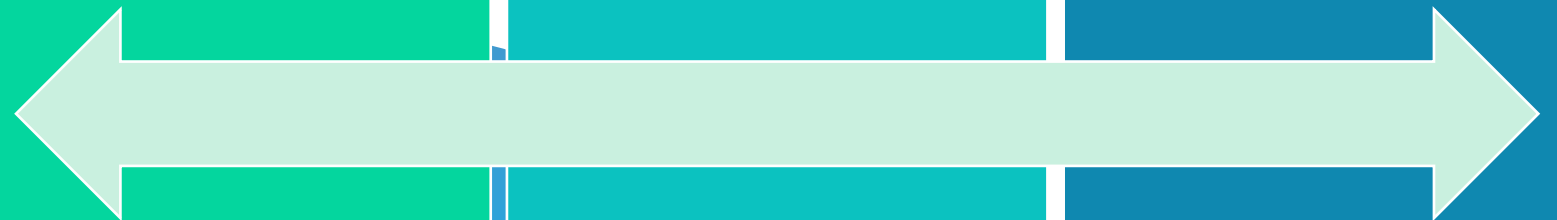
**1) Higher
ability
classes**



**2) Lower
ability
classes**



**3) Mixed
abilities
classes**



What do you think the main challenges of teaching **mixed ability classes** are?

**Different
motivation**

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**Different
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**Different
Levels**

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**Different
motivation**

**Different
Levels**

Personal
attention
of the
teacher

What do you think the main challenges of teaching **mixed ability classes** are?

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**Different
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**Different
Levels**

Personal
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What do you think the main challenges of teaching **mixed ability classes** are?

**Adapting
materials**

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**Different
motivation**

**Different
Levels**

Personal
attention
of the
teacher

What do you think the main challenges of teaching **mixed ability classes** are?

**Adapting
materials**

Differentiation

Differentiation

**What is
differentiated
learning?**

Differentiation

**What is
differentiated
learning?**

**Not
approaching
the students
in the same
way.**

HOW?



Not
approaching
the students
in the **same**
way.

1- Adapting tasks to meet the same objectives but in different ways.

2- Adapting the process of teaching.

Not
approaching
the students
in the same
way.

1- Adapting tasks to meet the same objectives but in different ways.

SPEAKING

- B A** Work in groups. Choose one of the topics below and brainstorm at least five ideas.
- How to encourage people to learn a foreign language
 - How to get people to visit your country or city
 - How to improve one aspect of the building you are in
 - How to encourage students to do their homework
 - How to encourage young people to be more polite to older people
 - How to get kids to eat more vegetables
- B** Look at your list of ideas and choose the best one. Give reasons for rejecting the other ones.
- C** Tell the class your best idea and briefly describe two other ideas you rejected.

How would you execute this task if you have **higher ability students**?

1- Adapting tasks to meet the same objectives but in different ways.

SPEAKING

6 A Work in groups. Choose one of the topics below and brainstorm at least five ideas.

- How to encourage people to learn a foreign language
- How to get people to visit your country or city
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- How to encourage students to do their homework
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- How to get kids to eat more vegetables

B Look at your list of ideas and choose the best one. Give reasons for rejecting the other ones.

C Tell the class your best idea and briefly describe two other ideas you rejected.

How would we adapt
the same task to meet the
same objectives but in
different ways if we have
lower ability students?

You can choose a topic for them.

Try to focus on an **easy topic.**

**Lower
ability
students**

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**You can
choose a
topic for
them.**

**Try to focus
on an **easy**
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**Lower
ability
students**

For example:

“How to get people
to visit your country
or city”

You can help your students by
giving them keywords or
prompts.

Lower
ability
students

**Lower
ability
students**

**You can
help your
students by
giving them
keywords or
prompts.**

For example:

“Famous places”

“the best season”

“Historical places”

“Famous restaurants”

“The best hotel”

“Traditions”

You can ask the lower ability students to

brainstorm 2-3 ideas.

