

**Univerzita Pardubice
Fakulta filozofická**

**TEACHING ENGLISH
IN A HETEROGENEOUS CLASS**

Diplomová práce

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**TEACHING ENGLISH
IN A HETEROGENEOUS CLASS**

THESIS

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2007

**UNIVERZITA PARDUBICE
FAKULTA FILOZOFICKÁ
KATEDRA ANGLISTIKY A AMERIKANISTIKY**

**VÝUKA ANGLICKÉHO JAZYKA V
HETEROGENNÍ TŘÍDĚ**

Diplomová práce

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Zásady pro vypracování:

Diplomová práce bude zaměřena na problematiku diferenciac (a tudíž i individualizace) v procesech učení / vyučování anglického jazyka ve školní třídě.

Teoretická práce bude na základě diskuse o individuálních odlišnostech učících se jedinců formulovat základní principy diferenciac ve vyučování anglického jazyka, dále pak specifikovat konkrétní strategie a techniky, jichž lze pro efektivní diferenciaci využít.

Cílem vlastního šetření, které bude prezentováno ve druhé části práce, bude ověřit, zda a do jaké míry učitelé tyto strategie a techniky v současné české škole implementují. Diplomandka se také pokusí najít příčiny zjištěného stavu, tedy analyzovat profesní vědění (myšlení) učitelů. Ve výzkumné sondě bude využita kombinace kvalitativních a kvantitativních metod (pozorování, rozhovor, dotazník).

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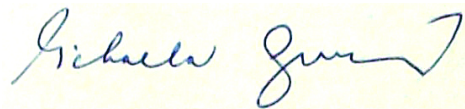
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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně Univerzity Pardubice.

V Pardubicích dne 29.3.2007

A handwritten signature in blue ink, appearing to read 'Michaela Cyrusová', is written on a light yellow rectangular background.

Michaela Cyrusová

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Abstract

How to reach and teach all children is the main concern of differentiation. Therefore, the thesis not only provides a general introduction to differentiation as a concept in relation to historical and social background; but moreover, attempts to offer an insight into differentiation in terms of individual differences, and mainly, provide an overview of directions based on which teachers may further develop their own effective differentiation strategies.

Furthermore, the research is conducted on two integrated levels. The first level should answer the question whether any differentiation is used, and if yes, to what extent and, subsequently, specify the strategies applied. The second level is not only based on the quantitative aspect, as the first one, but equally employs the qualitative aspect of research to answer the question whether teachers know about differentiation strategies - both on the conscious and intuitive level and thus provide some introspection into teacher thinking in relation to differentiation.

Abstrakt

V popředí diferenciacie je otázka, jak propojit vyučování s jednotlivými potřebami všech žáků v heterogenní třídě. Cílem této diplomové práce je nastínit diferenciaci jako koncept, který je nejen v úzkém vztahu k historickému vývoji a k současné společenské situaci, ale hlavně představit diferenciaci ve vztahu k individuálním rozdílům, a hlavně různé možnosti, na jejichž základě je možné rozvinout efektivní diferenciací strategie.

Vlastní výzkum má dvě integrované úrovně. První úroveň je zaměřena na otázku, zda-li učitelé diferencují, a pokud ano, do jaké míry, s následnou specifikací použitých strategií. Druhá úroveň je nejenom věnována kvantitativnímu pohledu, jako ta předchozí, ale je zde využít i kvalitativní výzkum, jehož cílem je zjistit, co učitelé vědí o diferenciaci na vědomé, ale i podvědomé úrovni, a tak odhalit část profesního vědění učitelů.

TABLE OF CONTENTS

I. THEORETICAL PART

1. Introduction	1
2. Historical & Social Background	2
3. General Overview	4
3.1. Concept of differentiation.	4
3.2. Differentiation vs. Individualization.....	5
3.3. External vs. Internal Differentiation.	6
3.4. Quantitative vs. Qualitative Differentiation	7
3.5. Conclusion	8
4. Basic principles of differentiation in relation to individual differences	9
4.1. Introduction: Individual differences	9
4.1.1. Cognitive determinants	10
4.1.2. Affective determinants	12
4.1.3. Physical, Social and socio-cultural determinants	14
4.1.4. Conclusion	15
4.2. Introduction: Basic Principles of Differentiation.	16
4.2.1. Differentiating Content.	18
4.2.2. Differentiating Process.	19
4.2.3. Differentiating Product.	19
4.2.4. Differentiation according to readiness.....	20
4.2.5. Differentiation according to interest.	21
4.2.6. Differentiation according to learning profile.	21
4.2.7. Conclusion	22
5. Specific strategies and techniques of differentiation.	23
5.1. Introduction	23
5.2. Clear rationale for differentiation.....	23
5.3. Prepare students and parents.....	24
5.4. Classroom management	24
5.4.1. Begin differentiating at a comfortable pace	25
5.4.2. Time differentiated activities to support student success	25
5.4.3. Scaffolding.....	25
5.4.4. Flexible Groupings	26
5.4.5. Assessment in a differentiated classroom.....	27
5.5. Planning for challenge and variety: Gardner in Bloom.....	28
5.6. Instructional & Management Strategies: Brief Overview	30
5.7. Conclusion	31
6. Conclusion	32

II. PRACTICAL PART

7. Introduction of the research	33
7.1. Research methods	34
7.2. Phases of the research - Introduction.....	34
7.2.1. Quantitative approach: Observations	35
7.2.2. Qualitative approach: Semi-structured interviews	35
7.2.3. Combination of quantitative and qualitative approach: Questionnaire.....	36
8. Presentation of obtained data	37
8.1. Presentation of Data: Observations	37
8.1.2. Instructional patterns	37
8.1.3. Differentiation: Matrix.....	39
8.1.4. Individual Support. Time Differentiation	40
8.2. Presentation of data obtained based on interviews.....	42
8.3. Presentation of data obtained based on questionnaires	42
9. Interpretation of obtained data	44
9.1. Observations	44
9.2. Interpretation of All Three Integrated Phases	46
9.2.1. Lesson Planning & Aims	46
9.2.2. Teacher-Learner Relationship.....	47
9.2.3. Individual Differences	48
9.2.4. Coursebook and Other Materials	49
9.2.5. Instructional Patterns	50
9.2.6. Assessment.....	51
9.2.7. Relevancy of Learners' Interest.....	53
9.2.8. Differentiation & Individualization	53
10. Conclusion	55
11. Resumé	59
12. Bibliography	63
Appendix 1	65
Appendix 2, 3A	66
Appendix 3B, 7	67
Appendix 4,5.....	68
Appendix 6.....	69
Appendix 8.....	71
Appendix 9.....	73
Appendix 10.....	74
Implications & Considerations	
Differentiation and Individualization.....	7
MI.....	11
Motivation.....	14
Individual Differences.....	9, 15, 48

When we teach the same thing to all kids at the same time, 1/3 already know it, 1/3 get it, and, 1/3 never will. So 2/3 of the kids are wasting their time. (Scott Willis)

1. Introduction

Our society is undergoing many changes and the requirements and pressure on individual performance are increasing. Why are we often taught the same things, in the same way, at the same time? Why are we excluded if we are different? Today's society is opening its gateways towards the differences that our world encompasses. However, the question is how much our educational system reflects these changes, and to what extent we are bringing up individuals able to cope effectively with the diverse and increasing demands on every individual in today's society.

The objective of this work can hardly cover such general and broad questions. But it may offer certain points of view on the phenomenon of heterogeneous classes and de facto on addressing the needs individual learners in today's diverse classrooms, which should be a gateway into the world of today and tomorrow.

Obviously, the aim is not to give a precise formula for teachers but to offer some directions in which teachers, when armed with a range of ideals and ideas, may set off and develop their own differentiating strategies based on their knowledge, experience, and reflection. Thus differentiation aims at addressing the needs of all learners, while recognizing individual differences, needs, and various directions and stages in terms of development.

2. Historical & Social Background

Education is changing - and in some aspects very significantly, but at the same time it retains certain stable, or universal features. (Průcha 2001:10) Thus, many of the changes implemented in school education have the character of deeper tendencies, which are "interconnected with new phenomena of today's civilization." In other words, school reflects society. (Průcha 2001:12) Although differentiation is not a completely new concept, or a subject of current trends, its rationale is in accordance with current integrative tendencies. Nevertheless, the synchronic view on the current integrative, learner-centred strategies is not the aim of this thesis. ¹

In terms of the diachronic point of view, it was already suggested above that the elements of differentiating strategies have appeared in various forms throughout history.

Although we could dig much deeper to find elements of differentiating strategies (Kasíková & Valenta 1994:5), the fundamental period is probably connected with the concept of education that is based on a child, i.e. concept, which started to develop mainly at the end of 19 and beginning of 20 century. (Kasíková, Dittrich, & Valenta, 2007:153)

An important role in the numerous attempts played Dalton Plan, which is based on the theory of J. Dewey, *Individually Prescribed Instruction* - esp. in the USA, *Mastery Learning* drafted by B. S. Bloom, etc. (Skalková 1999:214) Moreover, Ph. Merieu in 1988 formulated *the Idea of Dynamic Differentiation*, which is based on the fact that learners do not learn in the same way even when

¹⁻² More In:

Stewick, E. W. *Teaching Languages, A Way and Ways*. USA: Newsbury House Publishers. 1980
Skalková, J. *Obecná didaktika*. Praha: ISV. 1999
Průcha, J. *Alternativní školy a inovace ve vzdělávání*. Praha: Portál. 2001
Kasíková, H. - Valenta, J. *Reformu dělá učitel aneb Diferenciace, individualizace, kooperace ve vyučování*. Praha: Sdružení pro tvořivou dramaturgii. 1994.

they are engaged in the same task under the same conditions given by the teacher (Skalková 1999:215), which forms the foundation of this thesis.²

Finally, it is important to realize that differentiation as such is in accordance with current integrative or inclusive tendencies and therefore, should be understood and applied not singularly as an alternative, but should become an integral part of learning and teaching in regular heterogeneous classes.

To sum up, education, reflecting our society is changing, also due to a number of influences. Thus differentiation should not be viewed as a matter of trends that is "coming and going", but in relation to a long historical development, mainly connected with learner - centred tendencies of the twentieth century. Moreover, differentiation should be perceived as an effective means of current integrating attempts in regular heterogeneous classes and its role in "mainstream" education should be acknowledged. Nevertheless, the insight into the current situation and the actual employment will be the focus of the practical part (See chapter 9).

3. General Overview

The aim of this chapter is to introduce some of many dimensions of differentiating strategies. Firstly, differentiation, as the central concept of this thesis, is clarified here, and its meaning established in relation to other perceptions on this topic. Furthermore, due to a number of differing viewpoints on the concepts of differentiation and individualization, this chapter not only attempts to discuss them, but also to some degree evaluate their positive and negative aspects in terms of external vs. internal differentiation, and quantitative vs. qualitative differentiation.

Moreover, based on the nature of this thesis, the part called *Implications & Considerations*, which appears several times throughout the theoretical part of the thesis, should provide a more detailed and many cases more practical points of view on the subject at hand. Nevertheless, this section is included, only when the specific need for that arises.

Here, it is devoted to the concepts of differentiation and individualization, which is partly in response to the findings of the practical part.

3.1. Concept of differentiation.

Schools are like airport hubs; student passengers arrive from many different backgrounds for widely divergent destinations. Their particular takeoffs into adulthood will demand different flight plans (Levine In Tomlinson 2003:1)

The natural and crucial attempt to grasp and apply the whole concept of differentiation is not straightforward as to the number of varying definitions. Here are some examples of different definitions concerning internal differentiation, which is the main focus of this thesis:

- The objective of differentiation is to change "the pace, level, or kind of instruction [which is provided] in response to individual learners' needs, styles, or interests". (Heacox 2002:5)
- "Differentiation is the process by which teachers provide opportunities for pupils to achieve their potential, working at their own pace through a variety of relevant learning activities." (Convery & Coyle 1999:4)

- "The process by which curriculum objectives, teaching methods, assessment methods, resources and learning activities are planned to cater for the needs of individual students." (Convery & Coyle 1999:4)
- Differentiation is the process, which goes on in classrooms, which enables pupils to achieve their maximum potential. It is about meeting the educational needs of all pupils and giving them access to their curriculum entitlement." (Visser In Convery & Coyle 1999:4)

To summarize the above definitions, the concept of differentiation is learner-centred, students are acknowledged as individuals, whose differences are cherished and built upon. Teacher offers learners to make certain choices in learning by the means of providing a variety in terms of instruction and curriculum. Therefore, "differentiation is essential if all pupils are to have the opportunities to achieve their full potential. Differentiation is linked to progression." (Convery & Coyle 1999:5)

However, teachers need sufficient support and motivation in finding effective ways to pursue the concept of differentiation and thus help pupils to grow into independent, self-reliant and responsible individuals, who can cooperate effectively with others to attain their goals in today's society. In that sense, differentiation is on the crossroads of individualisation and cooperation, borrowing certain strategies and principles.

3.2. Differentiation vs. Individualization.

Various sources do not again present a homogeneous picture on individualization and differentiation. The discrepancies may be illustrated on the view of Skalková, Tomlinson. Whereas Tomlinson, the guru of differentiation, suggests that "differentiated instruction is not the "individualized instruction of 1970s", when the approach required teacher to prepare a different activity for every student in the classroom (2001:2), Skalková views individualization and differentiation in a complementary function in the present day classroom. According to her, individualization does not mean that "all students work on the same task individually"; she views individualization as closely related to differentiation.

(1999:212) Tomlinson, on the other hand, associates differentiation with "one-room-schoolhouse" rather than with individualization. (2001:2)

The meaning of individualization and differentiation is shifting with time and place due to their natural development. Although the ideas are in certain aspects contradictory, what unifies them is the focus on the development of individuals in the framework of cooperation, which corresponds to the goal of internal differentiation in today's classroom.

Nevertheless, individualization³, as a means of internal differentiation within school, is nowadays frequently (but not only) employed in the form of individualized plans for students adjusting the learning-teaching processes based on specific needs of individual learners. (Kapralek 2004) As mentioned below, such a concept, if not well applied, may bear some hidden dangers. Therefore, it is much more beneficial to cater for the differences and needs of all learners rather than only one or several learners; and view these differences as enriching rather than adverse. (Tomlinson)

3.3. External vs. Internal Differentiation.

Although this thesis is primarily concerned with internal differentiation, external differentiation, which is probably a more familiar concept of today, should not be neglected. As suggested above, differentiation is basically of two kinds - external and internal. The difference between the two types of differentiation plays a significant role. When differentiating externally, the more able students are usually separated from others based on some outer criteria of performance. External differentiation, according to Kasíková, presupposes differentiation by the type of institution, by homogeneous grouping based on quantitative criteria, e.g. streaming, setting, tracking. (1994:8-10) This concept may apply to specialized classes (math, English, etc.); special needs classes, children in the same grade divided into classes according to some prescribed standards of performance; gifted secondary school children floating to eight-year grammar school etc..

Having a number of drawbacks, many consider external differentiation controversial, if not undesirable. Such non-acceptance stems from a possible creation of a

³ More on individualization In: Geddes, M. & G. Sturtridge. *Individualisation*. Hong Kong: Modern English Publications LTD. 1982. ISBN 0-906149-21-5

negative model of anomalous society lacking communicative competence, tolerance, and understanding the differences among human beings. To learn to live together and cooperate is the underlying concept of integrative strategies (including differentiation), nowadays being preferred by educationalists to address the needs of individuals as well as the whole society. (Kalhous & Obst 2002:79-80)

On the other hand, internal differentiation, does not attempt to be divisive. Reflecting our society, it is built on learners - individuals with varying strengths and weaknesses requiring "different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively". (Tomlinson 2001) Acknowledging and building on our mutual differences is in the centre of differentiating attempts, where no one is seen as "stupid or smart" but is respected for his or her abilities and skills, and thus contributing to the process of teaching and learning. Internal differentiation is the primary focus of this thesis, as already presented in 2.1., and is further discussed throughout the paper.

