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Differentiation & Questioning

18 Sep 2023

*A lesson that doesn't include
everyone is an incomplete lesson.*

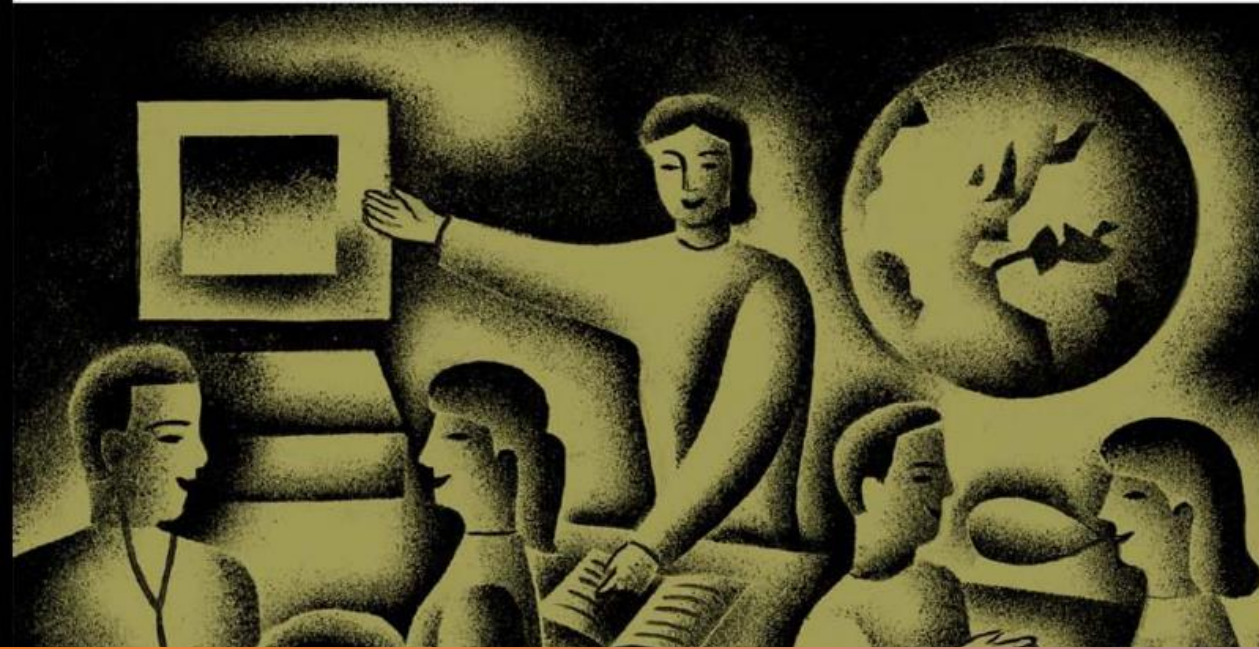


Learning to Teach Modern Foreign Languages in the Secondary School

A Companion to School Experience

Norbert Pachler and Kit Field

Second Edition



- 1 Introduction
- 2 On becoming a modern foreign languages teacher
- 3 Teaching methods and learning strategies in modern foreign languages
- 4 Observing, planning and evaluating modern foreign languages lessons
- 5 Teaching in the target language: a critical appraisal
- 6 Teaching listening, speaking, reading and writing
- 7 Teaching and learning grammar
- 8 Developing cultural awareness inside and outside the modern foreign languages classroom
- 9 Pupil differences and differentiation in modern foreign languages teaching and learning
- 10 Assessing, marking, recording and reporting
- 11 Managing resources and learners in the modern foreign languages classroom
- 12 The use of ICT in modern foreign languages teaching and learning
- 13 The first appointment and professional development
- Epilogue: modern foreign languages teaching and learning at 16 to 19

Reading recommendation

Session aims

- Understand why students demonstrate different abilities
- Explore different types of differentiation
- Design differentiated tasks to enhance MFL teaching and planning



What is the aim of differentiation?

To make every pupil to “achieve his/her potential as far as possible” (Pachler, Barnes and Field, 2009:206) in learning, which is strongly valued in the effective teaching and learning.

As a teacher, the base of educational ethos should be helping pupils to achieve the best of their ability and interest by “maximizing pupils’ potential by building on their prior learning and taking into account their individual differences”.

Why do students demonstrate different abilities?