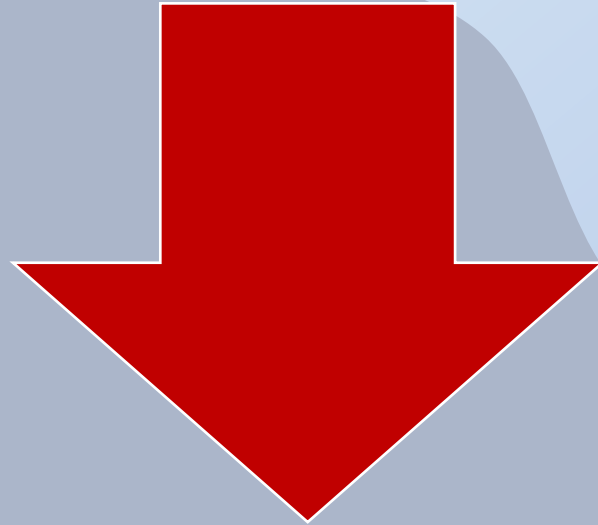
**Lower
ability
students**



Idea loading...



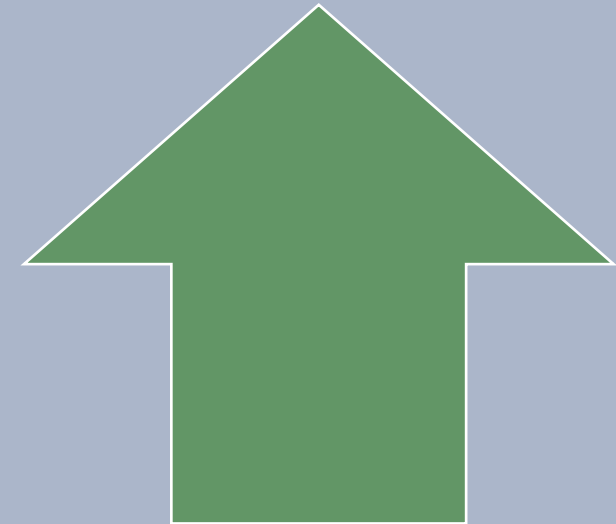
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**Instead of asking
your students to
give reasons for
rejecting the
other ideas**



**Ask them to give
reasons for the
idea that they've
chosen.**



**Lower
ability
students**

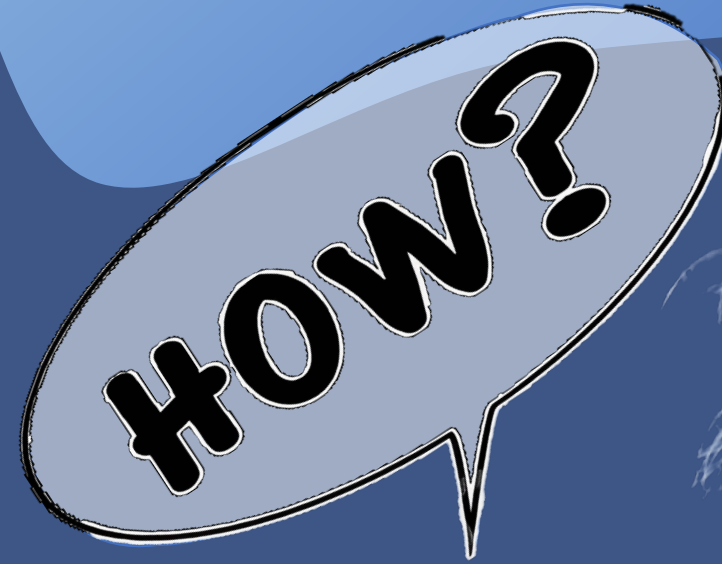
1- Adapting tasks to meet the same objectives but in different ways.

2- Adapting the process of teaching.

Not approaching the students in the same way.

Differentiated Lesson Planning for Mixed-ability Classes

2- Adapting the process of teaching.



2- Adapting the process of teaching.

Use easy and clear Language When asking CCQs

2- Adapting the process of teaching.



Use easy and clear Language When asking CCQs

Lower your pace “a little bit”

2- Adapting the process of teaching.



Use easy and clear Language When asking CCQs

Lower your pace “a little bit”

You can use **repetition** when needed

2- Adapting the process of teaching.