3.4. Quantitative vs. Qualitative Differentiation

Another distinction may be made between quantitative and qualitative differentiation. Quantitative differentiation is applied by the means of *quantification* of certain criteria in relation to learners. This may concern IQ, test scores, grades; which become major criteria for such differentiation. On the other hand, the primary focus of qualitative differentiation are learners' abilities, interests, personal goals, etc. (Kasíková 1994:8) Although in many institutions the quantitative criterion still prevails, current practices concerning differentiated instructions are primarily concerned with qualitative and internal differentiation, and as such, they are, as suggested above, the main concern of this thesis.

Differentiation and Individualization: Implications & Considerations

As apparent, the distinction between differentiation and individualization is quite blurred. And their role in the classroom should be further discussed, also due to their role in the practical part. Given large heterogeneous classes, the teacher may both differentiate and individualize. Alternatively, just apply one of the two strategies. One of the main

benefits of differentiation strategies is that teacher in a manageable way may reach out to a much greater number of learners in comparison with individualization. And this may be done on regular basis without exhausting the teacher. On the other hand, individualization is indispensable, when targeting learner that may require a small hint, or great amount of help, esp. in case of inclusion. It is obvious that children require different approaches in the framework of differentiation or above, where individualization may be the only right choice. And admittedly, "many teachers would argue that every learning situation involve some degree of individualisation." (Geddes & Sturtridge. 1990: 1)

Thus, the classroom should reflect one-room school house (Tomlinson 2001) but at the same time allow for additional guidance, which differentiation may call scaffolding, while others may advocate for individualization strategies. The aim though stays to a large extent the same - to provide more guidance and attention when needed, while taking into account the needs of other individuals. Thus, as attention shifts in the classroom, so does the need for differentiation and individualization, complementing each other. (Skalková 1999)

3.5. Conclusion

Admittedly, the ideas about what differentiation is or is not differ. This work considers differentiation as a strategy that is learner-centred, thus acknowledging the needs of individuals, while taking into account the manageability of the process of teaching and learning. This is largely based on changing "the pace, level, or kind of instruction" in response to individual needs of variety of learners. (Heacox 2002:5) The perceptions of the relationship of differentiation and individualization differ. Though this thesis primarily concentrates on the notion of internal qualitative differentiation, individualization strategies are acknowledged, esp. in terms of today's inclusive learner-centred classrooms, where the need for individualized approach often arise.

Although external and quantitative differentiation may admittedly play a significant role in our educational system, these strategies are not in the centre of attention of this work as they are not viewed as primary means of differentiation, based on the meaning of differentiation as perceived here.

4. Basic principles of differentiation in relation to individual differences

"Children are the living messages we send to a time we will not see." (Unknown)

4.1. Introduction: Individual Differences

According to Tudor, "individual differences are those factors of a psychological, cognitive or attitudinal nature which influence the way in which learners perceive and interact with their language of study." (2001:12) Individual differences in relation to second language learning may cover a variety of factors including motivation, anxiety, tolerance for ambiguity, learning styles and strategies, etc. (Tudor 2001:12) Moreover, as teachers, we seldom consider the "diverse learning needs of our students". Often, in the centre of our attention is the content rather than the learner. Therefore, shifting our emphasis from the content and *one-size-fits-all teaching* to "a more effective teaching model [differentiation] - one that reaches all learners" makes instruction more effective and meaningful for our learners. (Heacox 2005:10-11)

Nevertheless, before looking at the problem through the lens of differentiation, it is first necessary to "identify and explain what enters into educational processes as something given and decisive". (Průcha 2002:104) This task is not made easier because of the hundreds of variables, both subjective (e.g. learning styles and strategies, attitudes towards learning, motivation) and objective (e.g. age, gender, cultural background, and socioeconomic situation) that the teacher needs to take into account.

Besides that, determinants may also be related to pupils, teachers, educational constructs, and school institutions, nevertheless, it is well beyond the scope of this chapter to survey the great extent of determinants entering school educational processes. (Průcha 2002:104) Even if educational constructs and school institutions in terms of facility/equipment availability are recognized as indispensable factors influencing effective learning and teaching (More in Průcha 2002); however, without demeaning or ignoring these factors, differentiation is primarily built on the interplay between two subjects actively participating in educational processes: teachers and learners. As such, they are often viewed as the primary creators and catalysts of differentiated learning.

In the learner-centred classroom, which differentiated classroom certainly aspires to be, the learner occupies the centre stage. Průcha looks at the learner from the perspective of cognitive, affective, physical, and social and socio-cultural determinants that influence educational process.

4.1.1. Cognitive determinants

"Cognitive diversity accounts for differences in the ways people take in information, use that information, and interact with others." (Dodge 2005:13)

In other words, cognitive determinants shape our *cognitive styles*, which may be defined as "characteristic ways in which people perceive, remember information, think, solve problems, and decide" (Mareš 1998:50), and as such, they are crucial factors in learning and teaching processes. Among some of the most important determinants belong intelligence; learning styles and strategies, which though in real life function in a mutually interconnected manner, here are to some extent separated due to the need for clarity.

- The Phenomenon of Intelligence.

Although at the beginning of the twentieth century, Alfred Binet's measuring of *Intelligence Quotient* became very widespread and popular, testing some of the intellectual abilities of individuals (Průcha 2002:107-108). The real milestone is the theory of Harvard psychologist Howard Gardner, who documented that there are up to nine different types of intelligences (Heacox 2005:89). "All people have all of these intelligences, he said, but in each person one (or more) of them is pronounced." (Harmer 2001:46) If we accept the fact that people have varying strengths in combination of intelligences (Tomlinson 2001:62), then the implications are "that anything important enough to learn could and probably should be taught in more than one way" (Dodge 2005:17), which is one of the strategies that differentiation uses to target learners.

Although "MI theory seriously challenged the notion that all students receive an equal opportunity to learn in a traditional, teacher-centred classroom with largely auditory instruction and pencil-paper exercises" (Dodge 2005:17); however, significant changes seem to be still ahead of us. "School has so far predominantly targeted the first two

dimensions (verbal-linguistic and logical-mathematical) and has not respected individual dispositions and thinking styles of individual learners". (Gardner In Průcha 2002:110)

The need to introduce information using strategies that appeal to all intelligences is becoming critical if effective differentiated learning is to take place.

MI: Implications & Considerations:

Integrating multiple intelligence-based activities in the lesson is one of many effective strategies facilitating acquisition of content, information processing, and demonstration of understanding. The question is how to transform the theory into practice, and Dodge offers the following example:

"I began to integrate multiple intelligence based activities in class work and homework. Instead of one research paper assignment, I provided students with a choice of several project options and worked to create different types of assignments that helped students show what they'd learned" in a variety of ways.

Toward the end of a lesson, I would give students the option of summarizing their learning: (1) making a sketch (visual learners), (2) designing a graphic organizer (logical-mathematical learners), etc.

(adapted, based on Dodge. 2005:17-18)

On the other hand, although children have learning preferences with regard to MI, "research shows that teaching all content in their best modality does not equal greater achievement." (Willingham, In Dodge 2005:16) For example, having a learner read about Dvořak's music is far less effective than having them listen to it. (adapted, based on Dodge 2005:16) Nevertheless, "teaching to a child's strength" should translate into greater motivation. If you combine both strategies - attending to the content's best modality, while sometimes addressing the learner's preferred learning style, "you can set the stage for even greater achievement". (Dodge 2005:17)

o Learning Styles & Strategies

Another area of research is learning styles and strategies, even if there is some disagreement in terms of the status of this concept. "One perspective (Oxford and Ehrmann, 1993) is that learning style is an individual difference alongside others. Another (Willing, 1988) sees it as a more powerful concept which encapsulates the combined effect of a number of individual differences as they relate to language learning." (Tudor 2001:12)

On the way towards respect of individual learners, inquiry into learning styles and strategies plays an important role. However, it is vital to realize that learning styles are not detectable at once, they can be only observed in the long term based on the "reoccurrence of activities in many different learning situations". (Mareš 1998:65) Tomlinson also provides a definition of learning style; which from her perspective, denotes "environmental or personal factors". Sternberg, on the other hand, does not emphasize the environmental dimension and maintains that learning styles and strategies are "more tendencies than abilities", he points out "they are ways, on which intellect leaps forward, so that an individual would feel content". (Sternberg In Mareš 1998:72)

Admittedly, it is not possible to influence all the factors in the way that would be conducive to learning of every individual, but "it is possible to give learners some learning choices", or "to create a room with different 'looks' in different portions of the room, or with different working arrangements". (Tomlinson 2001:62)

4.1.2. Affective determinants

Unfortunately, affective factors such as motivation, attitudes, or needs are not easy to define, as a result, they are also "extremely difficult to measure, and it is almost impossible to specify the contribution they make to the learning process". (Richards 1996:208) In spite of their fluidity, they are ever-present in the classroom influencing crucially learning and teaching processes and as such enforce our attention. One of the mostly mentioned affective determinants is undoubtedly motivation, which will be discussed in a greater detail.

"Eric Jensen claims that there is no such thing as an unmotivated learner. There are, however, times when students experience low motivation in response to a particular learning situation, and these times can be a daily source of frustration for teachers. When they are unmotivated, students usually do little or no work and often act out in class. Motivated students on the other hand, usually turn in high-quality work, learn well, and behave responsibly (Erwin In Dodge, 2005:50)

Motivation, the driving force, or desire, of our learning, is an ever-present issue in the complexity of teaching and learning. From a general point of view, motivation may be characterized as "the outcome of interaction between the personality of learner, teacher,

classmates, subject matter, etc." (Kalhous & Obst, 2002:367) But it may also concern "the reasons or goals that underlie the involvement or non-involvement" in learning. Unless learners feel motivated, effective learning at school will not probably occur. (Fontana 1997:153)

Apart from differentiating between sources of motivation based on their instrumental or integrative character (Gardner & Lambert In Hedge 2000:23), we may make another, probably a more significant distinction: between *extrinsic* and *intrinsic motivation*. "Although teacher may be heartily encouraging children, there are times when their intrinsic motivation will be insufficient and the teacher will have to turn to *extrinsic motivation*." This usually includes grading, grade reports, tests, oral assessment, and definitely appraisal. (Lynn 1991). However, extrinsic motivation requires many considerations: "Instead of success, many children only experience failure" (Fontana 1984) with the consequence of lower self-esteem, refusal of school, etc. Therefore, it is important to keep offering possibilities for success in order "to help child build higher aims" regardless of how low the level of performance is. Competition may be considered another effective motivator between children. But if it grows out of proportions, it may lead to harmful effects of experienced failure. Therefore, it is much more beneficial if child competes against himself building on his or her own abilities and talents. (Fontana 1984)

On the other hand, when teachers use *intrinsic motivation*, "they inspire the natural drives within the learner, thus creating the conditions for their students to be motivated and assume some of the responsibility for that motivation" (Erwin In Dodge 2005:50). Or, in other words, intrinsically motivated students do an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes". (Lepper 1998; Internet 1)

To sum up, although extrinsic motivation may play a role in successful learning, the predominant driving force should be "self-motivation of individual learners" (Richards, 1996:209): the desire of oneself to learn, which is also one of the underlying aspects of differentiated learning.

Motivation: Implications & Considerations:

As teachers, we sometimes wonder, "What am I doing wrong with this class?" No matter how much we attempt to activate our learners, nothing seems to work. The reasons may be many, within or out of our scope of teaching and learning. Nevertheless, informed insight and reflection in creating conditions to foster intrinsic motivation may prove helpful:

When you allow your students the choice of working alone or working with others, you address their need for belonging. When you put students in charge of choosing which activity to complete, you address their need for power and freedom. When you offer students creative ways to show-what-they-know, you address their need for fun. The more we address these needs, the more we foster intrinsic motivation in learners. (Dodge, 2005:51)

To summarize, in order to arise and maintain intrinsic motivation, learners should engage in activities that are intriguing (Tomlinson 2003:63), "personally meaningful and appropriately challenging". (Dodge 2005:52) Moreover, to allow children to learn, evolve, and improve in their own ways; teacher should mediate to children his belief in their abilities and teach them how to succeed not only in learning, but in life in general. (Kalhous & Obst 2002:372)

Nevertheless, the number of affective determinants that play an important role cannot be simply reduced to motivation. At the same time, the aim of this thesis does not allow for more details. (More on e.g. motivation, attitude, anxiety in footnote⁴)

4.1.3. Physical, Social and socio-cultural determinants

Apart from cognitive and affective determinants, physical determinants are undoubtedly very significant as well, as in case of gender-based preferences, or age, which often predetermine external differentiation.

Moreover, social and socio-cultural determinants, which include factors like education of family, cultural background and ethnicity, socioeconomic family status, learning environment, family values, education of parents, influence of country vs. city

⁴ Nunan, D. & C. Lamb. *The Self-directed Teacher*. Cambridge:CUP. 1996.

Dornyei, Z. *Motivational Strategies in The Language Classroom*. Cambridge:CUP. 2001

environment, process of upbringing, etc. (More In Průcha, 2002:123-136) are vitally important. And their role in society may be even increasing, thus they may be potential factors in case of classroom differentiation, which should be though based on differentiation internal, rather than external. (Průcha 2001, Kasíková & Vanlenta 1994, Kalhous & Obst 2002)

Nevertheless, the extent and nature of this thesis does not allow for more details, which does not suggest that these factors would bear less significance. Nevertheless, in relation to internal differentiation cognitive and affective determinants are considered of primary importance here. (More In Průcha 2002:110).

Individual differences: Considerations & Implications:

"The teacher should establish the fact that fair will mean that all of us must live by the class rules, all of us must work hard, all of us must respect one another and encourage one another. It does not mean we'll do the same things all the time." (Tomlinson 2001:40)

As suggested above, it is vital to introduce children to the idea that we are all different and unique. And being different is not wrong. Quite the opposite, we may profit from the differences if we create the atmosphere of mutual respect in our classes.

Naturally, not everyone has to be doing the same thing at the same time. As will be explained in the following chapters, learners may be completing different tasks during a lesson. The class should discuss "how their class has to function if different things are going on in a single class period, and they help the teacher establish rules for a class like that." The assessment needs to be agreed upon and the fact that "everyone is graded on the individual progress, not in comparison to everyone else". (Tolinson. 2001:39-41)

4.1.4 Conclusion

All determinants play a decisive role in how well we learn, and the most effective blend, or route, is specifically bound to every individual. (Tomlinson 2001:60) They may be divided into subjective, and objective; or cognitive, affective, physical, social and socio-cultural determinants, as presented here. Nevertheless, further inquiry into the complexity

of determinants in relation to learners is beyond the scope of this thesis and thus have been discussed only in a limited way.

The reasons for studying individual differences are many. Firstly, they play an important role in learning and instruction helping every learner "filter instruction through a set of individual difference filters or lenses". Secondly, awareness of individual differences may make educators more sensitive to their role in learning (Johanssen, 1993:VIII), as learners with different traits are not very likely to respond similarly to instruction and the non-differentiated instructions may result in variable success in learning.