Learning preferences/strategies

Age and gender

Readiness to learn

Prior learning

Cultural experience

Specific life circumstances

Learning difficulties

Religions

Literacy/Numeracy

Learning needs

EAL/WAL

Social economic background

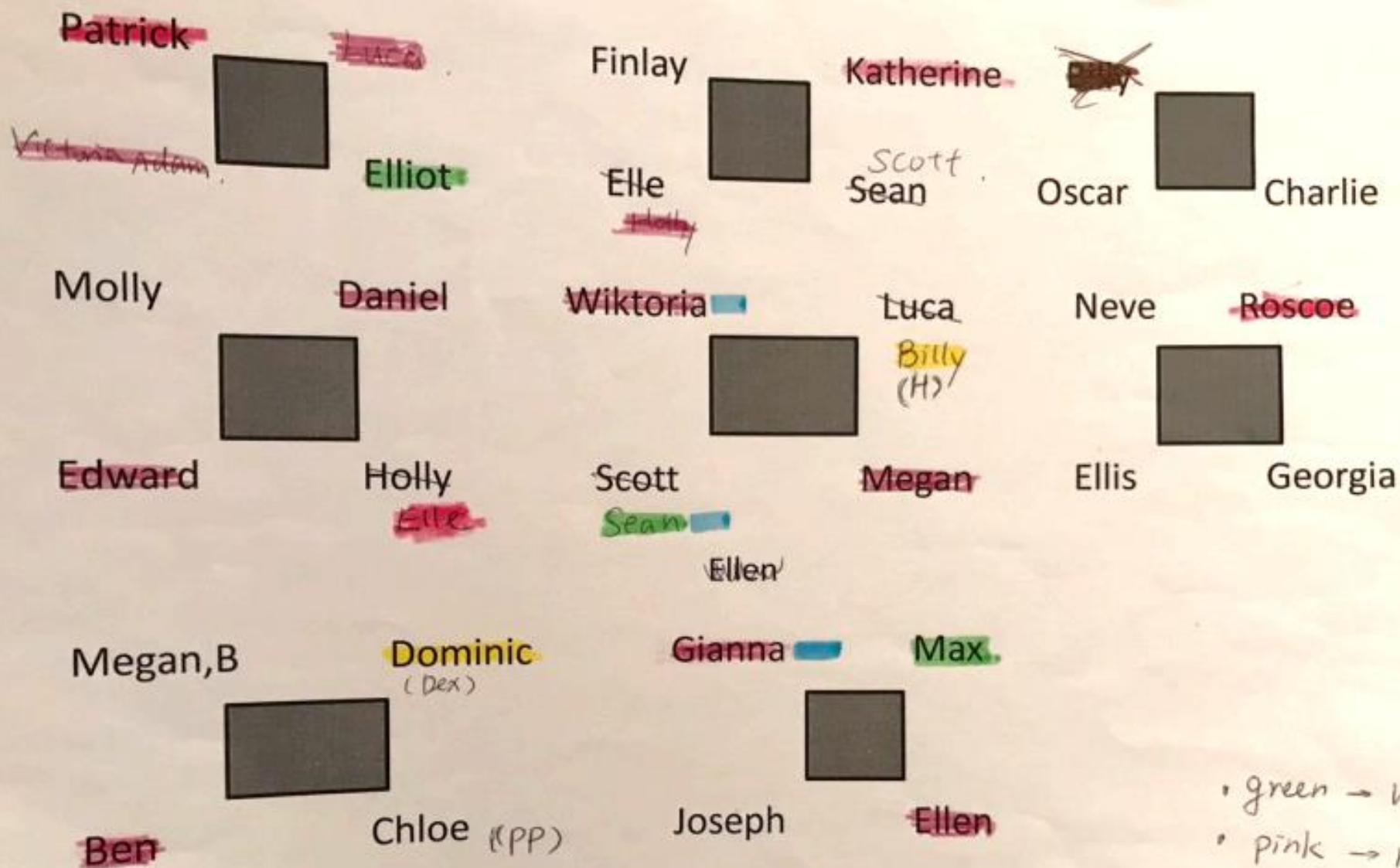
Personalities

Interests

Motivation



	Gender	Ethnicity	EAL	Reg Group	FSM	SEN Status	English Mark Key Stage 2 Validated Result	English Final Level Key Stage 2 Validated Result	KS2 English TA	KS2 English Part Level	Maths Total Score KS2 Key Stage 2 Validated Result	KS2 Maths TA	Maths Test Level KS2 Key Stage 2 Validated Result	KS2 Maths Part Level	KS2 Science TA
	F	White - British		07M1	N	N	62 5		4 5c	67	4 4	4b	5		
	M	White - British	N	07M1	N		59 5		5 5c	89	5 6	6c	5		
ASLW31	M	Any other White background	N	07G	N	A	41 3		4 4c	54	4 4	4c	4		
	F	White - British		07M1	N		68 6		5 6c	98	5 6	6b	5		
	M	White - British		07G	N		43 3		4 4b	73	4 4	4a	4		
	M	White - British		07O	N		51 4		4 4b	43	3 3	3a	4		
DP	F	White - British		07M1	Y	P	14 N		2 2b	18	3 3	3c	2		
	F	Any other Asian background	Y	07M1	N		62 5		5 5c	88	5 5	5b	5		
	M	White - British		07M1	N		55 5		4 5c	83	5 5	5c	5		
	M	White - British	N	07G	N		54 5		5 5c	54	4 4	4c	4		
	F	White - British	N	07M1	N		54 5		5 4b	73	4 4	4a	4		
	M	White - British		07O	N		55 5		4 5c	35	3 3	3b	4		
	F	White - British	N	07M1	N		60 5		4 5c	71	4 4	4a	4		
	M	White - British	N	07O	N		56 5		4 4b	77	4 4	4a	4		
	M	White - British		07G	N		66 5		5 5b	90	5 5	5b	5		
	F	Any other White background	Y	07M2	N		63 5		5 5a	81	5 5	5c	5		
	F	White - British	N	07M1	N		60 5		5 4a	92	4 5	5b	5		
	M	White - British		07G	N		49 4		4 4b	75	4 4	4a	4		
	M	White - British		07G	N		58 5		4 4b	69	4 4	4a	4		
	M	Any other Asian background	Y	07M2	N		48 4		3 3a	33	3 3	3b	3		
	M	White - British	N	07M1	N		29 3		3 3b	44	4 3	3a	4		
	M	White - British		07M2	N		65 6		5 5a	91	5 5	5b	5		
	F	White - British	N	07G	N		41 3		4 4b	65	4 4	4b	4		
	F	White - British		07G	N		45 4		4 4b	76	4 4	4a	4		
	M	White - British	N	07M2	N	A	54 5		4 4b	80	4 5	5c	4		
	M	White - British	N	07G	N		35 3		4 4c	33	3 3	3b	4		
	M	White - British		07M1	N		65 5		4 4a	65	4 4	4b	4		
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erin	F	White - British	N	07G	N		59 5		5 5a	83	5 5	5c	5		
	F	White - British		07M2	N		66 5		5 5c	79	5 5	5c	5		



TEACHER'S DESK

- green → low ability
- pink → High ability
- Yellow → SEN
- Blue → EAL
- PP → ~~PP~~ ^{FSM}

7ab4 J3

Example of class profile - seating

Am I meeting all students' needs?

Adapted from *Ticked Off* - Harry Fletcher-Wood (2016)

Make your own checklist: e.g.

- **Students with visual needs** – text enlarged to font size 28, pupil wearing glasses and facing board
- **Students with hearing difficulties** – sit in front row, position yourself to face student. Keep background noise to minimum
- **Students with restricted mobility** – remove the expectation of moving around room, allow pupil to leave early
- **Students with ASD** – minimise noise, maintain a consistent structure and give students prior warning about changes
- **Students with EAL** – clear, sequential instructions, adapted texts, visual cues

Making every lesson count



*Six principles to support great
teaching and learning*

Shaun Allison and Andy Tharby
Foreword by Doug Lemov

Comfort zone

Struggle zone

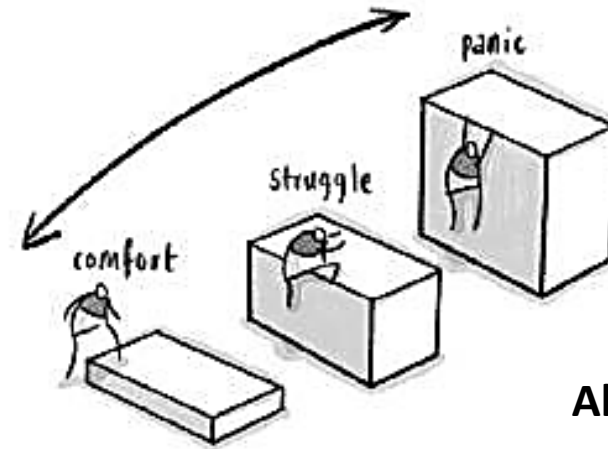
Panic zone



Low challenge.
Low stress.
Limited
thinking
Limited
learning.

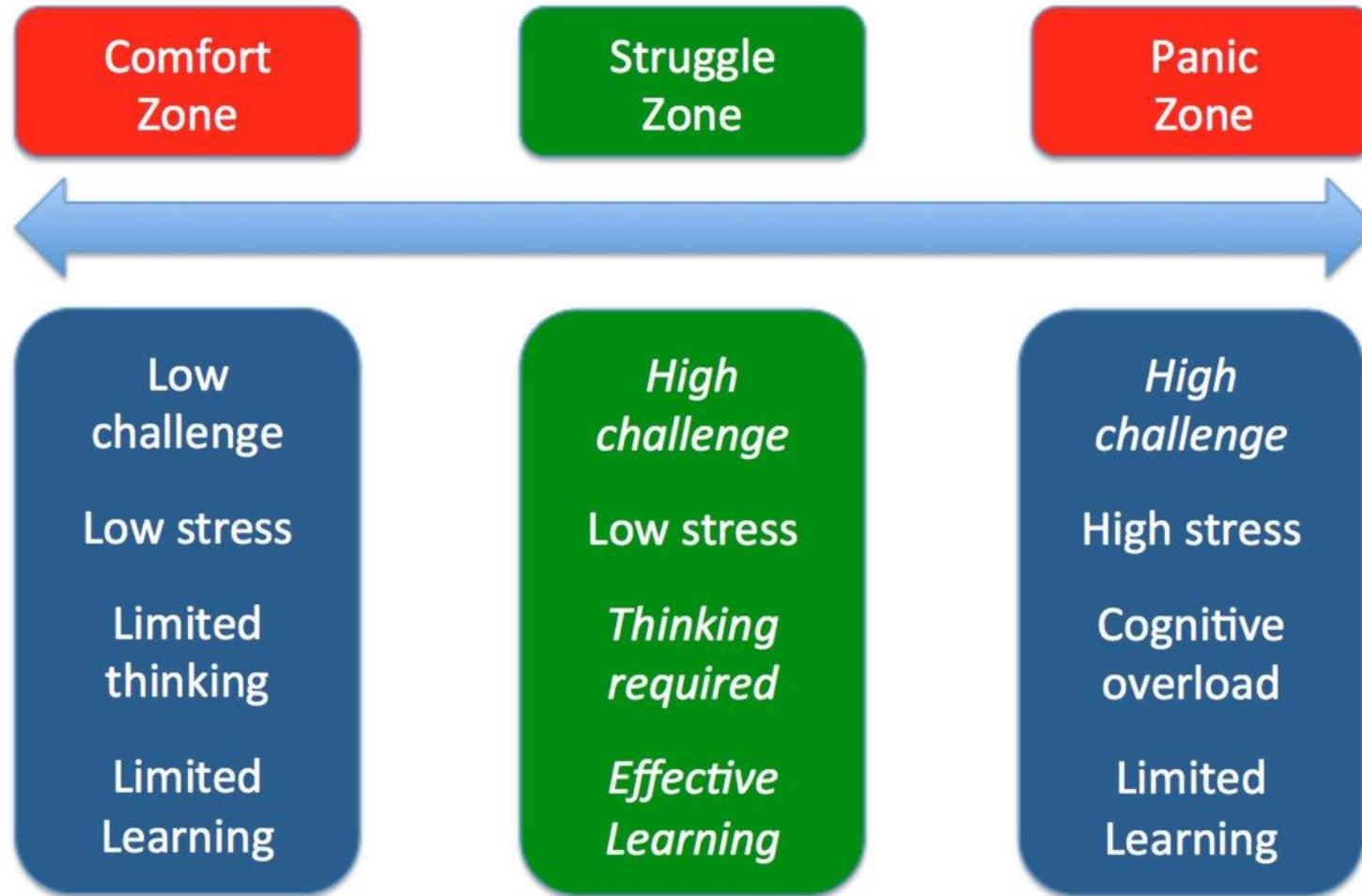
High
challenge. Low
stress.
Thinking
required.
Effective
learning.

