

Managing Differentiation

By

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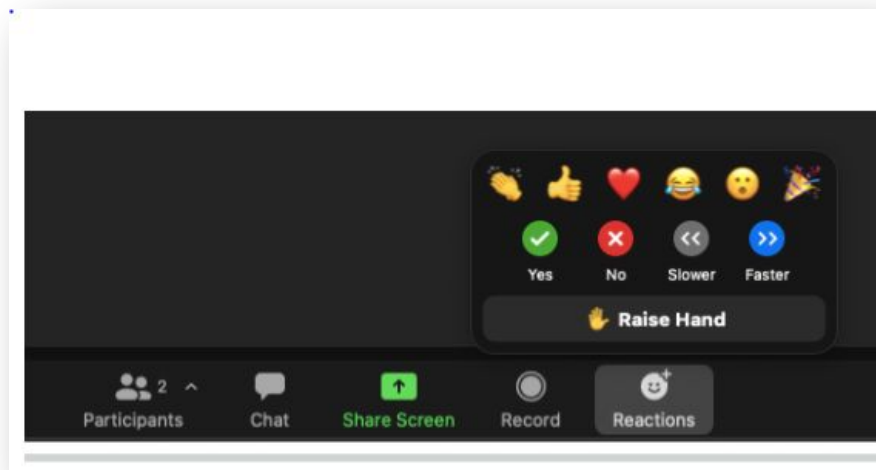
(slides will be available here)

Today, we are going to:

- ❑ Discuss the challenge of mixed-level groups
- ❑ Establish about what a successful mixed level group looks like
- ❑ Look at a strategy for managing differentiation

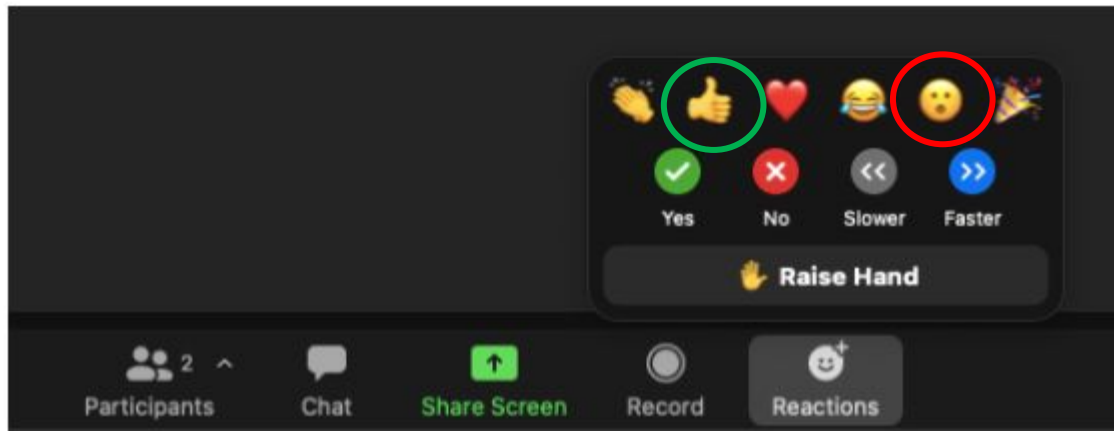
So that you are:

- ❑ More confident managing mixed-level groups

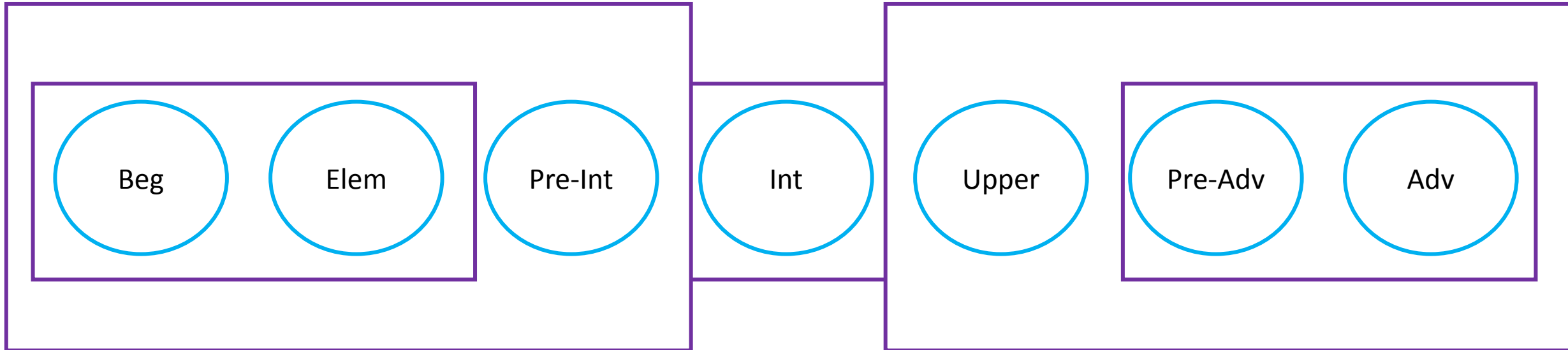
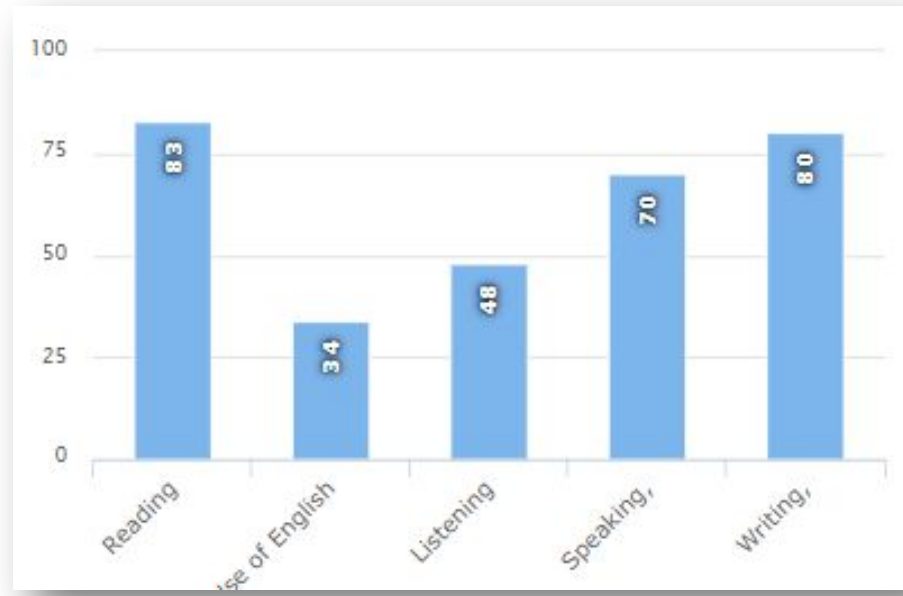


In a mixed-ability class
nobody gets the support
they need.

Even when classes and
levels aren't merged, every
group is a mixed-ability
class.



The Lay of the Land



The Students

Why are there students in here that are below/above me? They don't belong.

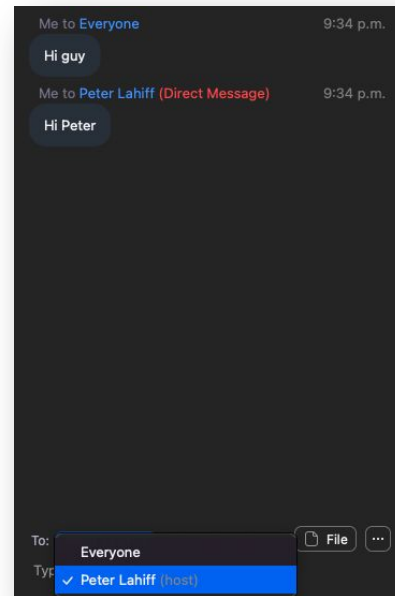
I'm finished before the others

I passed my test but I'm still in the same class.

I'm bored. This is too easy / hard!

My test says I'm pre-int but my book is elementary.