4.2. Introduction: Basic Principles of Differentiation.

*"What we share in common makes us human. How we differ makes us individuals. In a classroom with little or no differentiated instruction, only student similarities take centre stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well."
(Tomlinson 2001:1)*

"To say that there is a single, perfect example of differentiated instruction is a contradiction of terms" (Pettig; Internet 2) And admittedly, various works offer many differing viewpoints. However, this work does not attempt to present an exhaustive overview of all the perspectives presented in the current literature, but rather to provide some of the key principles forming the framework of a differentiated classroom:

First of all, it is important to realize that when differentiating instruction, learners do not learn "different things". The core knowledge needs to be explored and understood by all learners. Focus on the core knowledge consequently "enables struggling learners to grasp and use powerful ideas and, at the same time, encourages advanced learners to expand their understanding and application of the key concepts and principles". Such instruction, if well applied, encourages the process of sense-making within the boundaries of varied learning options. (Internet 2)

Secondly, continual and varied assessment reflecting learning is an inseparable part of a differentiated classroom. (Tomlinson.2001:4) Teachers should not automatically assume that "all students need a given task or a segment of study", but incorporate ongoing assessment of individual students into the process of learning. Having reflected on the

outcomes, teachers provide scaffolding (individual support) for those learners who benefit from more instruction and support, and extend student exploration when students are ready to progress. (Internet 2)

Moreover, differentiation "is not just another way to provide homogeneous grouping" (Tomlinson 2001:2), but is largely based on the use of flexible grouping, which plays a significant role in the process of systematic and intentional learning throughout the unit. Among the major grouping criteria essentially belong: readiness, interest, and learning profile of individual learners. (Internet 2)

Students are seen as active explorers. Similarly, teachers are not just mere "dispensers of the knowledge but organizers of learning opportunities". (Tomlinson in Dinnocenti) Such student-centeredness, and proactive approach evoke the feeling of ownership, conducing to independence in thought, planning, and evaluation. (Tomlinson. 2001: 3-5) "Implicit in such instruction is (1) goal-setting shared by teacher and student based on student readiness, interest, and learning profile, and (2) assessment predicated on student growth and goal attainment." (Internet 2)

On top of that, differentiation is based on a "blend of whole-class, group, and individual instruction" (Tomlinson. 2001:5); this flexibility of instructional patterns is considered a "critical management strategy in a differentiated classroom". (Heacox 2002:85).

However, when differentiating instructions, it is useful to think in terms of certain categories - readiness, interest, and learning profile of individual students, which enable us to provide "multiple approaches to content, process, and product". Having differentiated these three elements, "teachers offer different approaches to *what* students learn, *how* they learn it, and how they demonstrate *what they have learned*". (Tomlinson 2001:4-5) Thus, the teacher "carries out varied approaches to content, process, and product in anticipation of and in response to student differences in terms of readiness, interest, and learning needs." (Tomlinson 2001:2-7)

As suggested above, "differentiated instruction typically involves modifications in one or more of the following areas: content, process, and product based on the criteria of readiness, interest, and learning profile. Though these curricular elements are introduced

separately here, it should be emphasized that in reality they are interconnected: "students process ideas as they read content, think while they create products, and conjure ideas for products while they encounter ideas in the materials they use". (Tomlinson 2001:72)

In the subsequent part, Tomlinson is considered the primary source of information in terms of the division applied below, this is largely due to the fact that other sources available often simply and uncritically take over and accept the distinctions used by Tomlinson.

4.2.1. Differentiating Content.

Content refers to the "what" of teaching: principles, topics, and concepts that teachers want students to learn. Such differentiation is closely linked with its relevancy, grasp of the essentials, or with the complexity of the task. (Heacox 2002:10)

Differentiation by no means suggests that every pupil learns something different. According to Tomlinson, students should be given access to the same core content, which means that e.g. struggling learners should be taught the same essential ideas as their classmates, not given "watered-down" content. What we need to alter is "the degree of complexity", Tomlinson believes, providing the following example: "the same concept can be explained in a way that is comprehensible to a very young child or in a way that challenges a Ph.D. candidate". To illustrate this point, she cites the example of a professor teaching successfully Shakespearean sonnets to the first graders.

When differentiating content, adaptation may concern both subject matter and the means of accessing it. On the other hand, as suggested above, content also refers to the means or vehicles, which teachers use to give students access to skills and knowledge, such as texts, demonstrations, and field trips. Teachers can vary these vehicles as well while keeping the content relatively the same, Tomlinson says. Similarly, teacher may find additional time to support struggling learners and scaffold the activities at hand, while other learners already work independently on their tasks. (Tomlinson 2001: 72)

Finally, the aim is to focus on the concepts, principles, and meaningful understandings instead of predominantly on facts", while offering minimal drill and practice of such facts." (Tomlinson 2001:74)

4.2.2. Differentiating Process.

According to Tomlinson, *process* means "sense-making or, just as it sounds, opportunity for learners to process the content or ideas and skills to which they have been introduced" (Tomlinson 2001:79). Heacox moves a step further towards combining process with readiness, learning profile, and de facto interest. Process, in her point of view, can be modified by "adding greater complexity or abstractness to tasks, by engaging students in critical and creative thinking, or by increasing the variety of ways in which you ask them to learn." (2002:11)

Therefore, an effective activity is "essentially a sense-making process, designed to help a student progress from a current point of understanding to a more complex level of understanding". To enable students to process essential knowledge and skills, activities should be in accordance with the following criteria: interesting, proactive, making learners use their essential knowledge and skills to build upon. Moreover, differentiated activities should "provide a range of modes at varied degrees of sophistication in varying time spans", or in other words, allow for a higher complexity of thinking, address various learning styles, and last but not least, offer flexibility in terms of timing. (Tomlinson 2001:79-80)

4.2.3. Differentiating Product.

"Products reflect what students have understood and been able to apply."

(Heacox, 2002:11)

Product assignment, or "the end result of learning" (Heacox 2002:11), differs extensively from process in the way that sense-making activity is "typically short and focuses on one, or just a few, key understandings and skills", differentiating product, on the other hand, usually involves a long-term effort. (Tomlinson 2001:85) Products may be tangible (a report, or brochure); verbal (a dialogue, debate), or involve action (mock trial, performance). (Heacox 2002:11) Learners, working individually or in groups, are steered towards critical thinking, examining, application, and extending what they have learned over a period, ranging from a unit, to a semester, or even a year. (Tomlinson 2001:85)

Tomlinson further emphasizes that "products are not only important because they represent students' extensive understandings and applications, but also because they are the element of curriculum students can most directly 'own'". Accordingly, such ownership bears an immense potential for intrinsic motivation and as such should be fully exploited. In addition to that, in combination with more traditional tests, it may offer learners maximum opportunity to demonstrate what they have learned. (Tomlinson. 2001:85)

Content, process, and product are differentiated based on key characteristics of learners:

We know that students learn better if tasks are a close match to their skills and understanding of a topic (readiness), if tasks ignite curiosity or passion in a student (interest), and if the assignment encourages students to work in a preferred manner (learning style). (Tomlinson. 2001:45)

4.2.4. Differentiation according to readiness.

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer." (H. D. Thoreau)

When differentiating based on the aspect of readiness, or the current point of learner's understanding and skills, the aim is to provide tasks that would be a close match to learner's readiness level. In other words, the goal is not to match exactly student's readiness level but more importantly, to extend student's knowledge and skills, which can be attained through raising the ceiling of comfort zone slightly above the student's reach while simultaneously providing needful support, or scaffolding. (Tomlinson 2001:45)

The following continuum of various criteria is useful to be born in mind when developing a range of learning tasks through readiness-based adjustments: (1) concrete to abstract, (2) simple to complex, (3) foundational to transformational, (4) fewer facets to multi-facets, (5) smaller leaps to greater leaps, (6) more structured to more open, (7) less independence to greater independence, (8) slower to quicker pace. (Tomlinson. 2001: 47)

At the same time differentiation by readiness may bare some hidden dangerous. Firstly, all students need lessons that are engaging and meaningful, not just saving those for more advanced learners and consigning others to drill and practice. (Tomlinson 2001:49) Secondly, learners should be encouraged to stretch beyond their comfort zone (Dodge 2005:13) in terms of "knowledge, insight, thinking, basic skills, production and

presentation skills, and affective awareness". Such strategy offers genuine challenge and awakens "the sense of self-efficacy, which comes from learners' recognition of their power after accomplishing something" they first thought was not within their reach. (Tomlinson 2001:49)

4.2.5. Differentiation according to interest.

Generally, teachers are well aware that "engagement is a nonnegotiable of teaching and learning." (Tomlinson 2001:52) "Two powerful and related motivators for engagement are student interest and student choice" (Bess & Brandt In Tomlinson 2001:52), which represent a great power for learning. However, the challenge lies in transforming different interests and choices into the process of learning without extinguishing any of them. One of the possible ways, Tomlinson suggests, may be through differentiation. (Tomlinson. 2001:52) She identifies certain goals in terms of promoting both existing student interests and its expansion: "(1) helping students realize that there is a match between school and their own desires to learn, (2) demonstrating the connectedness between all learning, (3) using skills, (4) enhancing student motivation to learn". (2001:53)

Moreover, it is necessary to link interest-based exploration with key components of the curriculum, provide structure likely to lead to student success, develop efficient ways of sharing interest-based findings, show openness towards learners' interests. (Tomlinson 2001:57, 58)

4.2.6. Differentiation according to learning profile.

Such differentiation basically involves "encouraging students to make sense of an idea in a preferred way of learning". (Tomlinson 2001:80) "These preferences for learning are shaped by a constellation of overlapping and interlocking student factors." Those include individual differences that were mentioned in 4.1., like intelligence preferences, learning styles and strategies, culture, and gender, etc. If classrooms can offer and support different modes of learning, it is likely that more students will learn more effectively and efficiently (Campbell & Campbell, 1999; Sternberg, Torff, & Grigorenko, 1998; Sullivan, 1993 In Tomlinson. 2003:63).

"The goals of learning-profile differentiation are to help individual learners understand modes of learning that work best for them, and to offer those options so that

each learner finds a good learning fit in the classroom." (Tomlinson 2001:60) Thus, this type of differentiation may be one of the most challenging, as it requires teachers to invest time, energy, interest in the quest for the learners' personalities. If well and sensitively applied, they may be also the most rewarding, bringing the feeling of mutual understanding and respect thus functioning as catalysts of learning.

Certain general guidelines may be conducive to ensuring the responsive classroom, they include planning for different learning preferences, providing complex instructions and varied approaches, helping learners understand and reflect on their learning preferences, and using both teacher-structured and student-choice avenues to learning profile differentiation. (Tomlinson 2001:63 -64)

4.2.7. Conclusion.

This chapter has dealt with basic principles of differentiation related to a number of aspects. It is true that "in a differentiated classroom a number of things are going on in any given class period", (Tomlinson 2001:14) thus characterizing basic principles is always a matter of selection. Nevertheless, it is vital to realize that students are active explorers in their classrooms completing assignments in various grouping patterns. Scaffolding is used when needed, continual and varied assessment is predicated on student growth and goal attainment. Goal-setting should be shared by teacher and student based on student readiness, interest, and learning profile, and assessment to provide multiple approaches to content, process, and product; as to offer different approaches to *what* students learn, *how* they learn it, and how they demonstrate *what they have learned*.⁵ "Because there are many different things happening, no one assignment defines 'normal', and no one 'sticks out'". (Tomlinson, 2001:15)

⁵ However, the interrelationships of content, process, product on one hand, and readiness, interest, and learning profile on the other, are often quite unclear and inconsistent, therefore I have designed a matrix based on Heacox and Tomlinson's distinctions to provide a more transparent picture of these categories. (See Appendix 1)

5. Specific strategies and techniques of differentiation.

5.1. Introduction

"Challenge does not mean simply more work, especially not more work of the same kind."

(Heacox. 2002:67)

Many of us advocate differentiated instruction, but "the challenge lies in translating that belief into action". (Heacox 2002:7) This section is by no means exhaustive; nevertheless, it should provide some basic ideas for "cooking in a differentiated kitchen". As suggested above, "in the early stages of differentiation, Tomlinson advocates "using student readiness, interest, and learning profile to differentiate content, process, and product". (Tomlinson. 2001:66) These individual elements make the whole process towards differentiation more manageable along with a number of other strategies, which are naturally grounded in knowledge and skills. Among a great number of others, these may include a clear rationale about differentiation strategies, helping students and parents to understand and benefit from differentiated classroom, attending to issue of classroom management, and planning based on challenge and variety. ([Tomlinson; Internet 5], Tomlinson. 2001, Anderson & Krathwohl 2001)

5.2. Clear Rationale For Differentiation

"While the image of a 'standard issue' student is comfortable", it denies all that was already said about differences and uniqueness of individual learners. The belief that "there is no substitute for high-quality curriculum and instruction in the classroom" is essential to help us progress and overcome initial difficulties. However, no matter how good the curriculum is, it will fall short "of the goal of helping each learner build a good life through the power of education unless we build bridges between the learner and learning". (Tomlinson. 2001:9) The bridges must be built on a clear rationale about teacher's conduct in the classroom, philosophy behind his or her teaching, and the objectives it encompasses (see Tomlinson 2001:9, Heacox 2002:5-10, Dodge 2005:6-7). Moreover, teacher should be able to communicate them effectively and convincingly not only to learners, but also to parents, and often even to a wider community.

5.3. Prepare Students & Parents

In a differentiated classroom, some of the basic rules and the overall rationale, as suggested above, change. Students and parents will initially require support in understanding and accepting the changes taking place. This support should be based on "developing a clear, positive understanding of differentiated instruction and how it benefits their children" (Tomlinson 2001:42), namely, some of the key principles should be emphasized and clearly explained, e.g. (1) ensuring individual growth in all key skills and areas, (2) assessing and monitoring skills, knowledge, learning profile, etc. and planning lessons accordingly (3) openness in communication with students and parents. (Tomlinson 2001:42)

Moreover, the issue of fairness definitely appears on the agenda, when learners take part in various activities. Heacox answers by posing the following questions:

- Is it fair that students who need more time, practice, or instruction fall further and further behind as the class moves on?
- Is it fair that students who have mastered material must sit through review or wait to move on while other students catch up?

"What is fair is differentiated instruction - providing what individual students need." (2002:15) Thus, it is necessary to establish that *fair* means that "all of us live by the class rules, all of us must work hard, all of us must respect one another and encourage one another. It does not mean that we'll all have to do the same things at the same time." (Tomlinson 2001:40)

5.4. Classroom Management.

Managing differentiated classroom is definitely not an easy task. As Piaget (1969) noted, "The heartbreaking difficulty in pedagogy, as indeed in medicine and other branches of knowledge that partake at the same time the art and science, is, in fact, that the best methods are also the most difficult ones." Nevertheless, many teachers may be unconsciously to some extent differentiating already, while "attending to multiple signals and juggling a variety of roles". Here are, thus presented some of the key differentiating strategies and ideas that may be a review for some, but new for others, including how to start differentiating, time differentiation to support student success, providing support in the

form of scaffolding, flexible groupings, and finally ongoing assessment as an indispensable part of differentiation.

5.4.1. Begin differentiating at a comfortable pace

Many experienced teachers may feel "frustrated by using methods that have worked in the past but no longer seem effective with an increasingly diverse student population". (Dodge 2005:7) Moreover, the prospect of adding "yet another set of ideas to their already full plate" may feel overwhelming. (Dodge 2005:7) "The answer is to start small, differentiating one subject or targeting specific units for revision." It is useful to remember, "you are starting with what you have and then modifying your instructional plan - you are not throwing out your units and starting over." (Heacox 2002:14) We might have never learned to view teaching this way, but we are learners, too. "We may not be able to transfer our image of ourselves in a flash, but we can change over the course of a career." (Tomlinson 2001:16)

5.4.2. Time differentiated activities to support student success

Some students can manage group or independent work for long periods. Others cannot. Teacher should plan activities with learners' attention span in mind, nevertheless, there will always be differences and teacher should have a plan for quick finishers, while allowing enough time to those still working. Nevertheless, even if time is used flexibly in the classroom, there is a time when it is necessary to "bring closure to a lesson sequence, or unit". There may be still students not yet finished. (Tomlinson 2001:37) Therefore, to smooth the transition, it is useful to have clear criteria of good-quality assignments to prevent quick finishers to hand in bad quality work, to provide deadlines ahead of time, and allow for "alternative homework assignments" for late finishers. (More in Tomlinson 2001: 32-38)

5.4.3. Scaffolding

One possible option for helping learners in the learning process is through a technique called *scaffolding*, which is used to provide support needed for a student to succeed in challenging work. (Feldman 2003:6, Tomlinson 2001:23)

The term "scaffold" is borrowed from construction, where a structure is erected when a project extends beyond workers' reach - the scaffold is dismantled

when the job is complete. The same idea applies to education. As the student masters the work, the teacher's guidance can be scaled back. (Feldman, S.)