Very high
challenge.
High stress.
Cognitive
overload.
Limited
learning.



Allison and Tharby (2015)

Keep Them In The Struggle Zone.



Differentiation of Instruction: (Boyle and Charles, 2014)

Is a teacher's response to learner's needs



Guided by general principles of differentiation, such as:



Respectful
tasks

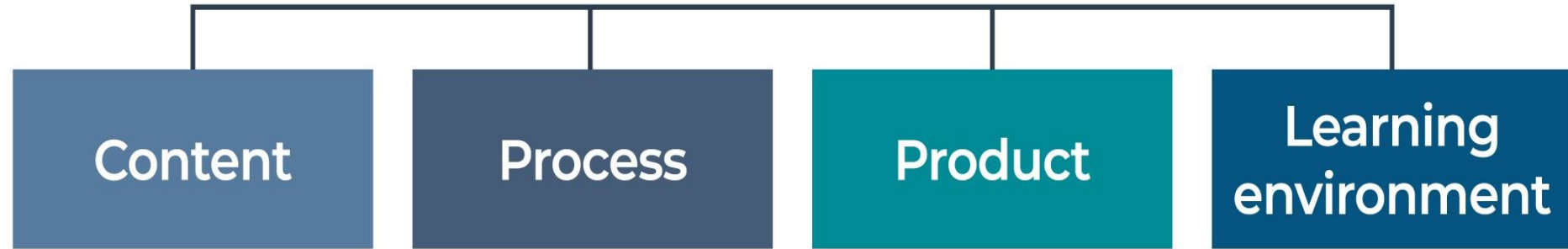


Flexible
grouping

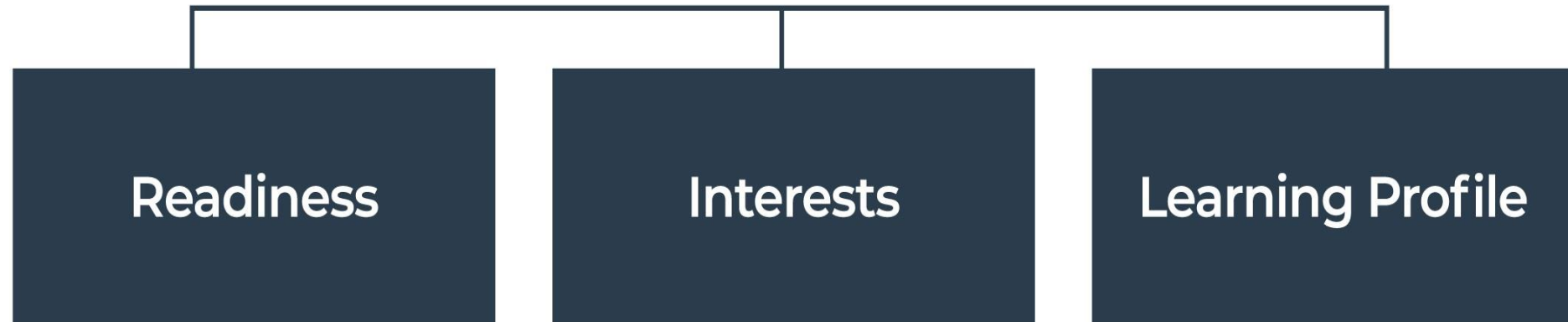


On-going
assessment &
adjustment

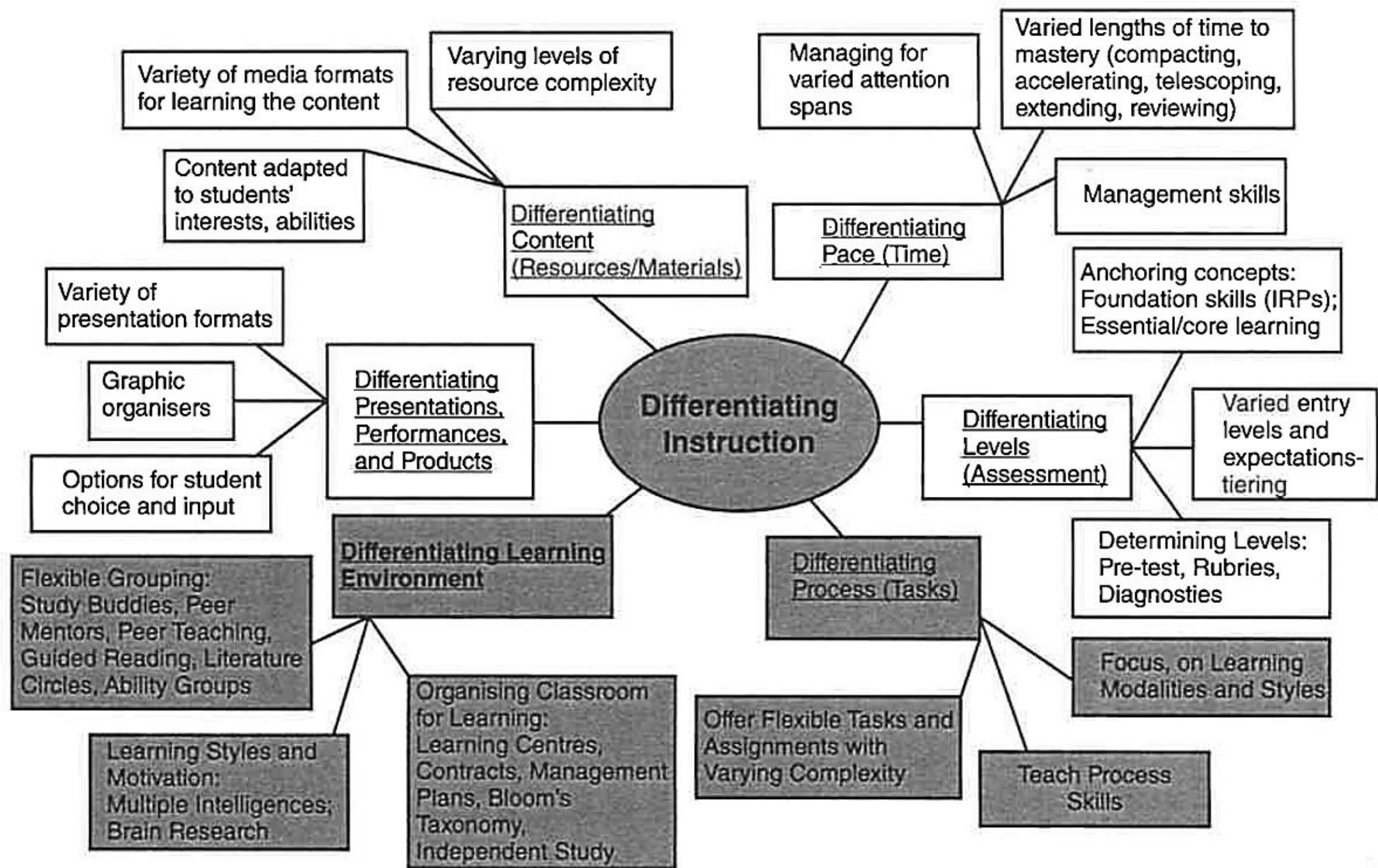
Teachers can differentiate



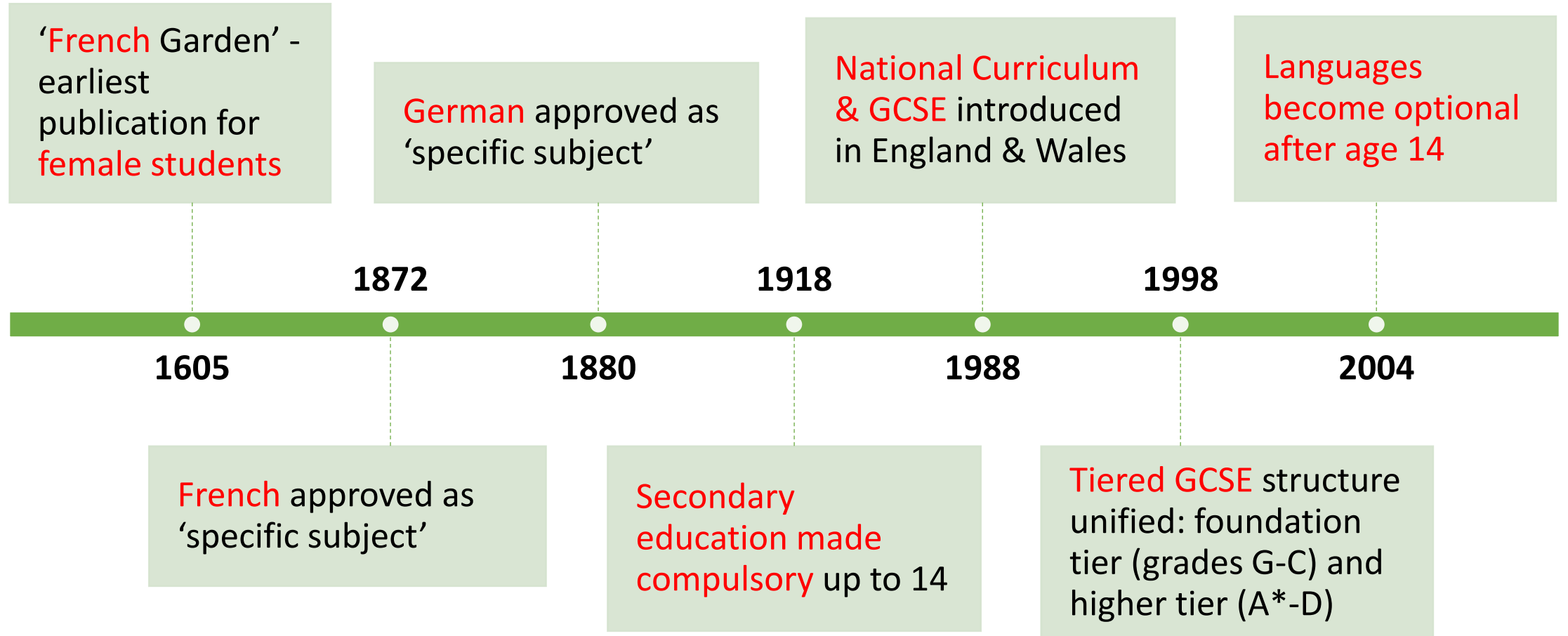
According to



Student characteristics



Key timeline



Different ages?

- Young learners of six or seven should simply learn a few words and then some sentences each day.
- Understanding grammar should be reserved for “Youth of ten or twelve, and above”. (Louis Chambaud: A Grammar of the French Tongue, 1750)

Different genders?

Do you think boys and girls learn languages differently? Is it fair to teach them differently?

Is there such a thing as 'boy-friendly' teaching approaches?

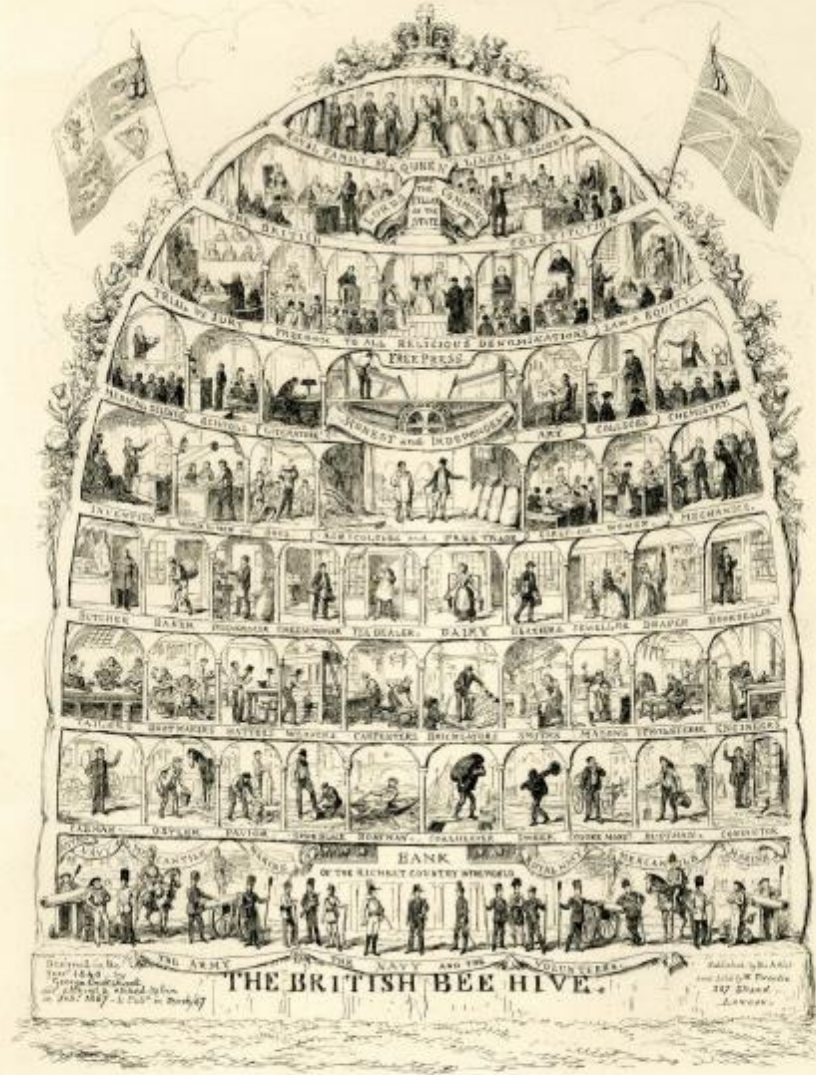


The Taunton Commission

It examined 82 grammar schools and some private schools in the 1860s, found that girls “knew French better than boys”, had “a correct ear”, “quicker perception”, and “greater aptitude”.

Language teaching reformers of the late 19th century drew on the methods used in girls’ schools to achieve higher fluency than boys’ schools (McLelland, 2017, pp. 60-61).

Social class and ability



George Cruikshank's British Beehive (1867)

Different social classes and abilities

Research has found that **students from a middle-class background tend to ask for help and receive it more often** than their working-class peers.

In a language-learning context, how might our impression of students' social backgrounds influence the tasks we give them, the expectations we have of them, and the help we provide?