I'm not progressing



The Goal

In a successful mixed-level group a student:

- Is aware of their level
- Does not feel completely lost
- Does not feel they are wasting their time
- Has tasks appropriate to their level
- Has the opportunity to get more / less out of a task
- Has the opportunity to discuss their progress / concerns
- Learns, produces, and receives feedback at their level



You have 10 minutes.
Try to speak on each section of the
task

The Task:

You're going to share your ideas for managing differentiation in each of these stages of a student's learning journey:

- Aims & Objectives of the lesson
- Choice of book / materials / tasks for the lesson
- Grouping of students
- Final production tasks
- Feedback



**Honest Communication at
Every Stage**

Aims & Objectives: Make it a dialogue

IN THIS UNIT YOU LEARN HOW TO:

- talk about shopping and things you buy
- make and respond to compliments
- talk about problems you can have with shopping
- offer help
- compare places and products
- have conversations with shop assistants

1 Work in pairs. Answer the questions.

- Who do you think the people are?
- How are they feeling? What do you think they might say to each other in this situation?
- Can you see any of these things in the photo?

coat	hat	jewellery	shoes	suit	T-shirt
dress	jeans	shirt	skirt	top	trainers

2 Change partners. Discuss these questions.

- Do you like the different clothes and things in the photo? Why? / Why not?
- Do you like going shopping? How often do you go?
- Who do you go with? Or do you prefer to go on your own? Why?
- Which of the things in the box in Exercise 1 can you see in your classroom?

Today we are going to:

- Learn words/phrases to talk about clothes
- Learn the past simple & past simple questions
- Learn natural pronunciation
- Learn to compliment someone's clothes

So that you can:

- Have a natural conversation about someone's clothes.

You'll all have this conversation at your level. Which of these aims do you think will be most important for you to learn?

OK, I want you guys to focus on past simple & clothing words.

I want you guys focusing on the new phrases and the questions. The pronunciation is going to be really important for you too.

Choice / Exploitation of Texts:
Levelling tasks up & down

SPEAKING

1 Read the fact file. Then work in groups. Discuss the questions.

- Which facts do you think are interesting, surprising or unsurprising? Why?
- How often do you buy things online? What was the last thing you bought?
- What kinds of things do you buy?
- What time of day do you usually shop online?
- Do you have any favourite sites for shopping?
- Do you think online shopping is bad for local shops where you live? Why? / Why not?



FACT FILE

- Globally, we now buy 22% of everything we need online.
- Most online shopping happens between eight and nine in the evening.
- 55% of us use a laptop to do our online shopping, while 20% use a smartphone.
- 29% of us sometimes buy things online while we are at work.
- 25% of what we spend online goes on books, music and software.
- Women return more than 20% of the clothes they buy online, men return less than 10%.
- Men spend 20–30% more money than women online.
- Online sales are increasing all the time, but in the UK over 10,000 shops close every year.

Choice / Exploitation of Texts:
Levelling tasks up & down

Are these true/false for you /
your country

Choose 3 words from the new
words and write a sentence that
are true for you

Identify the verbs and look up
their past simple.

Write past simple sentences
about your online shopping
experience



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Play vocabulary bingo with the
new words / expressions

Add in a skill to practise (e.g.
backchannelling / interrupting)

Add another layer to the
discussion

Final Production Tasks:
Choose your own adventure

Today we are going to:

- Learn words/phrases to talk about clothes
- Learn the past simple & past simple questions
- Learn natural pronunciation
- Learn to compliment someone's clothes

So that you can:

- Have a natural conversation about someone's clothes.

A Successful conversation about someone's clothes:

- Begins with a compliment
- Uses the new words / phrases you learnt today
- Uses the past simple to talk about where you got it
- Uses the past simple to ask questions about the clothes
- Uses natural pronunciation of past simple endings

Tony, I want you to focus on past simple and the -ed pronunciation

Which of these are you going to focus on?

Feedback:

Level up / level down

A Successful conversation about someone's clothes:

- Begins with a compliment
- Uses the new words / phrases you learnt today
- Uses the past simple to talk about where you got it
- Uses the past simple to ask questions about the clothes
- Uses natural pronunciation of past simple endings

Tony, I want you to focus on past simple and the -ed pronunciation

Tony, you used the past simple well for "got" and "found" but let's just practise your pronunciation for "returned". It's /d/.

Key Takeaways

In a successful mixed-level group a student:

- is aware of their level
- Does not feel completely lost
- Does not feel they are wasting their time
- Has tasks appropriate to their level
- Has the opportunity to get more / less out of a task
- Has the opportunity to discuss their progress / concerns
- Learns, produces and gets feedback at their level

No group is at exactly the same level.

Aims / Objectives is not a monologue,
it's a dialogue

Level the task, not the text

Make it clear what success looks like
for them. Allow them to choose

Give feedback on what they've
chosen

Be clear what you expect from them.

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