Challenging work is based on tasks that are slightly beyond learners' comfort zone and thus some sort of supporting system is useful to ensure growth and successful completion of a given task. Thus scaffolding stems from strategies like well-structured directions, re-teaching / extended teaching, modelling, providing clear criteria for success, multiple-mode instructions and teaching, use of study guides, etc. (Tomlinson 2001:23)

Here scaffolding can be perceived on the borderline of individualization and differentiation. And it depends to a large extent on the teacher, how he or she approaches the need of learners for individual growth within the framework of the supporting system.⁶

5.4.4. Flexible Groupings

"The flexible use of student groups is the heart of differentiated classroom." (Heacox, In Dodge 2005:105)

Dodge characterizes flexible instructional grouping as "the thoughtful and deliberate match between students and their specific needs" (2005:104), which is based on "a blend of whole-class, group, and individual instruction." (Tomlinson, 2001:5) Although many teachers use different instructional patterns, in a differentiated classroom, the flexible grouping is marked by informed choices in terms of readiness, interest, or learning profile. (Dodge 2005:105)

According to Silver, Strong, and Parinni, "A repertoire of effective teaching strategies is one of the teacher's best means of reaching the full range of learners in the classroom and of making learning deep and memorable for students." (In Dodge 2005:106) If we use flexible groupings throughout the course of a unit, we may ensure accommodating "students' dominant learning styles, as well as challenge them to work in their less preferred style". (Silver, Strong, and Parinni, In Dodge 2005:106)

⁶ More about individualization: Geddes, M. & G. Sturtridge. *Individualisation*. 1982.

More about scaffolding within the framework of tiering: Dodge, J. *Differentiation In Action*. 2005.

More about scaffolding as a form of assistance: Feldman, S. *Building scaffolds in your classroom*, 2003

5.4.5. Assessment In A Differentiated Classroom.

Assessment "is not just 'tailoring the same suit of clothes", or "trying to stretch a garment that is far too small; or, attempting to tuck and gather a garment that is far too large is likely to be less effective than getting clothes that are the right fit at a given time." In other words, being too easy or too hard on some students, or letting some students to skip a test or answer a more complex question is not as effective as providing "the right fit". (Tomlinson.2001: 3) Thus, differentiated classroom is built on work at different paces and assessment according to different learning goals.

Two important features of a differentiated classroom are "students' right to begin where they are and to expect to grow as learners." (Tomlinson. 2001:93) Moreover, assessment is no longer primarily perceived as something that takes place towards the end of the unit to determine 'who got it'. (Tomlinson 2001:4) Rather, emphasis is placed on ongoing assessment to diagnose learners' needs, monitor learners' progress, and provide space for a child to show what he or she has learnt. Tomlinson adds:

Assessment routinely takes place as a unit begins to determine the particular needs of individuals in relation to the unit's goals. Throughout the unit, in a variety of ways, teachers assess students' developing readiness levels, interests, and modes of learning. Then the teachers design learning experiences based on their best understanding. Culminating products, other forms of 'final' assessment, take many forms, with the goal of finding a way for each student to most successfully share what he or she has learned in the course of the unit. (2001:4)

Obviously, all learners need feedback on the quality of their performance. However, Heacox highlights that teacher should not be the only one providing feedback. Students are likely to learn "to assess their own work and to provide and receive peer evaluation", using teacher's criteria for high quality work, e.g. in the form of checklists to ensure fairness. (Heacox 2002:120) Moreover, to reach the goal of providing diverse assessment, we may employ a variety of tools, like rubrics, portfolios, checklists, etc. (Dinnocenti)⁷

⁷ More on collection of assessment data: Dodge 2005: 135-6

More on grading, evaluation, self and peer evaluation, quality criteria, etc.: Heacox 2002: 120-4, Tomlinson
More on formative, summative assessment, specific strategies, tools, etc: Tomlinson 2001, Kolář Z. & R. Šikulová. 2005.

5.5. Planning For Challenge & Variety: Gardner In Bloom

Naturally, beside a number of other factors, differentiation is in a close relation to planning based on specific objectives and assessment. The aim of this chapter is to present one way of planning based on challenge (Gardner) and variety (Bloom) in hand with objectives, and continual assessment that was discussed above.

"In education, objectives indicate what we want students to learn; they are 'explicit formulations of the ways in which students are expected to be changed by the educative process'" (Handbook,1956:26 In Anderson & Krathwohl 2001:3). In the revised taxonomy, objectives are classified along a continuum, which is "the major organizing principles of the framework". A statement of an objective contains a verb (cognitive process), and a noun (knowledge to acquire). (Anderson & Krathwohl 2001:4)

"In contrast with the single dimension of the original Taxonomy, the revised framework is two-dimensional (App.2)." The cognitive process dimension contains six categories: *Remember, Understand, Apply, Analyze, Evaluate, and Create*, whereas the knowledge dimension contains four categories: *Factual, Conceptual, Procedural, and Metacognitive*." (Anderson & Krathwohl 2001:5)

Dodge and Heacox, have replaced the knowledge dimension with Bloom's multiple intelligences thus creating a new matrix: "Gardner In Bloom"(App.3A), which is aimed at linking multiple intelligence-based activities to higher levels of thinking. The goal is "to create complex and rigorous learning opportunities that link the curriculum, standards, and assessment with multiple intelligences" and provide "full engagement in personally appealing, sense-making activities that require higher order thinking." (Dodge 2005:92)

The higher-level thinking should be emphasized as "many of us assign more arduous tasks when what we mean to do is challenge students with more rigorous tasks". (Dodge 2005:77) Therefore, the challenge lies in moving away from pure remembering and understanding to a greater complexity of thinking: applying, analysing, evaluating, and creating.

Heacox provides some guidelines how to start differentiating unit using a matrix plan: Firstly, consider and keep the activities that have worked and write these 'keeper' activities in the corresponding cell in the matrix based on the criteria of MI (App.3B) and

the complexity of critical thinking (App.3A). Subsequently, analyze the overall challenge level and distribution of MI; and then, redesign and possibly modify existing activities as to balance the levels of challenge from low to high, or to increase the challenge level if there are too many lower-level activities. (Heacox 2002:76) Finally, Heacox reminds us, that all students can think at all levels. "Gifted and talented students find their most challenging activities at the analysis, evaluation, and synthesis level. Other students may need more practice with these levels of challenge." (Heacox 2002:76) When all the 'keeper activities are well distributed, new learning activities need to be designed "using levels of challenge that are missing or are under-represented". (Heacox 2002:76) When the activities are planned, they are numbered in order they will be used in the classroom. If teacher gives a choice within a certain number of activities, these activities, then, have the same number. (Heacox 2002:76)

To sum up, concept Gardner in Bloom is closely linked with planning based on clear objectives and continual assessment. It may serve as "a differentiation insurance policy" (Heacox 2002:84), thus allowing to reflect on each unit by interconnecting the cognitive process dimension and Bloom's MI. Moreover, it helps to check that we "have reached more students by providing greater variety in the ways students learn". (Heacox 2002:84) We should remember that "all students can think and work at high challenge levels. All projects should be available to all students." Teachers can use the matrix or taxonomy table to analyze assessments as well as instructional activities and objectives and thus "look beneath the surface elements of the assessments to infer the deeper levels of student learning being assessed". (Anderson & Krathwohl. 2001:250) It is important to realize that "different types of objectives require different approaches to assessment. Similar types of objectives likely involve similar approaches to assessment." (Anderson & Krathwohl. 2001:8-9)

Nevertheless, Anderson & Krathwohl remind us that all frameworks, including this one, are mere "abstractions of reality that simplify in order to facilitate perceptions of underlying orderliness. The value of a conceptual framework such as this one lies in its applicability - the breadth and depth of its use and its impact on the field." (2001:259)

5.6. Instructional & Management Strategies: Brief Overview

Although a variety of useful strategies have been mentioned, nevertheless, this work would be somehow incomplete without at least providing an overview of some other very specific, practically oriented techniques, strategies, or tasks; which are designed as to promote and ensure that effective differentiation may take place. These may include Compacting, Independent Projects, Tiered Assignments, Contracts (Tomlinson 2001, Dodge 2005, Heacox 2002)

- Compacting

This is a three-step process based on pre-assessment before starting a new unit to find out learners' strengths and weaknesses. Subsequently, teacher plans for what needs to be learned, and excuses students from what they already know. Finally, teacher plans for freed-up time to be spent by enriched studying. (Tomlinson 2001:98) The purpose may be to "eliminate repetition of mastered content", increase challenge, and "provide time for investigation of a curricular topic that is beyond the scope of regular curriculum". (Heacox 2002:137)

- Independent Projects

Independent projects seem to be quite a favourite strategy (See 8.2.), however, it may not always be employed along with principles of differentiation. Tomlinson characterizes projects as a "process through which student and teacher identify problems or topics of interest to the student." Then they plan a method of investigation, identify a product the student should develop based on some higher levels of critical thinking. The quality criteria, as always, must be established in advance. (Tomlinson 2001:99)

- Tiered Assignments

In a heterogeneous classroom, teacher uses varied levels of activities to address students' readiness by matching an instructional task with a student's skill and understanding of the subject or topic. Although students work on different tasks to explore ideas based on their prior knowledge, they all focus on the same essential understandings

and skills, but at different levels of critical thinking.⁸ (Tomlinson 2001:101, Dodge 2005:127-128)

- Learning Centres

Learning Centres can be viewed as stations or collections of materials where learners explore certain topics or practice certain skills. These centres can be adapted based on the criteria of readiness, interest, and learning profile to address the needs of learners without having them do all work at all centres. Moreover, learning centres assist in developing independence, even if learners first need to be taught to record their own progress, need to be monitored and supported in their quest, and clear guidelines with criteria for success have to be provided. (Tomlinson 2001:103)

- Contracts

Contracts allow for the right fit for every learner in terms of variety of aspects incorporating flexible time use, complexity, interest, varied level of independence, etc. They are based on a prior agreement of teacher and learner: "The teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications." (Tomlinson 2001:106)

5.7. Conclusion.

This chapter has been very specific targeting diverse strategies valuable for establishing and developing effective differentiation strategies. Admittedly, the possibilities of setting off in different directions are immense and no direction can be considered right or wrong. These directions cover the rationale of differentiation strategies, communication with students and parents, classroom management, and the last part: Gardner in Bloom.

Finally, brief overview of a few instructional and management strategies giving practical ideas about how and what to do in a differentiated classroom should assist in the actual pursuit of individual growth within the framework of school education.

⁸ See 5.5. Planning for challenge and variety: Gardner in Bloom

6. Conclusion

A person who never made a mistake never tried anything new. (Albert Einstein)

When dipping and diving into the waters of teaching, it immediately becomes obvious that "one size does not fit all". There are children with various skills, abilities, interests, etc., who need our help and support on the way to the imaginary other side of the river. If swimming in the river, it would feel natural that no child should be left behind without any support, and closely watched, when hurriedly approaching the other bank.

Nevertheless, this seems to be often taken for granted at schools, which frequently target "the middle, or the average learners"; but what about the other swimmers, should they be left to drown...? Thus, differentiation aims at helping all our learners to get safely to the other side, while facilitating their own individual growth at a comfortable pace. This is closely linked to the objective of the theoretical part, which aspires to offer some directions in which teachers may further develop their own differentiating strategies based on their current knowledge, experience, and reflection; while advocating "proactive" student-centred approach to teaching and learning, with an emphasis on active planning to address a range of learner needs.

Abraham Maslow said, "If the only tool you have is a hammer, you will tend to see every problem as a nail." Therefore, it is vital to keep expanding our *instructional-delivery systems* to include new tools that address the needs of a variety of our students (In Dodge 2005:106) as this is to a large extent our own responsibility to seek "effective ways of dealing with these needs". (Covenry & Coyle 1999)

Push me! See how far I go!

Work me 'til I drop. Then pick me up.

*Open a door, and then make me run to
it before it closes.*

Teach me so that I might learn,

Then let me enter the tunnel of experience alone.

And when, near the end,

I turn to see you beginning another's journey,

I shall smile

.(Fourteen-year-old Kathleen. A Poem To Her Teacher. In Tomlinson. 2001:97)

II. PRACTICAL PART

7. Introduction of the research

The research as well as the whole thesis may be to some extent motivated by current learner-centred tendencies in school education and increasing pressure on teachers to adjust the learning-teaching processes to individual learners in their heterogeneous classes.

It has been suggested that there is no single, straightforward solution to teaching heterogeneous classes. But pretending that individual differences and the need to address them do not exist, would be only denying our own existence. Therefore, this part of the thesis attempts to capture a glimpse of the current practice and view it in the light of differentiation. To be more specific, the research aims to identify the extent and nature of the use of differentiation strategies, and thus answer the first set of questions:

- Do teachers use differentiation strategies?
- And if yes, to what extent?
- And which strategies?

Moreover, the second question attempts to uncover some of teacher thinking behind the teaching practice in relation to differentiation strategies:

- What do teachers know about differentiation strategies - both on the conscious and intuitive level?

The research is divided into three phases, which are to a great extent mutually interconnected: Research 1, which attempts to answer the first set of questions, is quantitatively oriented, and the research tool employed here is non-participant observations of individual teachers. Research 2, and 3, as suggested above, should uncover some of teacher thinking behind the teaching practice. But whereas the research 2 turns to qualitative approach using interviews of observed teachers, research 3 combines qualitative and quantitative approaches in the questionnaires distributed among those teachers. Thus, the sample stays relatively the same throughout all the phases of the research (P) 1, 2, and 3. Nevertheless, both qualitative and quantitative approaches and corresponding tools are integrated here as to provide a complex picture on the current practices in today's heterogeneous classes in relation to differentiation strategies.

The research is conducted exclusively in English language classrooms at three ordinary elementary schools with the total number of seven teachers in the city of one hundred thousand inhabitants in Eastern Bohemia. The age of teachers ranges between 26 and 58 years. The research is carried out for the period of six weeks beginning 5 February, 2007 and ending 16 March, 2007.

7.1. Research Methods

"Traditionally, writers on research traditions have made a binary distinction between qualitative and quantitative research." (Nunan, 2001:3) Both of these have their pros and cons. Quantitative research works with numbers and defines amount, scale, or frequency of occurrence of certain phenomena, while viewing reality as a single entity. (Gavora 2000:30, 34) Moreover, such quantification is perceived as "controlled, objective, generalisable, outcome oriented... ". (Nunan, 2001:3)

"Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subject element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable." (Nunan, 2001:3) The outcomes of the research are presented and justified in the verbal (non-numerical) form. (Gavora 2000:30, 34)

Qualitative and quantitative researches are so fundamentally distinct, that it raises the question whether it is possible to use both in one research. Some radicals oppose this viewpoint, however, some other researchers believe that it is possible, even advantageous, to use both and thus outweigh their positive and negative aspects. (Gavora 2000:34) This belief is in the line with the research of this thesis, which attempts to integrate these two approaches and obtain a complex insight into actual employment of differentiating strategies.

7.2. Phases of the Research - Introduction.

Although this research is integrated in terms of qualitative and quantitative approach, it still executed in three phases, which are based on the tool used for the particular phase. In the first phase, the quantitative approach is employed and the corresponding tool is a set of observations. The second phase is based on the employment of qualitative approach in relation to semi-structured interviews with the identical sample of teachers as in case of observations. Finally, in the third phase, qualitative and quantitative

approaches are combined in the form of questionnaires, which are distributed to the above mentioned sample of teachers.

7.2.1. Quantitative Approach: Observations (P1)

In case of the first question, I used non-participant observations based on the self-designed observation sheets. I decided to use recording sheet 1 (App. 4), where I noted all occurrences in the lesson based on individual activities in relation to time and instructional patterns. Only after the lesson was the information transferred onto the recording sheet 2 (App. 5), which represents a matrix of relations: differentiation of content, process, product based on readiness, interest, and learning profile of individual learners. In order to ensure reliability and validity of obtained data, I designed another matrix with a definition of every section of this matrix (App. 1). (See 4.2.)