Teaching grammar



Teaching grammar to moderate-ability classes is largely a waste of time. (German in the UK: Problems and Prospects, 1976)



Their limited capacity for conceptual thought doesn't allow them to use what they've learned to understand/compose meaningful utterances.

Ways to differentiate effectively:

BY HAVING A LONG TERM GOAL: 'effective differentiation takes place over months, not hours' (Didau, 2016).

BY OUTCOME: Same task, different outcome expected and valued

BY TASK: Asking pupils to do different things with the same resource

BY QUESTIONS: higher/lower level questions / same prompt, different questions

BY SUPPORT / SCAFFOLDING: Human (LSA) / physical resource

BY HAVING DIFFERENT STARTING POINTS: same resource which is graduated in difficulty and learners can start at different points

BY PUPIL CHOICE: this might be asking pupils to choose a level or a topic of interest

Differentiation by ability/task



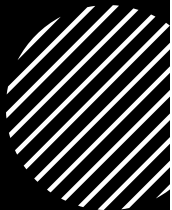
Grouping learners by ability is one approach to differentiation where learning is more accessible to learner levels.



Offer tailored task and support for: HA group (A/A*); B group; C group; D group; LA group etc.



Different & More tasks



A*/A students do 3 tasks i.e. 1-3;



B students choose 2 or do tasks 1-2;



C students choose 1 or do task 1.



Variations: printed extension cards, HA students come to do tasks on board, student teacher/team demo etc.



Extention tasks



Students can focus on the **same task but with an extended open-ended** questions/quizzes/challenges etc.

Variations: adapt the reading into writing, upgrade simple writing task with connectives, different tenses, changes of pronouns, write about him/herself, adding justification from 'good sentence bank' etc.