Use easy and clear Language When asking CCQs

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Using different types of feedback

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Using different types of feedback

Try to use different types of feedback because a mixed abilities class has different levels of students. So, you need to put “**lower ability students**” into consideration.

Using different types of feedback

Try to use different types of feedback because a mixed abilities class has different levels of students. So, you need to put “**lower ability students**” into consideration.

For example:

In a one session, you can elicit answers from the students, **you can write answers on a newspaper sheet, and you can give them a model answer.**

What is the **common** (**but not only problematic**) stage in the lesson plan for higher ability students, lower ability students and a mixed abilities class?

What is the **common** (**but not only** **problematic**) stage in the lesson plan for higher ability students, lower ability students and a mixed abilities class?

Freer practice
(Production stage)

Higher ability students:
**“How can we extend freer
activities?”**

Higher ability students: **how can we extend their**

activities?"

We extend the activities because, most of the time, they are fast finishers. For example, we can ask our students to **role play** a situation.

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activities?"

We extend the activities because, most of the time, they are fast finishers. For example, we can ask our students to **role play** a situation.

Swapping seats is always a good idea because it makes activities more communicative.

Higher ability students: **how can we extend their**

activities?"

Try to give them **challenging activities** that encourage them to think.

For example: debate/ critical thinking questions

“Do you agree/disagree?”

“How would you solve this problem...?”

“What’s another way to look at this issue?”

Higher ability students: **how can we extend their**

activities?"

Try to give them **challenging activities** that encourage them to think.

For example: debate/ critical thinking questions

“Do you agree/disagree?”

“How would you solve this problem...?”

“What’s another way to look at this issue?”

They must **produce questions** themselves and to think of further questions to ask. “If it is a speaking activity”

What will you do in the same stage, **freer practice stage**, If you have a lower ability class?

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What will you do in the same stage, **freer practice stage**, if you have a lower ability class?

Give the students further explanation.

Differentiated Lesson Planning for Mixed-ability Classes

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Help the students with general ideas.

Differentiated Lesson Planning for Mixed-ability Classes

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You can help them with the question formation.

Differentiated Lesson Planning for Mixed-ability Classes

What will you do in the same stage, **freer practice stage**, if you have a lower ability class?

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Help the students with general ideas.

You can help them with the question formation.

They have to answer as many questions as they can in a certain time limit.

Differentiated Lesson Planning for Mixed-ability Classes

What will you do in the same stage, **freer practice stage**, if you have a lower ability class?

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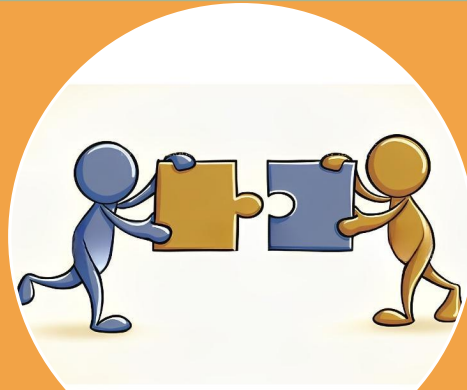
Help the students with general ideas.

You can help them with the question formation.

They have to answer as many questions as they can in a certain time limit.

**Brainstorming is always a good idea. “Pre-speaking task”
“pre-writing task”**

**There are
three
kinds of
work
grouping**



**1) Pair
work**



**2) Group
work**



**3) Whole
class
“Mingles”**



Is it OK to group our learners **randomly** if we have a mixed abilities class?

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Perhaps in a very controlled activity, the **strong with weak** will work well.

In a freer activity, perhaps **strong with strong** will be of benefit.



These groups could be of mixed levels or similar ones. The hope is that in a smaller group, the weaker student will feel more able to contribute.

**Group
Work**

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Also, if the group is working with a set of information, divide the information between the students, forcing them to work together.