Subsequently, a pilot research of all these materials was conducted; firstly, using two of my video-recorded lessons, then during three pilot observations. Since no problems occurred, these materials were further used for the actual research. The total number of observations reached forty-three. Forty observations were equally distributed among eight teachers. The ninth teacher became ill, so the cycle of observations could not be completed. Another teacher did not make himself available for the subsequent phases of the research; therefore, the results of his observations are not included in the overall findings.

7.2.2. Qualitative Approach: Semi-structured Interviews (P2)

In order to uncover some of teacher thinking in terms of differentiation strategies both on the conscious and subconscious level, I conducted semi-structured interviews of seven teachers; these interviews were in Czech as to prevent misunderstanding. To follow a format of a semi-structured interview, some of the basic areas of concern related to differentiation were identified. (See below) Originally, I planned to interview teachers after every observation. Nevertheless, during my two pilot interviews, this assumption, proved quite naive, and I had to resume to conducting the interview only after all observations took place, which proved beneficial also because teachers could not be influenced by the interview. This interview had two integral parts. The first, longer part, looked into the conduct and opinions in terms of differentiation and individualization on the

subconscious level, with the argument that teachers may be already differentiating or individualizing to some extent, though they may not be fully aware they are doing so, and the second part studied the explicit knowledge, ideas, and opinions concerning differentiation (or individualization). The questions touched the following areas: (1) lesson planning and preparation, (2) teacher-learner relationship, (3) assessment, (4) individual learners (5) teaching materials, (6) instructional patterns, (7) differentiation, individualization.

The actual Phase 2 was conducted with the total number of seven teachers as a follow-up to the observations. The aim of the interviews was to acquire some insight into *teacher thinking* in relation to differentiation, or individualization. The term *teacher thinking* applies to: "A complex of ideals, attitudes, expectations, wishes, and preconceptions related to profession, which form the basis for teacher's actions, perceptions and realization of educational processes". (Průcha, 2002:195)

7.2.3. Combination of quantitative and qualitative approach: Questionnaire (P3)

Nevertheless, to verify and refine my findings, I used a questionnaire as a final tool of my research. The questionnaire is based on Heacox's (2002:19-20), however, it is modified to suit the needs of this particular research. The pilot phase was conducted with one non-participating teacher, no problems were identified, and thus the questionnaires were distributed to six teachers as T1 was unavailable.

This questionnaire (App. 9) is based on a scale in the interval of [-5; +5], where [-5; 0] denotes tendency not to differentiate, and [0; +5] shows tendency to differentiate. Which means that the higher the index, the more explicit tendency to differentiate (positive index), or not to differentiate (negative index).

Moreover, to ensure that the questions were not misunderstood, and/or to obtain some more specific information, qualitative approach is here combined with quantitative and the teacher is asked to explain his or her opinions. Nevertheless, in many cases teachers did not make use of that possibility explaining that the scale itself reflects accurately their opinions.

8. Presentation of obtained data

This chapter aspires to present data obtained based on all three phases of the research. The first part provides an overview of the finding of observations, including instructional patterns, differentiation based on a "matrix of relations", individual support, and time differentiation. The second and the third part provide an introduction to the findings regarding interviews, and questionnaires, which are further discussed in 9.2.

8.1. Presentation of Data: Observations

During the observations, a number of indicators in relation to differentiation strategies were monitored, including instructional patterns; differentiation of content, process, and product based on readiness, interest, and learning profile of individual learners; individual support, and time differentiation. Moreover, all the data are also graphically represented in the form of tables and graphs; often accompanied with a formula showing the calculations that had to be done in order to obtain at particular results.

8.1.2. Instructional patterns

The data presented in the tables and their graphic representation in the graphs next to the tables show different types of instructional patterns (IP) in relation to individual lessons observed in the first part of the research (App.6)

Different types of instructional patterns are measured in minutes, and their sum equals the total length of the lesson ($LT = 45 \text{ min.}$). The number of observed lessons per one teacher equals five ($n_{\max} = 5$). The length of one instructional pattern (IP) per one lesson is represented by $Lesson_{lv}$. Therefore, $\sum Lesson_{lv} / n_{\max}$ expresses the average number of minutes corresponding to actual employment of one instruction pattern in the lesson.

To obtain the percentage of one instructional pattern (IP) in relation to all IP, the average number of minutes is divided by the length of the lesson ($LT = 45 \text{ min.}$), and subsequently multiplied by 100.

$$\text{Percentage [\%]} = \left(\sum_{l_{iv}=1}^{l_{iv}} \text{Lesson}_{l_{iv}} / n_{\max} \right) * (100 / \text{LT})$$

l_{iv} ... lesson variable index

$\text{Lesson}_{l_{iv}}$... length of one instructional pattern per the lesson l_{iv}

n_{\max} ... number of observed lessons per one teacher

LT ... total length of the lesson

First set of data, presented here in the form of tables and graphs (App.6), are related to individual teachers using the formula described and explained above. The findings show that the teachers observed employ a variety of instructional patterns, however, the most dominant pattern in the absolute majority of lessons is without any doubt frontal teaching.

The table (fig.11) and the graph (fig.12) provide an overview of all IP in relation to School 1, 2, and 3. All schools show relatively very similar distribution of IP in the lessons of teachers from three different schools.

The total percentage of individual instructional patterns per all teachers is given by the sum of partial percentages of IP divided by the number of schools.

$$\text{Percentage [\%]} = \sum_{i=1}^{i=1} \text{Teacher}_i / n$$

i ... variable index

Teacher_i ... percentage of one instructional pattern of teacher number i

n ... total number of all schools

		frontal teach.	group work	pair work	indiv. work	other
School1	Percentage	67,3	1,6	7,0	23,1	1,0
School2	Percentage	58,0	12,0	7,3	22,7	0,0
School3	Percentage	60,4	8,4	12,0	18,0	1,1
	Percentage Ø	61,9	7,4	8,8	21,3	0,7

FIGURE 11

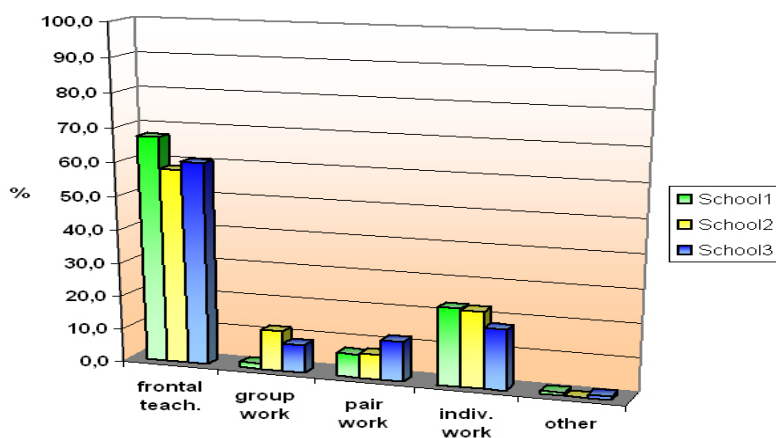


FIGURE 12

As apparent from this pie chart (fig.13) summarizing all the above data, the most distinctively dominant instructional pattern (of all IP in all lessons observed) is frontal teaching equalling 61.9%, other patterns are much less used. The second IP – individual work constitutes 1/5 of all IP reaching up to 21.3 %. Pair work is used only in 8.8 %, and group work is almost least employed IP – 7.4 %. Other IP, those that did not match any of the above categories of IP, reach 0.7 %, which means that this IP was used in 3 lessons by 2 teachers for the total of 12 minutes.

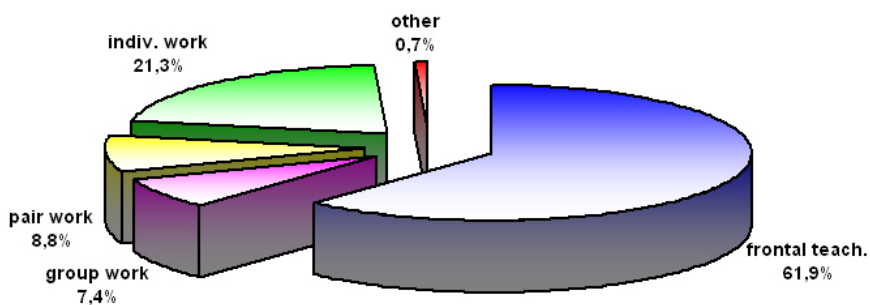


FIGURE 13

8.1.3. Differentiation: Matrix.

The chart fig. 14 (App.7) portrays differentiation of content (C), process (Pc), product (Pd) in relation to differentiation by readiness (R), interest (I), and learning profile (LP) of individual learners. (More In 4.2.)

The following chart (fig. 15) illustrates the data concerning employment or non-employment of the above mentioned differentiation strategies quite vividly. It is obvious that differentiation was used only by two teachers: T1 in S1 (S = school), who

differentiated content based on readiness of individual learners, and T5 in S2, who differentiated content based on interest of individual learners.

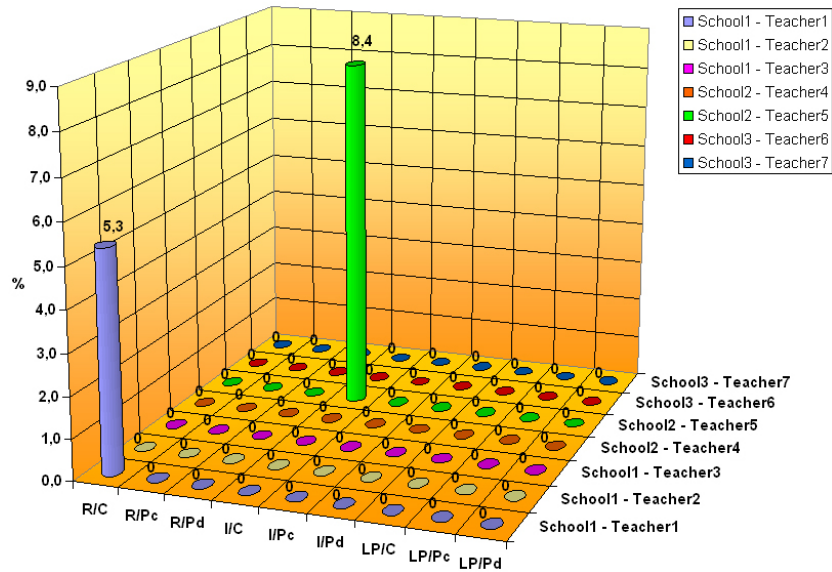


FIGURE 15

8.1.4. Individual Support. Time Differentiation.

The marginal data presented here are *individual support (S)* and *time differentiation (T)*. *Support* denotes that the teacher (T) provided individual support to learners once or more times in the lesson, no other criteria or aspects were included. (More In 5.4.3.) Such occurrence is depicted as *S*, whereas absence of support is represented by *0*. In case of *time differentiation* (More In 5.4.2.), as to making flexible use of time based on the needs of individual learners, no such differentiation was observed in the total number of 35 lessons presented here.

As obvious from the table fig. 14 (App.7) and the graph below (fig. 16), some form of individualized support occurred in 29 out of 35 lessons. This means that in 29 lessons, teacher once or repeatedly provided some form of individualized support, e.g. further explanation, guidance, etc. Apparently, such support was quite consistently applied: 3 teachers provided some support in all 5 lessons that were observed, 2 teachers in 4/5 of their lessons, and 2 remaining teachers in 3/5 of their lessons. Thus all teachers used individualized strategies in the majority (if not all) of their lessons.

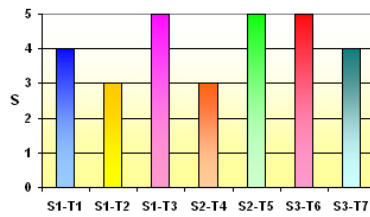


FIGURE 16

This last pie chart (fig. 17), which is based on the table fig. 18, provides the final results for all participating teachers (7) in all three schools, while comparing differentiated activities with non-differentiated. Undoubtedly, differentiated activities are extremely scarce constituting less than 2 % of all observed teaching and learning strategies.

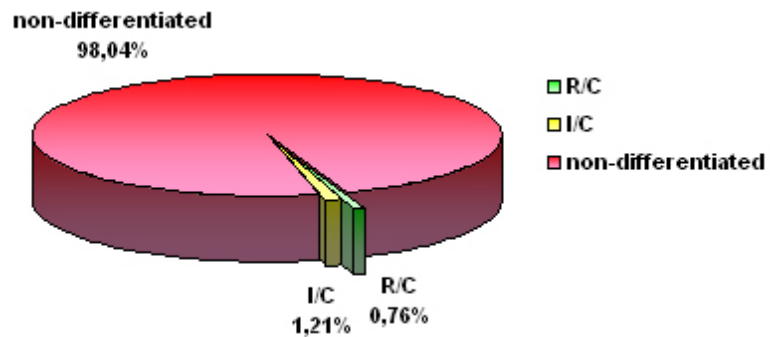


FIGURE 17

$$\text{Differentiated} = \text{I/C} + \text{R/C} = 1,21\% + ,76\% = \underline{\underline{1,97\%}}$$

S	T	L	R/C	R/Pc	R/Pd	I/C	I/Pc	I/Pd	LP/C	LP/Pc	LP/Pd	S
1	1	percentage	5,3	0	0	0	0	0	0	0	0	4/5
	2	percentage	0	0	0	0	0	0	0	0	0	3/5
	3	percentage	0	0	0	0	0	0	0	0	0	5/5
2	1	percentage	0	0	0	0	0	0	0	0	0	3/5
	2	percentage	0	0	0	8,4	0	0	0	0	0	5/5
3	1	percentage	0	0	0	0	0	0	0	0	0	5/5
	2	percentage	0	0	0	0	0	0	0	0	0	4/5
		diferenciation	0,76	0	0	1,21	0	0	0	0	0	29/35

FIGURE 18

8.2. Presentation of Data: Interviews

As suggested in Part 7.2.2., the second phase of the whole research, which makes use of qualitative approach, is based on semi-structured interviews. These seven interviews were recorded and transcribed. There is no point in presenting all interview transcriptions here, therefore one example of such transcription is enclosed in Appendix 8.

The data obtained in these interviews are further discussed and interpreted in Part 9.

8.3. Presentation of Data: Questionnaires

This section is based on Part 7.2.3., which combines quantitative and qualitative approach in the form of questionnaires. The questionnaires collected provide a variety of evidence that is not easily generalisable even if part of the data are of quantitative nature.

As explained in the chapter 7, the quantitative part of the questionnaire (App. 9) is based on a scale in the interval of [-5; +5], where [-5; 0] denotes tendency not to differentiate, and [0; +5] shows tendency to differentiate. Which means that the higher the index teachers marked, the more explicit tendency to differentiate (positive index), or not to differentiate (negative index) on the side of the teachers. The figure 31 below provides the overall results of all six teachers participating in this phase of the research. In the green left-hand column, there are statements that signify tendency not to differentiate with a negative index, whereas on the right hand side, the purple column provides the corresponding statements indicating the inclination towards differentiation strategies and the index is thus positive. It is apparent that teachers provide a variety of answers with little or no specific inclination. Therefore, another way of presenting the same of data, that may be more transparent are individual graphs summarizing the answers of all the teachers in relation to the particular set of statements (See App.10 / fig.19-30). Finally, fig. 32 indicates average index of differentiation/non-differentiation per all teachers in relation to every individual set of statements.

Nevertheless, more detailed information, including interpretation of both quantitative and qualitative data based on this phase of the research provide chapter 9.2., which attempts to integrate all three phases of the research and interpret the findings in a more complex way.