Teaching More Able and Talented Learners (MAT)

Most commonly used techniques for teaching MAT learners include:

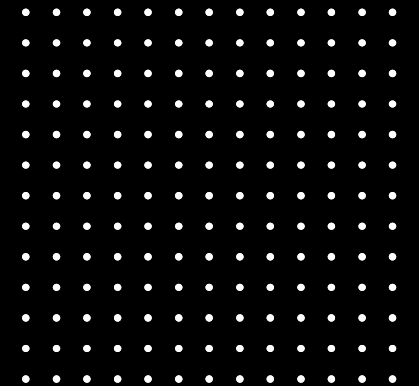
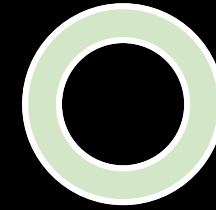
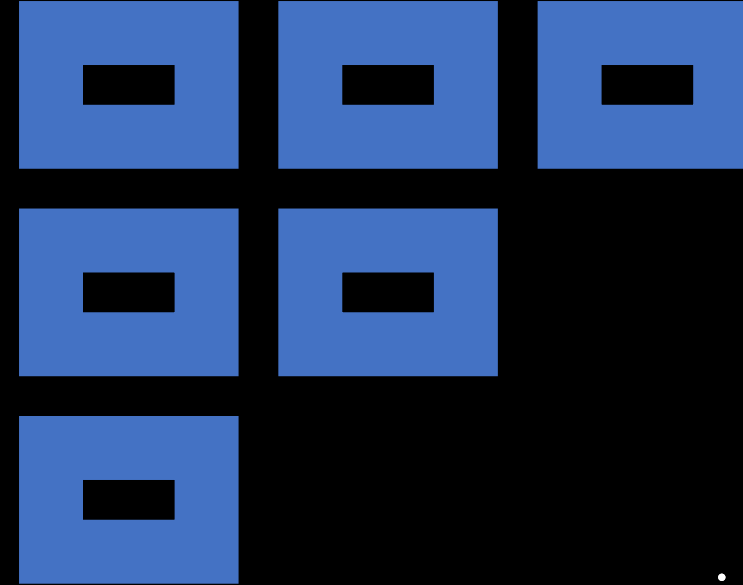
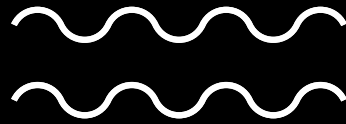
- **Enrichment** – enhancing the curriculum to include additional materials that may stimulate and stretch the student. Can take place in or out of class.
- **Extension** – MAT pupil is given the opportunity to work with experts, specialists and those with a similar passion
- **Acceleration** – where a student's progress through the curriculum or school year is speeded up
- **Compaction** – where curriculum is compacted, with material deemed unnecessary or repetitive taken out

Stephen and Warwick (2015)

Design your own extension task

Quality > Quantity

*E.g. Write postcards
to language partners*



Find 3 links with today's lesson and any other lesson

Write 5 summary questions on today's topic to test your friends

create a three minute starter activity for tomorrow's lesson

peer mark someone else's book. make sure they've finished

test a friend on vocab learned *speaking

write a tweet summarising today's lesson

test a friend on the new vocab. *written

identify 8 key words from today's lesson + justify them

write a sentence using vocab from today's lesson + 3 connectives

write 10 facts about yourself or others in French/Spanish

use a dictionary to look up 3 nouns, adjectives + verbs connected

create a photocard and one question using inspiration from today's

make a note of something you find challenging and a short →

write a Facebook status summarising today's lesson

could pronounce them better

memorise the new vocab + prepare for spelling test!

create a revision card for an absent classmate

write 2 stars and a wish in connection with today's lesson

write 2 different sentences on today's topic in exactly 10 words each

write 3 sentences using today's topic last week's topic, and the week before

write 3 questions about today's lesson + answer them in detail

create a word cloud with French/Spanish vocab from today

Make a Revision poster from today's lesson

Differentiation by outcome/ product

	Outcome 1	Outcome 2	Outcome 3
School presentation	Create a presentation about your school and include information about its name, where it is + any three other bits of information.	Create a presentation about your school and include information about its name, where it is + any five other bits of information.	Create a presentation about your school and include information about its name, where it is + any seven other bits of information.
Reading for information	Read the text and find all the numbers.	Read the text and find all the nouns.	Read the text and write a short summary of the key points.
School map	Create a map of the school grounds and add the names of 5 places in the target language.	Create a map of the school grounds and add the names of 10 places in the target language.	Create a map of the school grounds and write sentences describing the different areas in the target language.

Differentiation by content

Differentiation by content can relate to all aspects of **languages input** (e.g. reading and listening texts).

Offer **a range of materials** which are appropriate to the cognitive level, age, and stage of learners and build in **learner choice** about which **texts** they engage with.

Differentiation in MFL

Graduate tasks from easy to hard.
Use MFL Bloom's Taxonomy.

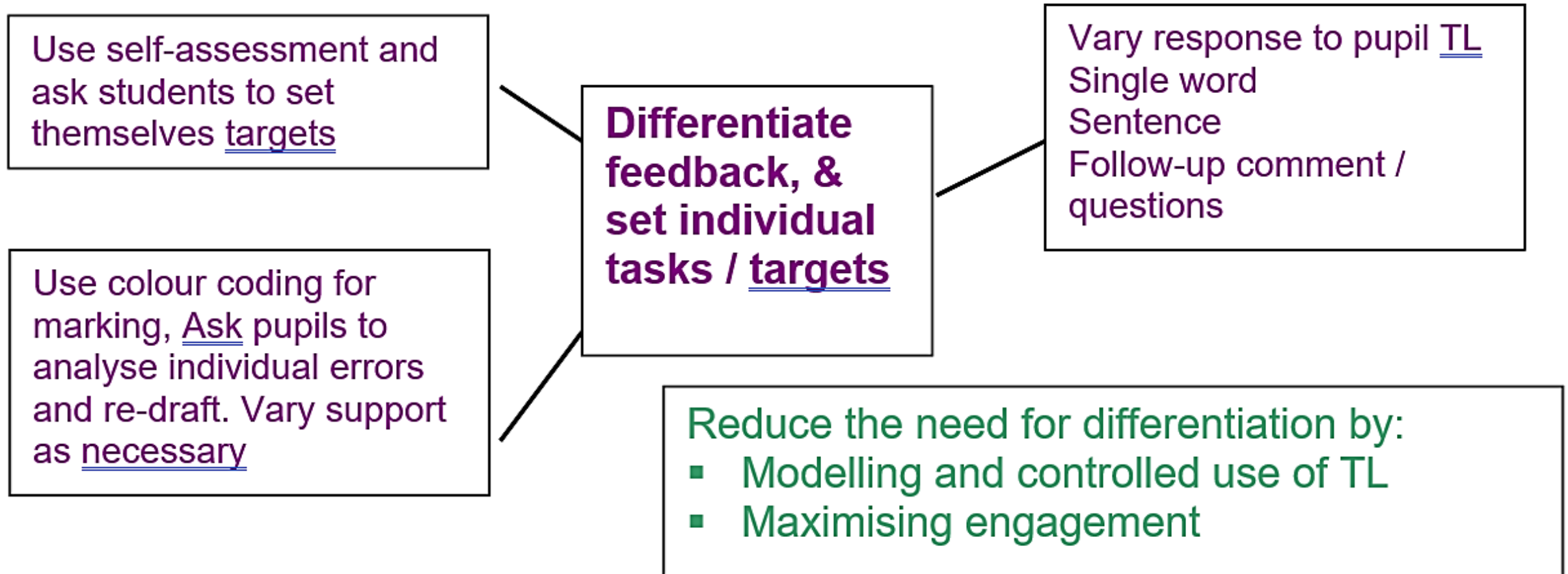
Set open tasks: stronger students interpret these in a more demanding way. Expect more from the more able students.

Differentiate by task / outcome / time & resources allowed

Set different tasks. Use

- ability groups
- help sheets and writing frames
- extension tasks, or grade criteria & targets

Differentiate resources: e.g. use texts of different depth, breadth, and difficulty



adapted from generic model by Geoff Petty

Text 1: En la tienda de ropa

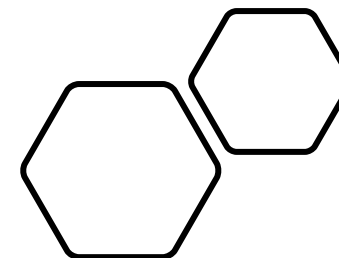
En la tienda de ropa, María busca un vestido nuevo. Quiere algo elegante para una fiesta el sábado. Ella mira varios vestidos de colores diferentes. Finalmente, elige uno rojo que le gusta mucho. Va al probador y se lo prueba. ¡Le queda perfecto! María va a la caja y paga por el vestido. Está emocionada por la fiesta.