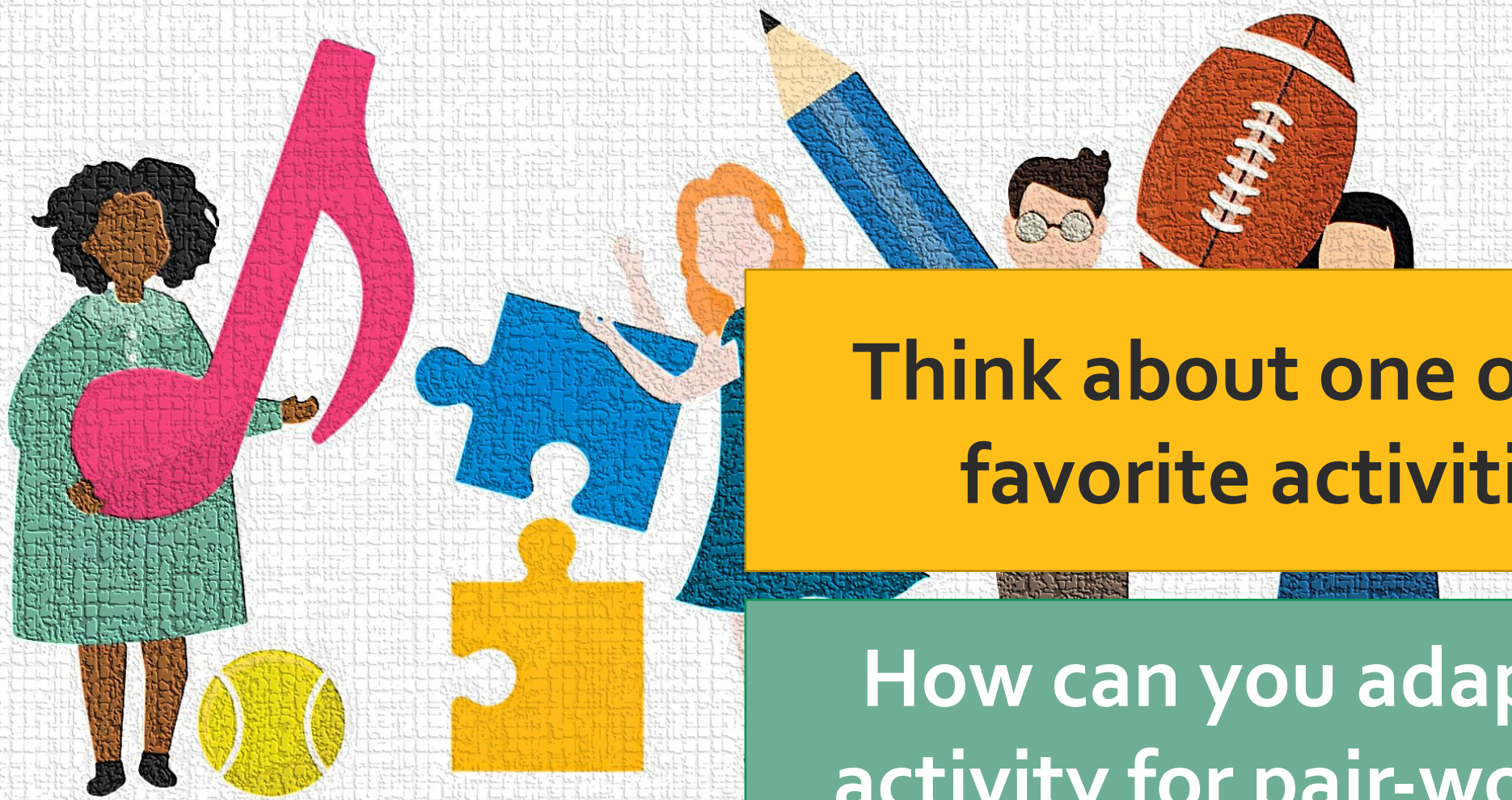
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Group Work

OR: You may consider dividing your class into groups by level for freer activity. This may enable you to give a different level or number of tasks to each group.



Think about one of your favorite activities.

How can you adapt this activity for pair-work in a multi-level classroom?

References:

- <https://www.teachingenglish.org.uk/article/teaching-mixed-ability-classes-1>
- <https://www.teachingenglish.org.uk/article/teaching-mixed-ability-classes-2>
- [Cambridge Assessment English](#)
- [British Council.](#)



Thank You