		Teacher							
		1.	2.	3.	4.	5.	6.	7.	
1.	Výukové cíle zůstávají stejné pro všechny studenty.	Not available	-4	-2	-5	3	-1	-5	Výukové cíle jsou přizpůsobeny studentům v závislosti na jejich individuálních potřebách.
2.	Obvykle používám stejný způsob hodnocení pro všechny žáky.		2	-1	3	3	-2	-3	Individuálně má každý žák obvykle možnost demonstrovat své znalosti různými způsoby, které si často sám zvolí.
3.	Výuka a časové rozvržení činností je pro všechny žáky stejné.		-4	-2	2	4	-2	-3	Výuka a časové rozvržení činností se liší v závislosti na potřebách jednotlivých žáků.
4.	Práci zadává učitel včetně určeného zdroje informací.		-2	1	-2	4	3	2	Pro plnění úkolů mají jednotliví žáci k dispozici různé zdroje informací a mohou z nich volit.
5.	Při výuce využívám hlavně frontální výuku.		2	5	5	5	1	5	Při výuce využívám různé organizační formy, např. frontální výuku, ve dvojicích, ve skupinách.
6.	Žáky rozděluji do dvojic nebo do skupin většinou náhodně, nebo podle toho, kde sedí.		-2	2	1	4	1	-4	Žáky rozděluji do dvojic nebo do skupin většinou podle jejich potřeb, zájmů, nebo schopností.
7.	Většinou ve výuce využívám stejné vyučovací postupy.		-3	2	4	4	-1	1	Většinou ve výuce využívám různé vyučovací postupy.
8.	Všichni žáci pracují na stejných aktivitách ve stejnou dobu.		-2	-2	-2	5	-3	3	Žáci mohou pracovat na různých aktivitách ve stejný čas.
9.	Kladu důraz na zvládnutí obsahu a požadovaných dovedností.		-1	1	-3	5	-1	5	Zdůrazňuji kritické a kreativní myšlení a využitelnost nabytých vědomostí.
10.	Předpokládám, že studenti mají omezené nebo žádné povědomí o látce, kterou se chystám probírat.		-4	5	-2	5	3	5	Před započatím nového celku zjišťuji znalosti a představy žáků o daném tématu.
11.	Obvykle hodnotím znalosti a schopnosti žáků na konci určitého výukového celku.		-5	2	1	5	4	3	Využívám průběžné hodnocení jednotlivých žáků před, v průběhu, i po skončení určitého výukového celku.
12.	Mojí hlavní prioritou je splnění osnov a moje vyučování tento cíl plně odráží.		-4	1	4	5	1	-3	Moje vyučování je založeno primárně na potřebách učících se žáků.

FIGURE 31

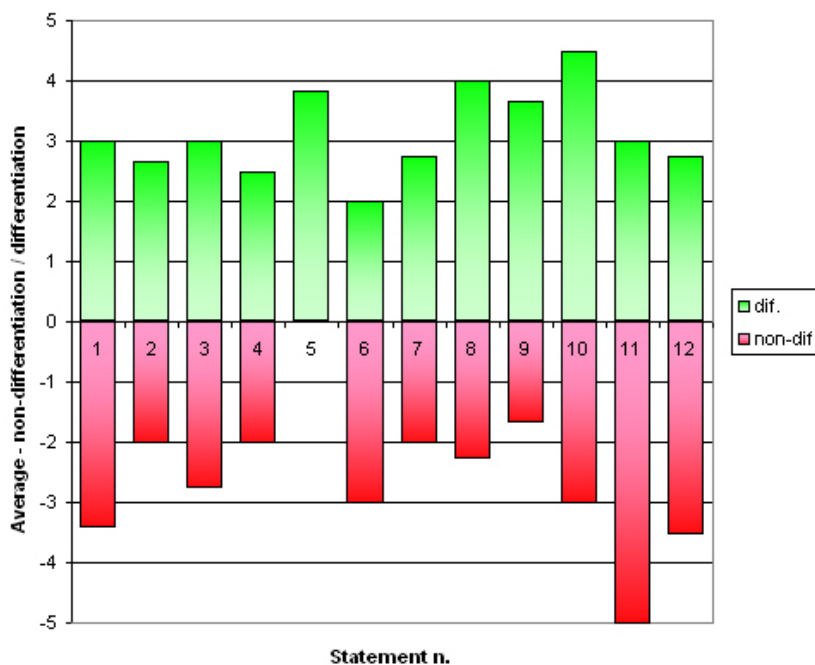


FIGURE 32

9. Interpretation of obtained data

The first phase (P1) of my research is to a large extent similar to the research of Krupičková (2005), therefore, Part 8.1. not only attempts to interpret the results, but also compare these with the findings of Krupičková.

Part 8.2. subsequently aspires to integrate all three phases of the research (P1- Observations, P2 - Interviews, P3 - Questionnaires), and corresponding quantitative and qualitative approaches to obtain a more comprehensive picture of teacher thinking behind the practice. In other words, the aim is not only to survey the superficial level of current teaching and learning in relation to differentiation strategies, but also to uncover the underlying attitudes, beliefs, opinions, etc. of the teachers participating in this research.

9.1. Observations

The observations proved the expected minimal use of differentiation strategies in relation to content, process, and product, and based on learner's readiness, interest, and learning profile. This corresponds to the initial hypothesis, which is based on the findings of Krupičková (2005), even if she uses slightly different spectrum of criteria for the occurrence of differentiation strategies and includes in the total percentage of differentiation even *support* and *time differentiation* (analyzed separately here):

The results of the study have shown that the Czech educational system still has a long way to go before differentiation becomes an everyday technique in the school system. The data I have gathered here show that, in terms of time, 22% of all learning and teaching has been differentiated in some way.

In terms of my research, these strategies were employed in only two lessons (out of 35) by two different teachers (out of 7). The first differentiation of content based on readiness of learners was only unveiled in the subsequent interview: teacher paired the learners and assigned them different questions from one exercise. But the observation itself could not look beneath the surface and uncover that the teacher was assigning the questions with a clear objective in mind, as to match different questions to different pairs of learners based on their readiness. This intention was only found in the subsequent part of the research - interview. In the second case, the teacher differentiated content based on interest

of individual learners giving them a choice of several topics they may be interested in, again in relation to content. In other cases, no differentiation occurred based on the relations in the matrix.

Though, it may seem that Krupičková's differentiation is much higher reaching 22%, as compared to my results, she explains: "Closer examination suggests that almost all of this differentiation happened in just two areas, these being differentiation by support and differentiation by flexible grouping." However, individualized support is not included here in the overall graph as this support was usually targeting just one or two learners and thus cannot be perceived as differentiation, whose aim is to address the needs of all learners, not just one or two. This is largely the same with the relationship of instructional patterns and flexible grouping. Flexible grouping as a part of differentiation is said to be based on informed choices in terms of groupings, this here though cannot be uncovered and will be the subject of further inquiry in P2 and P3 of my research.

My data are thus in accordance with Krupicková's findings, where differentiation by support reached almost 35%. She adds, "The results of this research show that differentiation by support is the most commonly used form of differentiation..." Though here, *Support* was not calculated in the total time of differentiation, it is also clear that the results are similar as individualized support occurred in 29 out of 35 lessons.

In terms of flexible grouping, Krupičková notes: "Flexible grouping actually did not take place at all..., just convenient cooperation based upon classroom geography". (2005) Here it is assumed that observations themselves cannot sufficiently uncover teacher thinking in terms of instructional patterns and flexible grouping behind, therefore it is to be further researched in P2 and P3.

To sum up, the first phase (P1) of my research, which to a large extent corresponds to the research of Krupičková (2005), confirms the hypothesis that the use of differentiation strategies at Czech schools is minimal. My findings have arrived even at lower percentage of differentiation than Krupičková's but this is largely due to different criteria applied for observations. Moreover, both researches indicate that individual support is used quite extensively, even if the point of view on this phenomenon slightly differs.

Although Krupičková assumes that flexible grouping as a part of differentiated instruction did not take place, here it is believed that observations as a quantitative tool used here, cannot uncover the rationale behind classroom dynamics and are therefore the subject of study in phase 2, and 3.

9.2. Interpretation of All Three Integrated Phases

This chapter attempt to summarize and interconnect the data obtained separately in phase 1: observations (P1), phase 2: interviews (P2), and phase 3: questionnaires (P3), and relate them to the theoretical part, while taking into account the aims of the research.

It covers a variety of topics related to differentiation including lesson planning & aims, teacher-learner relationship, individual differences, teaching materials, instructional patterns, assessment, relevancy of learners' interest, and, finally, differentiation & individualization.

9.2.1. Lesson Planning & Aims

The results of P3 and P2 reveal that five out of six teachers set their teaching aims same for all learners (average index -3.4); explaining that their planning is primarily based on e.g. curriculum, aims (T2, T6), specific needs: "need for more practice" (T3), needs of the class, a specific situation, or a learner with specific educational needs (T6). On the other hand, in P3, four out of six teachers tend to believe that their teaching is primarily based on the needs of *individual* learners (Average Index [AI] +2.8). These discrepancies seem to be based on the fact that teachers generally plan the whole lesson based on "what the class is like" (T5), or on "talents of particular class" (T7). Thus, they may feel they are addressing the needs of learners, even if this, in fact, relates to the whole class rather than individuals. Nevertheless, it may be suggested that particular differences of individual learners (and planning with these differences in mind) are to a great degree neglected and differentiation strategies are not in this respect sufficiently exploited.

Moreover, in terms of organisation of lessons and time differentiation, four teachers claim that all students in their classes move through the curriculum together at the same pace (average index -2.8), which is also supported by P1, which indicates that no time differentiation occurred in any lessons observed. On the other hand, teachers are split on the

question whether to emphasize mastery of content and skills (AI -1.7), or whether to underline critical and creative thinking and application of learning (AI +3.7), which is in accordance with differentiation strategies.

Overall, it is apparent that in terms of lesson planning, aims, and time, teachers generally do not differentiate, while primarily targeting the class as a whole, rather than individual learners. The only exception is thus emphasis on creative and critical thinking, which half of the teachers prefer to mastering content and skills.

9.2.2. Teacher-Learner Relationship

Among the diverse qualities on which teachers build relationship with children, teachers in P2 include mutual trust, positive and open relationship, understanding, friendly, fair-play, consistency, equality of T and SS. T6 adds that good relationship pays off, T2 emphasizes that it is necessary to enforce requirements while attempting to understand learners' reactions and responses. T5 also emphasizes "interconnection, partnership" between teacher and learners: "If children tell me that they have bad day, I am willing to tolerate"

Moreover, some teachers complain about the growing problem of misbehaviour: "we had never had such problems with misbehaviour, as now" (T4), and in that case some teachers resume to extra assignments, reprimanding notes to parents, grading (T1), or testing (T2). On top of that, T7 highlights positive relationship, respecting and requiring respect, and adds, "When he does not respect, I show him the same patterns of behaviour to make him understand that this is wrong". This, according to her, depends on the learners' attitude towards the subject - if they work hard, they are granted greater freedom, if "I have to push them, so I push them, because there's no other way".

To summarize, most of the teachers consider their mutual relationship with learners important, nevertheless the real partnership and cooperation as to promote learning based on the philosophy of differentiation is quite questionable. If problems occur, teachers resume to extrinsic motivation, enforcing their requirements by extra assignments, reprimanding notes, grading, etc, which may also create negative attitudes towards learning and school in general. (More In 4.1.2.)

9.2.3. Individual Differences

Results of P2 indicate that teachers seem to be planning their work based on the whole classroom - perceive the class as being generally at the same level, without addressing particular interests, readiness, or learning abilities of individual learners. If further inquired about individual differences, they mention, e.g. attention span, comprehension, behaviour, attitudes, family background, and cooperation with parents, or abilities. Nevertheless, teachers also see some exceptions to otherwise "homogeneous classes" and have a variety of experiences, attitudes, and approaches to addressing these individual differences:

As in the case of motivation and dyslectic children, T5 shares her problems:

If I give them special, easy work, they do not do even that ... there's a problem, half of the class want and half not. What to do with the half that do not want to learn if they cannot be expelled from the class. I can have them come at 7, I can keep them in the class during the break ...

T2 in case of dyslectic and struggling children tries to involve them in the class work using shortened exercises, T6 also attempts to address individual preferences by doing something "extra": "If someone prefers written testing, I do not test orally, but I attempt to have him or her practice that during lessons, the same with skills. If I make an agreement with parents to help the child, I am willing to do something extra to help him." T7 also feels that differences have impact on her lessons: "If the class is weak with no interest in the subject, there's a drill and textbooks, almost nothing else."

T1 admits that individual differences do not influence her teaching significantly (child gets extra work, if finishes early), only acknowledges giving easier exercises to dyslectic children. T5 makes an important remark about great differences in the family, esp. in terms of motivation, or attitude. She says that:

there are children who are grateful for help and even within the boundaries of their abilities, they are trying hard, and then there are children ... I will be the only one trying, but he does not try at all, my effort is then none, and I tell myself why to invest time in preparation for him if he does not react in any way. I think that the main reason is that children are motivated from home, to learn it.

To sum up, as suggested in 9.2.1., teachers seem to be planning their work based on the whole classroom as if generally being at the same level. Most teachers also see some "exceptions to otherwise homogeneous classes" and provide a variety of individual experiences, attitudes, and approaches to addressing these differences; especially dealing with struggling and/or unmotivated learners: easy, shortened exercises, addressing individual preferences, cooperating with parents, drill and textbooks. If students on the other hand finish early, they get an extra exercise. T5 then mentions that if learners do not cooperate and there is no support from family, she gives up trying....

This situation seems to be quite complex addressing a great variety of factors in different areas: ranging from family background, learning profile, changes in education and whole society, to personal beliefs, experiences, and attitudes of teachers. It seems that most of the teachers are struggling to teach the whole heterogeneous class, while taking into account individuals. They strive to target on one hand "the average learners", and on the other, some individuals or groups of individuals that "deviate from the norm", even if this primarily concerns altering the quantity rather than quality of given assignments, and more or less resembles individualization rather than differentiation.

9.2.4. Coursebook and Other Materials

In P2 teachers mentioned using a variety of materials (textbooks, various resource books, internet, video, pictures, recordings). On the other hand, five out of seven teachers remarked that all students use the same materials at the same time. (T1, T2, T3, T4, T7)

T6 explains the reasons why she is sometimes inclined to use the same materials:

" I am just a human being, when I correct it, to give them a choice is really time consuming and when everything is ok, I give them a choice, but there are times, when I know that I will have lots of work... So, there are days when I do not give them choices, plus at our school no noises are allowed coming out of classroom, and this may get louder..."

T5 also sometimes gives a choice of materials, esp. when using a jigsaw with group work: "for every group I have some materials prepared; then, for example, they exchange the materials. There are lessons when everyone works with the same material for the purpose of competition.... Then there are tasks, where everyone gets something different

and must inform others and vice versa." In contradiction with these findings in P2, four out of six teachers in P3 have expressed the belief that different sources of information are available for learners and they can make choices among them (AI +2.5). This inconsistency may be explained by the fact that most of the teachers mentioned project work as a means of providing a choice of materials (usually applied only twice a year). (P2)

Therefore, it seems that although teachers work with a variety of materials, the choice of materials may be for learners often quite limited. Most teachers here seem to be the ones who in many cases make the decision about the particular materials and the whole class work, learners thus work in unity on the same task at the same pace (possibly with the exception of project work). Nevertheless, T5 and T6 seem to be seriously attempting to provide choices in terms of materials, but as T6 admits, there are a number of other factors that may prevent using differentiation strategies in the lessons of English, including school climate, and overloading teachers.

9.2.5. Instructional Patterns

Although observations reveal that the most dominant instructional pattern is frontal teaching (61.9%), all teachers in P2 and P3 mention a using variety of instructional patterns. This may indicate overestimation on the side of teachers in P2, and P3.

Most of the teachers mention using frontal teaching because of the concern with teacher control, and three teachers mention the benefit of "fast explanations". Frontal teaching is further said to be used for presentation of new unit, practice (T3), warm-up, explanation, "transmission of information" (T7). T5 mentions using frontal teaching primarily for writing a test, otherwise she prefers other patterns to keep children interested (FT = 36% of her LT; (P1)).