Text 2: Comprando comestibles

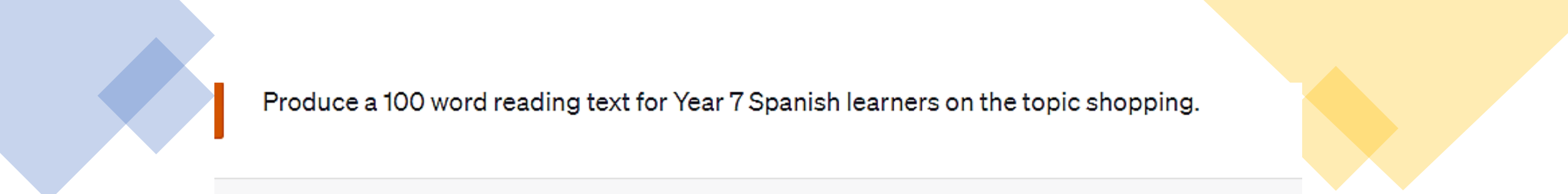
Hoy, Pedro acompaña a su mamá al supermercado. Tienen una lista de compras con frutas, verduras y leche. En el pasillo de las frutas, escogen manzanas, plátanos y naranjas. Luego, van al área de las verduras y toman zanahorias y espinacas frescas. Por último, agarran una botella de leche. Cuando terminan de comprar todo, van a la caja y pagan. Pedro está cansado pero feliz de ayudar a su mamá.

Text 3: La joyería de la abuela

Lucía visita la joyería con su abuela. La abuela quiere comprarle un regalo especial por su cumpleaños. En la tienda, ven collares, pulseras y anillos hermosos. Lucía elige una pulsera de plata con un pequeño corazón. La abuela la compra y la coloca en la muñeca de Lucía. Lucía está emocionada y agradecida. La pulsera es preciosa y siempre le recordará a su querida abuela.



*ChatGPT:
Produce three 100
word reading texts for
Year 7 Spanish learners
on the topic shopping.*



Produce a 100 word reading text for Year 7 Spanish learners on the topic shopping.



¡Vamos de compras!

Ir de compras es una actividad divertida y útil. Puedes comprar ropa, alimentos, juguetes y mucho más. En una tienda, encontrarás muchas cosas interesantes.

Primero, necesitas una lista de lo que quieres comprar. Luego, busca una tienda que venda esos productos. Puedes ir a una tienda física o comprar en línea desde casa.

Cuando estés en la tienda, puedes preguntar al vendedor por ayuda. Aprender algunos números y palabras en español te ayudará mucho. ¡No olvides decir "gracias" cuando compres algo!

Recuerda siempre tener suficiente dinero y una bolsa para llevar tus compras. ¡Disfruta de tus compras!



Design 4 different reading tasks based on this text.

Reading Task 1: Vocabulary Matching

Objective: To reinforce the understanding of key vocabulary words in the text.

Instructions: Match the Spanish words on the left with their English translations on the right.

1. Compras a. Thank you
2. Ropa b. Shopping
3. Ayuda c. Clothes
4. Dinero d. Store
5. Gracias e. Money

Reading Task 2: True or False

Objective: To test comprehension of the information in the text.

Instructions: Read the following statements and mark them as true (verdadero) or false (falso) based on the information in the text.

1. Going shopping is only useful, not fun. ()
2. You should never make a list before shopping. ()
3. You can buy things both in physical stores and online. ()
4. It's not important to learn any Spanish words when shopping. ()
5. You should always carry money and a bag when you go shopping. ()

Reading Task 3: Fill in the Blanks

Objective: To assess comprehension of the text and reinforce vocabulary.

Instructions: Fill in the blanks with the correct words from the word bank: 1) ropa, 2) comprar, 3) gracias, 4) tienda, 5) dinero.

Ir de _____ es una actividad divertida y útil. Puedes _____ ropa, alimentos, juguetes y mucho más. En una _____, encontrarás muchas cosas interesantes.

Cuando estés en la _____, puedes preguntar al vendedor por ayuda. Aprender algunos números y palabras en español te ayudará mucho. No olvides decir "_____" cuando compres algo!

Recuerda siempre tener suficiente _____ y una bolsa para llevar tus compras. ¡Disfruta de tus compras!

Reading Task 4: Short Answer Questions

Objective: To encourage critical thinking and comprehension of the text.

Instructions: Answer the following questions in complete sentences.

1. ¿Qué puedes comprar cuando vas de compras según el texto?
2. ¿Por qué es importante aprender algunas palabras en español al ir de compras?
3. ¿Qué debes llevar contigo cuando vas de compras según el texto?
4. ¿Cuál es la importancia de hacer una lista antes de ir de compras?
5. ¿Qué palabra en español debes decir cuando compras algo?

Refining teaching... towards sustained highly-effective practice

Differentiation

Sustained highly-effective practice descriptor:

Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.

Induction descriptor:

Learning materials and experiences are used to provide appropriate challenge to every learner.

QTS descriptor

The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.

PLP



Strategies for Differentiation



Differentiation by outcome: assign the **same work** to all students but accepts and **encourages a range of results**; open-ended questions, writing prompts and discussion topics can all be used for differentiation by outcome.



Differentiation by task: assign **different work to different groups** of students depending on learning abilities; assign the same series of increasingly complex tasks to all students, to be completed at their own paces.

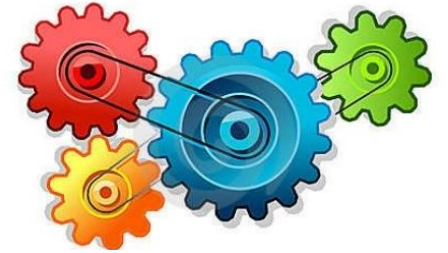


Differentiation by choice: provide a **variety of assignments** for students to choose from, which allows students to use different skills (analytical, creative, technical, etc.) to put lessons into practice.

Stepped Activities:

Tasks which contain a series of separate elements, the difficulty level of which gradually increases.

Practical Activities



Adapted from Gershon (2013)

1

Part 1: Write an email to a friend in French explaining what sport you do

2

Part 2: Give at least one positive and one negative opinion with justifications.

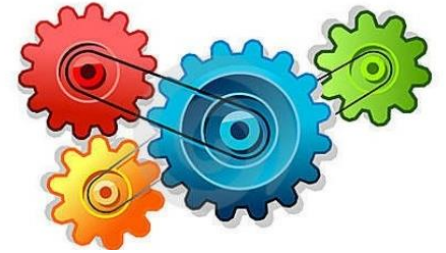
3

Part 3: Explain what sports you did last week and what sports you would like to do in the future.

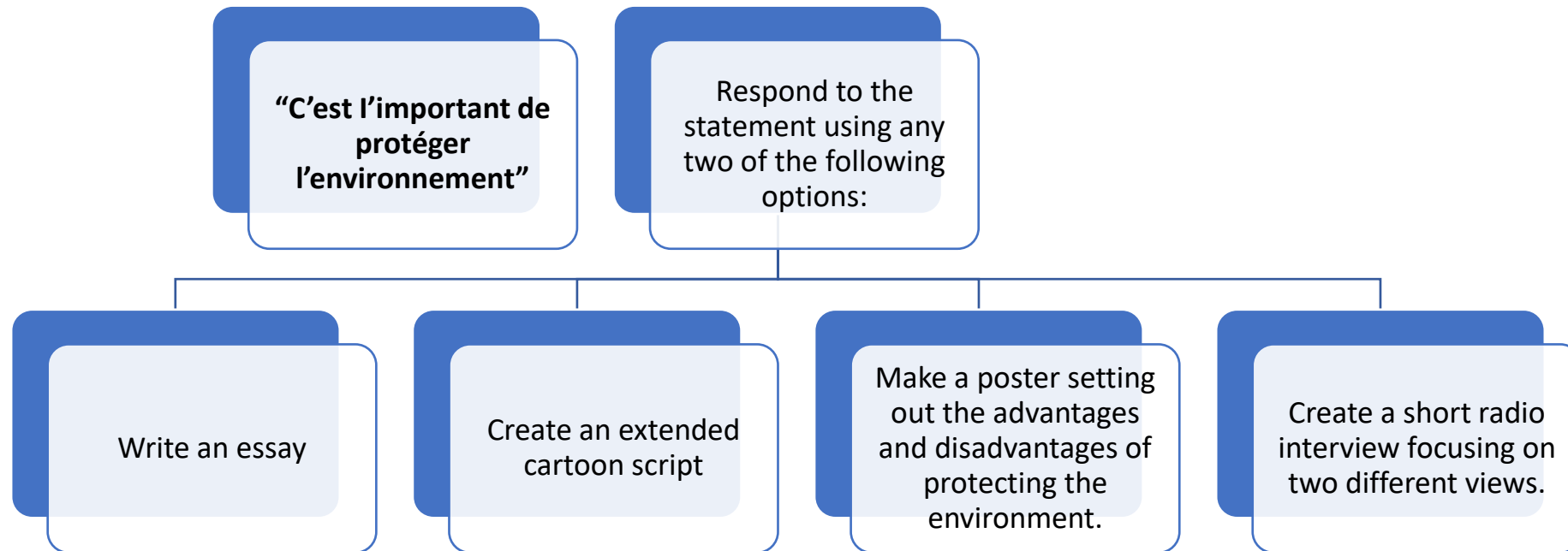
Choose your option:

Provide students with a range of options from which they might choose in order to complete a task:

Practical Activities



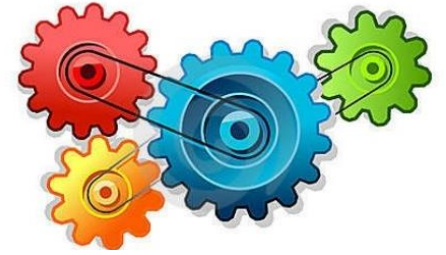
Adapted from Gershon (2013)



Visits and visitors:

A great way of differentiating: they are interactive, a change from routine, they bring learning alive...

Practical Activities



Adapted from Gershon (2013)

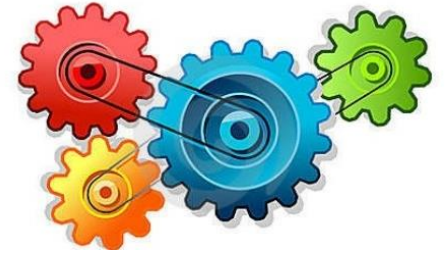
For visits out of school...	For visitors coming into the class...
Spend time beforehand working with students to explore ideas, people, events and concepts connected to the place you are visiting	Work with students beforehand to create questions they can ask the visitor
Provide students with a worksheet they have to fill in whilst on the visit. This could be structured so as to feel like an investigation	Divide your class into groups beforehand and ask each group to research a particular aspect of the topic the visitor will be talking about. This could be developed by allowing the groups to create a short presentation which could be given to the class and the visitor

After the event, students can follow up by creating a report, blog, website, etc. about the visit/visitor

Extension tasks:

An extra activity which involves a greater degree of complexity/challenge that has gone before it.

Practical Activities



Adapted from Gershon (2013)

Examples...

- Looking for extra detail
- Continuing sequences with their
- Making inferences from written or heard language
- Students to write an exam-style question, with mark scheme

Scaffolding: sentence starters/writing frames

Practical Activities



Adapted from Gershon (2013)

Le Passé Composé

Les vacances

Pendant les vacances je _____ (aller *)
en Grèce et aux Etats-Unis. Quand j' _____
(voyager) en Grèce, j' _____ (prendre) l'avion
mais le voyage n'était pas trop long. J' _____
_____ (loger) dans un hôtel à côté de la plage, qui
était génial et il y avait beaucoup à faire – j' _____
_____ (visiter) les sites touristiques et j' _____
_____ (nager) dans la mer. Je me _____ bien
_____ (se bien reposer*).

Après être rentrée, j' _____ (rendre)
visite à mon meilleur ami américain. Nous _____
_____ (aller*) à Boston. D'abord il faisait très
chaud et nous _____ (faire) beaucoup
du shopping. Un jour, nous _____
(décider) d'aller à Washington, mais il y avait un
tremblement de terre. J'étais étonnée !

Le weekend, nous _____ (rester*)
dans l'hôtel à cause de l'ouragan Irene. C'était nul.
En plus, l'aéroport _____ (annuler) mon

Sentence starters and writing frames, assist students who may struggle to get started on writing. They are a way of scaffolding so that students can focus on the content of their writing. Over time, students will internalise this and the scaffold may be withdrawn.

Structure Strips

AQA Specification – 16 mark question

Vous êtes en vacances et vous écrivez à votre ami(e) français(e).

Mentionnez :

- où vous êtes
- la météo
- l'hôtel
- vos activités de vacances.

Ecrivez environ 40 mots en français.



Location	• Name of country (France, Italy) • Region (south, north etc) • Specific type of location (seaside, mountains, vineyards etc) • Who did you go with • Opinion on this location
Weather	• Frequency word (every day, normally) • How is the weather at the moment - two structures • Do you like the weather?
Hotel	• How is the hotel (modern, big, old etc) • What two facilities are there • What facility would you like to have (bonus) • Opinion on hotel
Holiday activities	• What two activities do you normally do • Why do you like/dislike these • Extra: what would you like to do

Ecrivez environ 90 mots en français.

Le plus grand problème	• In my opinion/I would say that • The biggest problem for the planet/environment • Today/at the moment • Is X and Y • Give a reason (it's serious/dangerous/could kill/destroy)	Je crois que, le plus grand problème pour la planète C'est la surpopulation, étant donné que ^{ça} cause un plethora de d'autres problèmes pour la planète. Par exemple, la surpopulation cause beaucoup de la pollution de l'air. Normalement, dans mon école nous utilisons ^{généralement} des produits recyclables et nous séjournons les déchets ^{dans les poubelles} de pense que mon école devrait ^{+ INF} utiliser ^{INFINITIVE} des produits bios. l'année dernière nous avons acheté
Mon école	• Frequency word (every day, normally) • Say 2 activities you school does (present tense) • I think that my school could/should do more / a certain activity	
Récemment	• Say when you did it • Say 2 activities you did (passé composé) • Give a past tense opinion	
O	• In my opinion(vary	

Differentiation by outcome

Topic: numbers

- All can say numbers 1-10
- Most can say the numbers 1-10 and recognise the characters
- Some can say numbers 1-10, recognise and write numbers 1-10 in characters



Differentiation by outcome

Topic: pets

- Describe the pets you like/dislike
- Describe the pets you like/dislike and give reasons
- Compare your pets with your friends' pets (including your opinions and give reasons)



Differentiation by task/resources

Topic: Chinese cities

- Group A: read books/online article regarding the facts of a Chinese city
- Group B: interview Chinese people from your school, local Chinese takeaways/supermarkets
- Group C: find the song/video regarding Chinese cities





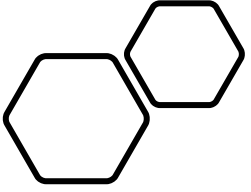
Differentiation by product

Topic: my bedroom

Choice 1: Fill in the blanks: 我的房间里有_____。我(不)喜欢_____。

Choice 2: Draw a picture of your bedroom. Writing a paragraph to describe your bedroom. Talk about your likes/dislikes.

Choice 3: Write an essay to talk about your ideal bedroom and tell us why you like it. Compare with your current room.



Choose 1 method to enhance your MFL task



By task



By grouping



By resources



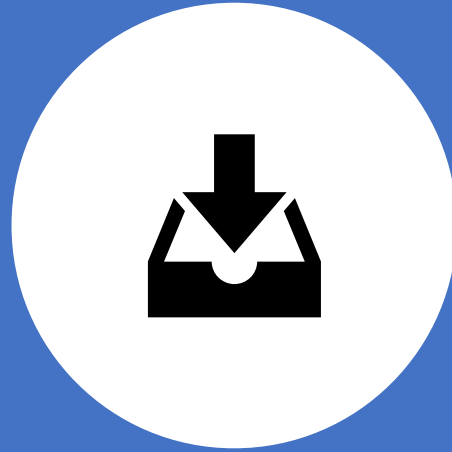
By pace



By outcome



By dialogue
and support



By Task

setting different tasks for different students



By grouping

carefully planning how students work together to cater for each student's skills.



By resources

the level of complexity of the resources used by the students.



By pace

allowing some students to work faster than others.