Two teachers also use IP based on "what children are used to", e.g. independent work is hard to establish as children are not used to it, so they tend to avoid it. T7 uses group work only when she knows "that the children will work in the groups; with the older ones it is not usually possible, because of behaviour". Alternatively, she uses groups if there is some tangible end-product, "not only the words ..."

Moreover, based on P3 two teachers mention that they tend to group children as to where children are sitting, on the other hand, four teachers maintain that they organize instructional patterns primarily based on learners' needs, interests, which would indicate the use of differentiation strategies as to "making informed choices" in terms of grouping. At the same time, the flexibility of instructional patterns is doubtful, as based on P2, teachers often tend to group the same students in the long-term partnerships. Thus, this only partly corresponds to the findings of Krupičková. (See 9.1.)

To sum up, although the teachers claim employing a variety of IP, the ruling IP is undoubtedly frontal teaching. The reasons vary, including teacher control, or time constraints; FT is then used in various phases of lesson, including warm-up, presentation (explanation, "transmission of information"), or practice. The choice of IP may be also based on other factors: habits, age, and discipline, or tangibility of end product.

Thus, it may be suggested that the absolute predominance of FT is not in accordance with differentiation, which advocates a flexible blend of IP. The flexible grouping is doubtful as the long-term partnerships prevail, even if this is based on "making informed choices".

9.2.6. Assessment

In P3, teachers are divided on the question of assessment tools; as one half of the teachers maintain that they use the same assessment tools for all learners (AI -2.0), whereas the second half claim that every learner, individually, has a possibility to demonstrate the knowledge and skills in a variety of ways, which they often choose (AI +2.7).

In P2, four teachers out of seven denied using pre-assessment. This is in contradiction with P3, where four out of six teachers mentioned a prior survey of knowledge and ideas (AI +4.5). Thus, this may indicate overestimation on the side of the teachers, when compared with P2. Some teachers have mentioned that if they pre-assess, they consider the class as a whole and adjust the task accordingly "so that everyone would manage". (P2)

In terms of individual differences when assessing learners, teachers generally agree that when assessing orally, they pay attention to individual differences and attempt to

support the child and grade him or her also in relation to his or her own progress. But when assessing written work, teachers agree on having the same criteria of performance for everyone, except for children with dyslexia, or with individual educational plan.

T5 highlights individual growth in relation to assessment: "I assess them so that the child can see how he or she is progressing, that he or she has some perspective, because they have to see their own direction..." This attitude, though quite solitary, is very valuable and is in accordance with differentiating strategies. (See 5.4.5.) But as T6 admits assessing and celebrating learners' individual growth may be not as easy as it may seem:

I definitely have no support from my colleagues, or children are not used to it, and then they look at me..., the parents should appreciate individual approach. But they do not care. For example a note to parents, like: He has improved a lot over the last month. Even this is important. But this is not common. I try to distinguish this from grades. But children are used to grades and are eager to get them... It is more important for them than if I tell them that they have improved. This is also based on parents, when parents give children money for good grades, they do not have to vacuum, you have five "ones", we will buy you new shoes. This is every day... By using oral assessment I am going a little bit against parents and this is also related to intelligence of parents, if they say that appraisal is more important than "one".

This example may have greater significance in terms of the minimal support of colleagues, as well as the amount of external influence parents use to motivate their children and the extent to which this phenomenon may outcast even the best teacher's intention and significantly influence their teaching.

To sum up, great inconsistencies are manifested in relation to assessment; consequently, it is quite hard to deduce some more generalisable data. Anyway, it seems that the teachers are somewhere on the verge between differentiation and non-differentiation as half of the teachers seem to apply differentiation strategies as they advocate that every learner has a possibility to demonstrate knowledge and skills in a variety of ways, which they often choose. About the same number of teachers claim using pre-assessment, even if this often means, in their point of view, considering the class as a whole and adjusting the task accordingly; which is not, though, in accordance with differentiation strategies.

Nevertheless, it is quite interesting that the majority of teachers pay attention to individual differences only when testing orally, not in case of written assessment.

However, T5 highlights individual growth in relation to assessment, which is in line with differentiation. But as T6 suggests assessing and celebrating learners' individual growth may pose a challenge in terms of negative attitudes of colleagues, parents and the amount of external influence which may outcast even the best teacher's intention and significantly influence his or her teaching.

9.2.7. Relevancy of Learners' Interest

Most teachers acknowledge that learners' interests are relevant as long as they suit the requirements of curriculum, addressing the interests of the whole group, e.g. teenagers, girls, or boys, etc. On the other hand, they are often viewed as something extra, or additional to "what has to be taught", and majority of teachers admit that they do not take them into account regularly: T7 explains, "they are relevant but only at a particular phase. You cannot always take them into account, we would get nowhere... If I include them, it is usually the interest of the group... No, not individuals". T1, who is the only one pessimistic about interests, expresses the same opinion as two other teachers: "Textbook is made to correspond to children's interest, plus we use projects where children can choose ..."

To sum up, although teachers consider learners' interest to some extent important and relevant, it is not regularly included, and if yes, it is primarily the interest of the whole class or group, which probably does not result in addressing individual interests and overall differentiation.

9.2.8. Differentiation & Individualization

In P2 one teacher expressed no familiarity with the terms: differentiation and individualization. Other teachers were able to provide quite well fitting explanations of these terms, ranging from "grouping students" (T1) to "attempting to adjust teaching to the needs of learners, so that everyone can find, what they prefer" (T3).

T1 assumes that this mainly applies to gifted and struggling learners (competitions, individual consultations), T2 mentions children with specific educational needs, T4 struggling learners; only T3, T5, and T6 have highlighted that differentiation means

targeting all individual learners, not just certain groups: "every child is different, and we have the task of supporting them, not discouraging the difference". (T5)

Moreover, some teachers made interesting remarks on these approaches:

- "...it is probably necessary but it requires a lot of time" (T2)
- "...very good for learners, but difficult for the preparation of teachers, I cannot imagine such lessons" (T1, T3)
- "Individual attitude is rare; it is more to meet the requirements on the papers (about colleagues). I am trying hard; some parents have thanked me for that." (T6)

Generally, teachers seem to be quite aware of the aims of differentiating and individualizing approaches. Nevertheless, almost half of the teachers reduce their application only to certain individuals, or groups of individuals (and thus individualize). Only three teachers acknowledged that differentiation means addressing the needs of all individual learners. Moreover, some teachers seem to be concerned about the time-requirements, difficulty, connected with differentiation strategies, attitude of colleagues.

On top of that, two teachers expressed that they cannot imagine differentiating strategies in practice. This may be quite a significant phenomenon, as it is true that no Czech literature cited in this work offered any practical advice resuming to pure theory.

Thus, it seems that teachers are asked to take into account individual learners in their heterogeneous classes but no one seems to advise them on how to do that ending thus in a vicious circle with no beginning and no end.

10. Conclusion

"We appear to work in a system in which a norm defines the parameters of our practice."

(Tomlinson, 2004)

This thesis has attempted to provide an insight into the complexity of differentiation strategies in relation to the growth of individual learners in our heterogeneous classes. As already suggested, differentiation offers immense possibilities in terms of addressing individual learners, but at the same time, it may hardly provide "all the tricks of the trade". It rather points in certain directions in which teacher may leap forward based on his or her knowledge, experiences, beliefs, and ongoing reflection.

Moreover, the practical part of this thesis attempts to capture a glimpse of the current practice and view it in the light of differentiation. The research integrated quantitative and qualitative approaches to survey the current situation as well as to uncover the layers that are often neglected - teacher thinking.

Thus, the first part of the research aimed to identify the extent and nature of the use of differentiation strategies: as obvious from the observations, differentiation reached less than 2% in the total time of all lessons, which is in the first case related to differentiation of content based on readiness, and in the second case, differentiation of content based on interest of individual learners. Other strategies that were employed in relation to differentiation included grouping (IP), and individual support.

Apparently, frontal teaching is still the ruling instructional pattern, leaving far behind other IP; and moreover, the exploitation of flexible grouping is very much doubtful due to the prevailing long-term partnerships. On the other hand, individual support is provided regularly and to some extent may be filling the gap of differentiation, which on the other hand, as suggested above, is extremely rare.

Based on the overall results, it is also obvious that differentiation is minimally employed; generally, the class is targeted as a whole, rather than particular differences of individual learners as advocated by Tomlinson. On the other hand, the teachers are apparently aware of the individual differences but due to a number of factors, including time constraints, manageability, unfamiliarity with specific strategies, or unwillingness;

they seem to resume to targeting only certain individuals or groups of individuals, and thus to some extent individualize their teaching, while primarily addressing their image of “the average learner”.

The only exception may be T5, who seems to be systematically going in the right direction towards differentiation strategies and could be in many aspects a model for others.

Obviously, highlighting one or two major causes of the current situation would be easy and convenient, but as suggested above, the research indicates that the situation is, as probably always, much more complex. The findings of the integrating part thus point in many directions.

Firstly, the causes may be related to school climate, esp. relationship and limited mutual support from staff members; as one teacher characterized it: "It is my treasure, why would I tell others how to do it. They won't tell me." (T5) Or the unwritten rule at one school that "no noises should be heard from the class". (T6) All that may capture the underlying message that the school climate may not often be supportive towards changes. Moreover, my impression is that there seem to be a lot of taboos and insecurity in terms of acknowledging that teachers may need more information or help when dealing with the problems they face, thus often blaming learners, parents, etc. as to avoid admitting that a problem exists and the solution may not be immediately within their reach.

Additionally, inconsistency, insufficiency, and/or inefficiency of teacher development may be another problem. Although there may be seminars sparingly available to teachers on the topic of differentiation; for instance, based on T1's experience, a seminar she attended provided no useful information and at the end, it might have been rather contra-productive ending in confusion and demotivation. Nevertheless, it may be suggested that the teachers are striving to continue in further development within the possibilities available, but they seem to be often provided with bits and pieces of information; and thus no consistency in terms of further development appears to be offered.

This observation is in accordance with Elmore and Burney (1999) who confirm this assumption, "...it appears that when the professional development of teachers is aimed at specific objectives and programs instead of general large-scale innovation projects, the chances of sustained change increase considerably." (In van den Berg 2002:592)

This is interlinked with the problem, which was already suggested by Krupičková (2005) concerning limited availability of practically-oriented resources on differentiation strategies in Czech, and “the difficulty to imagine it in practice” (T3).

Finally, among many other causes, we may identify certain social determinants in relation to upbringing and family values, as manifested in the emphasis of parents on extrinsic motivation, thus, outcasting even the best teacher's intention

However, it is easy to blame teachers for not differentiating, but as suggested above the situation is more complex. On one hand, some of the teachers feel that “they *are told* to differentiate and individualize”, which may signify some amount of external pressure which may result in “decreased feelings of efficacy on the part of teachers and numerous concerns”. (van den Berg 2002:595)

On the other hand, the teachers do not seem to be adequately motivated in terms of further development (and de facto differentiation). In my opinion, the Czech educational system does not provide an effective and systematic way of rewarding teachers, the quantity in the form of the years of experience is preferred to the quality of teaching, which is by itself in contradiction with differentiation as argued here. Thus, ironically, it seems that teachers are not receiving what they are asked to give. As a result, it may come as no surprise that differentiation does not reach more than two percent.

Nevertheless, these assumptions stemming from the research are still to a great extent on the verge of hypothesizing and definitely require separate investigations into individual aspects, as suggested in the practical part of this thesis and subsequently to some extent in the conclusion.

Moreover, the research worked with enormous amount of information that had to be selected, and due to the extent of this work, much could not be integrated. On top of that, there is also a lot that has not been disclosed by the teachers. And these gaps bear their meaning as much as the information expressed; Sing & Richards explain:

...there are some questions that respondents do not want to answer, others they circumvent, and most significantly, aspects of their experiences are so taken for granted that they are not reported. In such situations, the silence on these issues in itself becomes powerful data ... (2003:6)

To sum up, we need to be aware that "every teacher has a set of opinions that may clearly differ from those of his or her colleagues". (van den Berg 2002:589) Therefore, this thesis presented a microscopic tour through the "troubled waters" of the current situation at three elementary schools. The data obtained, seem to be extremely valuable indicators of the existence of some of the phenomena mentioned above. Nevertheless, the more general assumptions drawn on the findings are, to a great extent, on the brink of hypothesizing, and will require further investigations with a more specific scope both in terms of differentiation and teacher thinking, as to assist teachers in their challenging mission of reaching and teaching all individual learners in their heterogeneous classes.

RESUMÉ

Tato diplomová práce s názvem *Výuka anglického jazyka v heterogenní třídě* se věnuje otázce diferenciaci, a tudíž i individualizace ve výuce v běžných heterogenních třídách. Teoretická část shrnuje současné poznatky o diferenciaci publikované u nás i v zahraničí. První část vymezuje význam diferenciaci tak, jak je chápána v této práci. Diferenciaci je zde tedy nazírána z pohledu vnitřní diferenciaci s důrazem na kvalitativní, spíše než na kvantitativní složku.

Zároveň, druhá kapitola, rozebírá historické a společenské pozadí ve vztahu k této otázce. Zdůrazňuje se zde, že diferenciaci není otázkou současných trendů, přestože odpovídá současným integračním snahám, ale naopak se zde podtrhává nutný historický vývoj, hl. ve vztahu ke dvacátému století, věku dítěte.

V první části třetí kapitoly jsou konkrétně uvedena a vymezena různá pojetí již zmiňované vnitřní diferenciaci, jež přispívají k dotvoření celkového obrazu o vlastním pojetí tohoto fenoménu. Následně je zde věnován prostor vztahu mezi diferenciací a individualizací, jež je jakýmsi úvodem k části *Implications & Considerations*. Je pravda, že názorů a interpretací, které jsou zde demonstrovány na pohledu Tomlinsonové a Skalkové, je opravdu mnoho a jejich záběr je velmi široký. Proto i na základě reflektování vzhledem k výzkumu, jsem se rozhodla věnovat část určenou více prakticky: *Implications & Considerations*, právě této otázce. Tato část se objevuje v teoretické části vždy, když si to situace určitým způsobem vyžádá a je nutné něco blíže vysvětlit, či prakticky představit. Nejde tedy o pravidelné příspěvky ke každé kapitole, ale spíše se jedná o určitou sondu vzhledem k danému tématu.

Dále jsou zde dále charakterizovány rozdíly mezi vnitřní a vnější diferenciací, a kvalitativní a kvantitativní diferenciací, jež jsou signifikantní k vymezení významu diferenciaci, tak jak je zde představována. Nicméně, je nutné si uvědomit, že diferenciaci

snahy by neměly být vnímány jako okrajové ve vztahu k procesu vyučování, ale naopak by měly být integrální součástí vyučování v běžných heterogenních třídách.

Čtvrtá kapitola se věnuje diskuzi o individuálních odlišnostech učících se žáků ve vztahu k diferenciaci na základě kognitivních, afektivních, fyzických, sociálních, a sociálně-kulturních determinant. Jsou zde zahrnuty především otázky inteligence, učebních stylů a strategií, a motivace (hl. vnitřní a vnější), jež hrají významnou roli v procesech učení.

Další část čtvrté kapitoly navazuje na individuální rozdíly a především na základě Tomlinsonové rozlišuje diferenciaci podle určitých kritérií, jež se vztahují jak k individuálním rozdílům mezi žáky, tak k samotnému vyučovacímu procesu. Tomlinson rozděluje diferenciaci na základě obsahu, procesu a výsledku (produktu) vyučování a zároveň ve vztahu k "pokročilosti", zájmům, a individuálnímu profilu jednotlivých žáků.