By outcome

everyone does the same task, but understanding that the results
at the end will differ significantly



By dialogue and support

changing the way you talk to or support students in order to
maximise their progress.

Differentiation by...	Advantages	Disadvantages
Task	Work suitable for each student Failure unlikely, behavioural problems may be reduced Useful for formative assessment	Labour intensive for teacher May highlight differences Not useful for summative assessment

Differentiation by...	Advantages	Disadvantages
Outcome	Easy to plan Useful for summative assessment – clearly shows different levels	Without support, some students could be lost Some students may fail Differences in abilities could be highlighted Students could finish at different times

Differentiation by...	Advantages	Disadvantages
Support	All students can access work and feel equal Failure unlikely, behavioural problems might be reduced	Labour intensive for teacher May highlight differences May not be a true reflection of ability

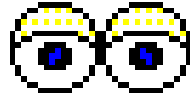


What's *the* problem of our teaching?

- Do we tend to teach the way we were taught, and the way we like to learn?
- Do we tend to teach to *our* preferences, and ignore (essentially) the preferences others may have?

Identifying learning styles do more harm than good

- Visual?



- Auditory?



- Kinaesthetic?



- Tactile?



One student said “I learned that I was a low-auditory, kinaesthetic learner. So there’s no point me reading a book or listening to anyone for more than a few minutes.”

How can learners become good language learners?

Building on **strengths**

Compensating for **weaknesses**

Adapting skills for different tasks

- Anne Marie Snell: *Learning Styles in A level Teaching*. Paper presented at Language World, York, 14.4.02

Teachers as facilitators

- What is important is to **maximise the learning potential** of your pupils as far as possible.
- You can't learn **FOR** your pupils, but you can try as hard as you can to **give them the tools to learn for themselves.**



- We should always be working **with** the L2 learners' attributes and **not against** them.
- L2 learners need to spend some time **consciously *learning to learn*** as well as learning a foreign language.
(Macaro, 1997)

Summary

Differentiation:

- means **planning for student differences**.
- means recognising that **pupils' learning differs** - speed and quality.
- requires **flexibility** - what is taught and how it is taught, as well as responding to students' needs

Differentiation

is a teacher's response to learners' needs

Guided by mindset and general principles of differentiation

Respectful tasks

Quality curriculum

Teaching up

Flexible grouping

Continual assessment

Building community

Teachers can differentiate through

Content

Process

Product

Affect

Learning environment

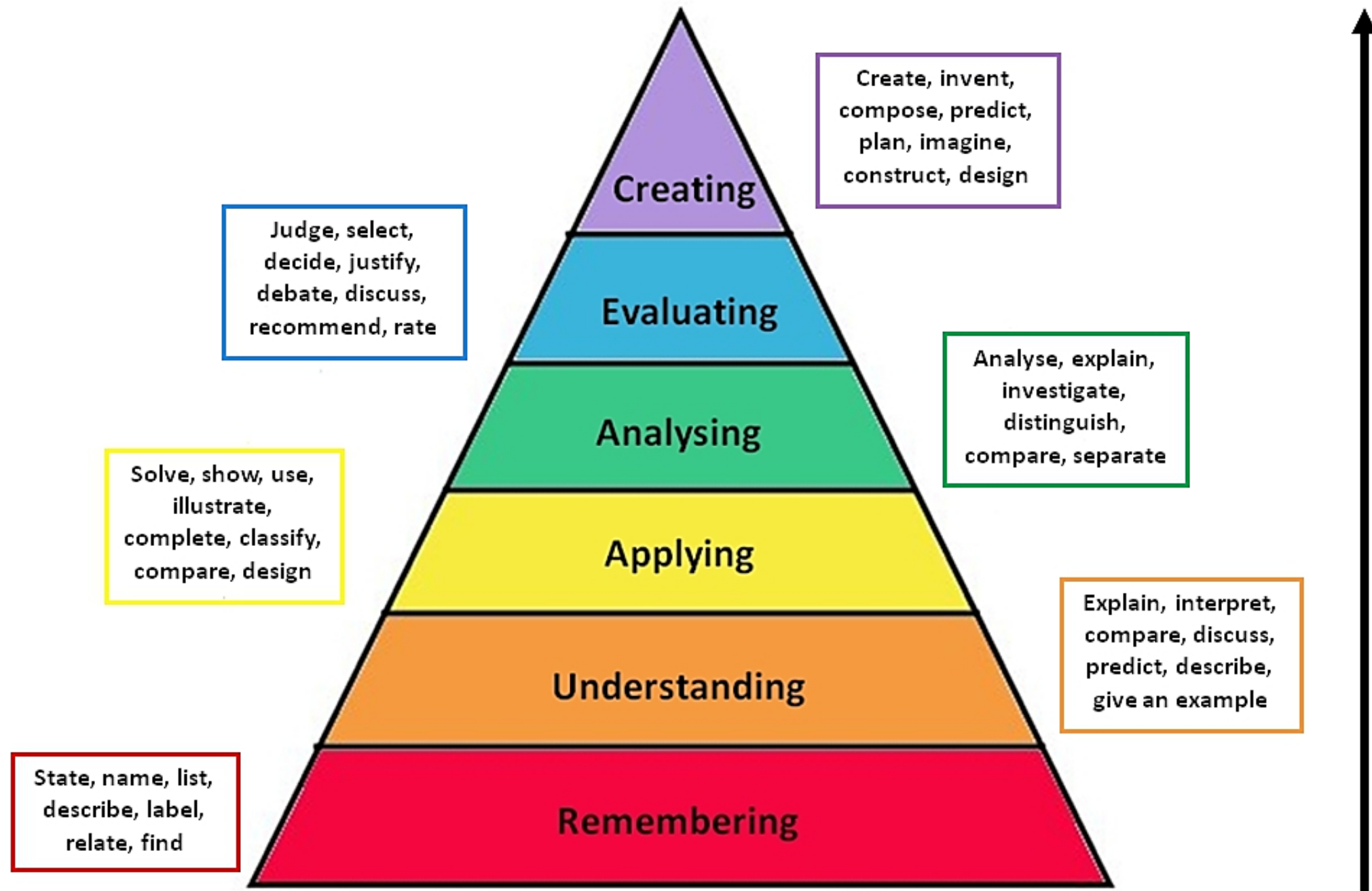
According to students'

Readiness

Interest

Learning profile

Bloom's Taxonomy



(a) Questions that seek clarification

Question frame	Type of question
Can you explain?	Explaining
What do you mean by.....?	Defining
Can you give an example of....?	Giving examples
How does that help.....?	Supporting
Does anyone have a question to ask.....?	Enquiring

(b) Questions that probe reason and evidence

Question frame	Type of question
Why do you think that.....?	Forming an argument
How do we know that.....?	Assumptions
What are your reasons....?	Reason
Do you have evidence.....?	Evidence
Can you give me an example/counter example....?	Counter example

(c) Questions that explore alternative views

Question frame	Type of question
Can you put it another way....?	Re-stating view
Is there a different point of view..?	Speculation
What if someone were to suggest that....?	Alternative views
What would someone who disagreed with you say....?	Counter argument
What is the difference between those views/ideas.....?	Distinctions

(d) Questions that test implications and consequences

Question frame	Type of question
From your ideas, can we work out if....?	Implications
Does it agree with what was said earlier....?	Consistency
What would be the consequences of that...?	Consequences
Is there a general rule for that...?	Generalising
How could you test to see if...?	Testing for truth

(e) Questions about the question/discussion

Question frame	Type of question
Do you have a question about...?	Questioning
What kind of question is this...?	Analysing
How does what was said help us to...?	Connecting
So where have we got to with this problem...?	Summarising
Are we any closer to answering the problem..?	Drawing conclusions

How to develop thinking and assessment for learning in the classroom. Welsh Government (2010, pg 18- 19)

QUESTION MATRIX

	IS? DOES?	HAS? DID? WAS?	CAN?	SHOULD ?	WOULD ? COULD?	Ask better questions...	WILL? MIGHT?
	PRESENT	PAST	POSSIBILITY	OPINION	PROBABILITY	PREDICTION	IMAGINATION
WHAT? EVENT							
WHERE? PLACE							
WHEN? TIME							
WHICH? CHOICE							
WHO? PERSON							
WHY? REASON							
HOW? MEANING							

The general level of difficulty of question increases... A "What is?" question is normally easier to create and answer than a "How might?" question.