Toto rozlišení, jež je dále zpracováno v této práci do formy matrixu vzájemných vztahů a propojení, je hlavně důležité k úspěšnému a postupnému zvládnutí počátečních snah v rámci diferenciaci, ale zároveň hraje i důležitou roli v dalším rozvoji těchto technik a strategií. Dále je nutné si uvědomit, že ve třídě, kde se diferencuje, přirozeně probíhá několik aktivit zároveň a tak i výběr určitých základních principů, je vždy otázkou výběru vzhledem k dané situaci. Nicméně je důležité si uvědomit, že diferenciaci se zaměřuje na individualitu žáka a jejím prostředkem k dosažení cíle je aktivní poznávání a objevování jednotlivých žáků. Dílčí cíle jsou tak ustanovovány na základě vzájemného dialogu a potřeb jednotlivých žáků za pomoci průběžného hodnocení a reflektování na dosažené výsledky vzhledem k potřebám žáků.

Pátá kapitole se následně věnuje konkrétním strategiím a technikám z důrazem na praktické využití ve výuce anglického jazyka. Je nutné si uvědomit, že možnosti a směry rozvoje konkrétních diferenciacních strategií jsou opravdu bohaté a ve velké míře záleží právě na samotném učiteli, jak je pojme, a přizpůsobí potřebám svým a svých žáků.

Zdůrazňuje se zde potřeba si utvořit jasnou představu o tom, co konkrétně pro každého diferenciací znamená, a co obnáší její aplikace v praxi nejen pro učitele, ale i pro žáky a jejich rodiče, včetně palčivých otázek fair play jejich možných řešení.

Jedna z dalších kapitol se dále věnuje tématu řízení třídy s ohledem na první krůčky v oblasti diferenciací, flexibilnímu využití času s ohledem na potřeby jednotlivých žáků, individuální podpoře, flexibilnímu využití organizačních forem práce a také otázce hodnocení v rámci diferenciací s důrazem na formativní evaluaci.

První fáze výzkumu v praktická částí této diplomové práce má za cíl zjistit současný stav ve vztahu k používání diferenciací strategií v hodinách anglického jazyka.

Na základě observací sedmi učitelů ve třech základních školách a jejich následnému rozboru na základě několika již zmíněných kritérií, jsem došla k závěru, že diferenciací vzhledem k obsahu, procesu a produktu v závislosti na připravenosti, zájmům, a profilu jednotlivých studentů dosahuje necelých dvou procent.

Ve vztahu k různým organizačním formám práce bylo zjištěno, že i když jsou využity různé organizační formy, frontální výuka přesto naprosto převládá. Navíc, flexibilita těchto organizačních forem je víc než sporná, jelikož bylo zjištěno, že se spíš jedná o dlouhotrvající spolupráci žáků, než o flexibilní proměnu seskupování na základě jejich potřeb.

Individuální podpora byla zjištěna velmi vysoká, každý učitel podal pomocnou ruku v individuálních případech minimálně ve dvou třetinách všech observovaných hodin. Tento fakt může dále ukazovat na vyrovnávání nedostatku diferenciací strategií individuální podporou některých žáků.

Tato část výzkumu víceméně odpovídá šetření, jež provedla Krupičková v roce 2005. I přes formální rozdíly ve vnímání významu termínů diferenciací a individualizace,

oba dva výzkumy dochází k porovnatelným výsledkům a shodují se na faktu, že diferenciaci je v hodinách anglického jazyka uplatňována zcela minimálně.

Nicméně, další část integruje všechny tři části výzkumu, jež se skládají z již zmíněných observací, dále jsou zde využity semi-strukturované interview jednotlivých vyučujících, a na závěr je ještě k dalšímu rozšíření a verifikaci získaných dat využit dotazník. Poslední dvě fáze výzkumu navíc mají za cíl propojit kvantitativní a kvalitativní výzkum k dosažení komplexnějšího pohledu na příčiny zjištěného stavu, a dále mají za cíl poodhalit profesní vědění učitelů.

Tato integrace několika fází výzkumu s použitím různých metod a prostředků je vztahena k několika klíčovým oblastem diferenciačních snah a zahrnuje plánování a cíle, vztah učitel a žáka, individuální rozdíly, použití materiálů ve výuce, organizační formy a jejich flexibilita, hodnocení, zájmy žáků ve výuce a v neposlední řadě názory učitelů na diferenciaci a individualizaci.

Na základě zjištěných výsledků je analyzována každá oblast samostatně a na základě toho velkého množství zjištěných poznatků jsou vyvozeny určité závěry, jež jsou ovšem znovu v mnoha ohledech na hranici hypotéz. Dotýkají se například možného nepříznivého klimatu ve škole, spolupráce kolegů, nízké efektivity dalšího vzdělávání učitelů, spolupráce rodičů se školou, motivace učitelů ke změnám atd.

Je nutné zdůraznit, že tato práce se zabývala ohromným množstvím dat, jež zde na tak malém prostoru nemohou být efektivně a smysluplně prezentovány, proto jsou určité závěry týkající se hlavně kvalitativní stránky výzkumu pouze nastíněny.

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Appendix 1 – Observations

	READINESS	INTEREST	LEARNING PROFILE
CONTENT <i>what students learn</i>	<p>the "what" of teaching: principles, topics, and concepts that teachers want students to learn, which are matched in terms of complexity to a student's current level of understanding and skill.</p> <p>(Heacox. 2002:10, Tomlinson. 2001:80)</p>	<p>giving choices about facets of a topic (the "what" of teaching: principles, topics, and concepts that teachers want students to learn)</p> <p>helping ss to link a personal interest to the content</p> <p>(Heacox. 2002:10, Tomlinson. 2001:80)</p>	<p>helping learners to make choices of the "what" of teaching (principles, topics, and concepts) based on their preferences in relation to a number of factors, e.g. learning style and strategy, intelligence preference, gender, culture, etc.</p> <p>(Heacox. 2002:10, Tomlinson. 2001:80, 2003:3-4)</p>
PROCESS <i>how students learn it</i>	<p>matching the complexity of a task to a student's current level of understanding and skill by engaging students in critical and creative thinking, or by increasing the variety of ways in which ss learn</p> <p>(Heacox. 2002:11, Tomlinson. 2001:80)</p>	<p>giving learners choices in the way they deal with and process a facet of a topic and helping to link a personal interest to a sense-making goal</p> <p>by engaging students in a variety of critical and creative thinking</p> <p>by increasing the variety of ways in which ss learn</p> <p>(Heacox 2002:11, Tomlinson 2001:52-59,80)</p>	<p>engaging students in critical and creative thinking, and helping to make sense of an idea in a preferred way of learning based on their preferences in relation to a number of factors, e.g. learning style and strategy, intelligence preference, gender, culture, etc.</p> <p>(Heacox. 2002:10, Tomlinson. 2001:80, 2003:3-4)</p>
PRODUCT <i>how students demonstrate what they have learned</i>	<p>matching the complexity of the end product to a student's current level of understanding and skill</p> <p>End products: tangible - report, brochure, model verbal - dialogue, speech debate action - skit, mock trial, dance, etc.</p> <p>(Heacox. 2002:11, Tomlinson. 2001:80)</p>	<p>giving ss choices about facets of the end product, or helping them to link a personal interest to the end product</p> <p>(Heacox. 2002:11, Tomlinson. 2001:80)</p>	<p>helping learners choose and approach an end product based on their preferences in relation to a number of factors, e.g. learning style and strategy, intelligence preference, gender, culture, etc.</p> <p>(Heacox. 2002:11, Tomlinson. 2001:80, 2003:3-4)</p>

Appendix 2 - Revised Bloom's Taxonomy of Educational Objectives

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. FACTUAL KNOWLEDGE						
B. CONCEPTUAL KNOWLEDGE						
C. PROCEDURAL KNOWLEDGE						
D. META-COGNITIVE KNOWLEDGE						

(based on Anderson & Krathwohl, 2001:128)

Appendix 3A - Gardner In Bloom

	Verbal Ling	Visual Spatial	Logical Math	Natural	Musical	Bodily Kinesth	Intra person	Inter person
Knowledge							LOG	
Comprehension								
Application						ROLE PLAY		
Analysis			GRAPH					
Evaluation								
Synthesis	POEM							

Appendix 3B - MULTIPLE INTELLIGENCE-BASED PRODUCT LIST

MULTIPLE INTELLIGENCE-BASED PRODUCT LIST	
VERBAL-LINGUISTIC <ul style="list-style-type: none"> Write a book, poem, news article about ... Design a checklist for ... Research a topic and take notes ... Write a travel brochure ... Create a set of newspaper headlines ... Use storytelling to explain ... 	SPATIAL <ul style="list-style-type: none"> Design a greeting card or postcard ... Create a photo journal about ... Create a game that teaches the concept of ... Create a scrapbook ...
LOGICAL-MATHEMATICAL <ul style="list-style-type: none"> Conduct a survey, graph your results, and draw conclusions Construct a visual timeline Design and conduct an experiment to prove ... Create or play a dice game and record ... Complete a graphic organizer ... 	MUSICAL <ul style="list-style-type: none"> Interpret a song from a specific period ... Gather examples of music that reflect the mood of a book, time period, place ... Play a piece of music to illustrate ... Make a song about ...
BODILY-KINESTHETIC <ul style="list-style-type: none"> Bring hands-on material to demonstrate ... Make a videotape of ... Create a museum exhibit to show ... Create a play, role-play, use prompts to ... Create a movement or sequence of movements to explain ... 	NATURALIST <ul style="list-style-type: none"> Write a photo journal about ... Take a virtual field trip via Internet to ... Write and illustrate a postcard from ... Gather or plan a collection of objects that ...
INTRAPERSONAL <ul style="list-style-type: none"> Keep a diary about ... Reflect on your own learning process ... Write an advice column ... Record in a progress chart your accomplishments toward a goal ... Complete a diagram that compares you and a character, historical figure ... 	INTERPERSONAL <ul style="list-style-type: none"> Evaluate your group's performance Present a news show/host a talk show ... Interview several people about ... Lead a group discussion on ... Teach the class about ... Conduct a group or class meeting to discuss ...

Based on Dodge 2005:95

Appendix 7 – Differentiation: Matrix (Figure14)

S	T	L	R/C	R/Pc	R/Pd	I/C	I/Pc	I/Pd	LP/C	LP/Pc	LP/Pd	S	T
1	1	1	0	0	0	0	0	0	0	0	0	S	0
		2	0	0	0	0	0	0	0	0	0	0	0
		3	12	0	0	0	0	0	0	0	0	S	0
		4	0	0	0	0	0	0	0	0	0	S	0
		5	0	0	0	0	0	0	0	0	0	S	0
		percentage	5.3	0	0	0	0	0	0	0	0	4/5	0
2		1	0	0	0	0	0	0	0	0	0	S	0
		2	0	0	0	0	0	0	0	0	0	S	0
		3	0	0	0	0	0	0	0	0	0	0	0
		4	0	0	0	0	0	0	0	0	0	0	0
		5	0	0	0	0	0	0	0	0	0	S	0
		percentage	0	0	0	0	0	0	0	0	0	3/5	0
3		1	0	0	0	0	0	0	0	0	0	S	0
		2	0	0	0	0	0	0	0	0	0	S	0
		3	0	0	0	0	0	0	0	0	0	S	0
		4	0	0	0	0	0	0	0	0	0	S	0
		5	0	0	0	0	0	0	0	0	0	S	0
		percentage	0	0	0	0	0	0	0	0	0	5/5	0
2	4	1	0	0	0	0	0	0	0	0	0	S	0
		2	0	0	0	0	0	0	0	0	0	S	0
		3	0	0	0	0	0	0	0	0	0	0	0
		4	0	0	0	0	0	0	0	0	0	S	0
		5	0	0	0	0	0	0	0	0	0	0	0
		percentage	0	0	0	0	0	0	0	0	0	3/5	0
5		1	0	0	0	0	0	0	0	0	0	S	0
		2	0	0	0	19	0	0	0	0	0	S	0
		3	0	0	0	0	0	0	0	0	0	S	0
		4	0	0	0	0	0	0	0	0	0	S	0
		5	0	0	0	0	0	0	0	0	0	S	0
		percentage	0	0	0	8.4	0	0	0	0	0	5/5	0
3	6	1	0	0	0	0	0	0	0	0	0	S	0
		2	0	0	0	0	0	0	0	0	0	S	0
		3	0	0	0	0	0	0	0	0	0	S	0
		4	0	0	0	0	0	0	0	0	0	S	0
		5	0	0	0	0	0	0	0	0	0	S	0
		percentage	0	0	0	0	0	0	0	0	0	5/5	0
7		1	0	0	0	0	0	0	0	0	0	S	0
		2	0	0	0	0	0	0	0	0	0	S	0
		3	0	0	0	0	0	0	0	0	0	S	0
		4	0	0	0	0	0	0	0	0	0	0	0
		5	0	0	0	0	0	0	0	0	0	S	0
		percentage	0	0	0	0	0	0	0	0	0	4/5	0

Appendix 4,5 – Research / Phase 1 - Sample Observation

1/1/1

TEACHING ENGLISH IN A HETEROGENEOUS CLASS - RECORDING SHEET

Sheet no.: 1

ACTIVITY 1		
CONTENT	READINESS	INTEREST
CONTENT		
PROCESS		
PRODUCT		
ACTIVITY 2		
CONTENT	READINESS	INTEREST
CONTENT		
PROCESS		
PRODUCT		
ACTIVITY 3		
CONTENT	READINESS	INTEREST
CONTENT		
PROCESS		
PRODUCT		
ACTIVITY 4		
CONTENT	READINESS	INTEREST
CONTENT		
PROCESS		
PRODUCT		

TIME: _____

NOTES: Individual support provided
 Grouping: WC, less individual w.
 PW: 2 wk.
 WC: 30 min.
 IW: 7 min.

1/1/1

TEACHING ENGLISH IN A HETEROGENEOUS CLASS - RECORDING SHEET

Sheet no.: 1
 No. of children: 20
 School/teacher: Deb./POL. WORLD CLUB
 Date: 15.2.
 Lesson: 1/45
 Class: 9. A

TIMING	ACTIVITY	TEACHING	GROUPING	NOTES
8.56	INTRO of TOPIC	Valentine - Questions SS about history of val. (in min) they read sentences 2 each other about st. l. - Questions	T → SS T → SS S → S2	ND
9.03	Write with - elicit in connected text PW	5 T → SS around the classroom writing first sentences → W/C W/ st. Valentine's Day	T → SC PW	NP 5 min.
9.06	2 people who most would write words on the strand - then compare	grouping me	SS → W/C T → SS (WC)	WC 9 min.
9.12	Open the book p. 32 - try	Reviewing words	T → SS	ND
9.15	Understanding - pre-observation	pre-observation - teacher T → SS everyone then, no the same text of the next gap filling with T individual work, every 10 min open reading to separate task of learners	individuals	ND
9.23	W/C check the same questions	T → W/C check Assignment asking st about the H of world's answer	W/C 3 T → W/C	WC 3 min.
9.25	Teacher the way in W/C	Teacher the way in W/C	W/C	WC 2 min.
9.28	Grammar - First found conditional	W/C = explore + put. → cond. - whole class based on the sentences given by T	T → W/C	WC 2 min.
9.34	Exercise in st. l. and individually	Exercise in st. l. and individually	individual	WC 0 min.
OTHER:	9.38	Wrap-up	Individual support provided	WC 2 min.

Signify of time: provided teaching, less individual, less individual, more provided

Appendix 6 – Obtained data – Observations

School1	G/min.				
Teacher1	frontal teach.	group work	pair work	indiv. work	other
Lesson 1	36	0	2	7	0
Lesson 2	23	0	17	3	2
Lesson 3	18	0	22	0	5
Lesson 4	32	0	0	13	0
Lesson 5	34	11	0	0	0
Minutes Ø	28,6	2,2	8,2	4,6	1,4
Percentage	63,6	4,9	18,2	10,2	3,1

School1	G/min.				
Teacher2	frontal teach.	group work	pair work	indiv. work	other
Lesson 1	42	0	0	3	0
Lesson 2	34	0	0	11	0
Lesson 3	40	0	0	5	0
Lesson 4	39	0	0	6	0
Lesson 5	39	0	0	6	0
Minutes Ø	38,8	0	0	6,2	0
Percentage	86,2	0,0	0,0	13,8	0,0

School1	G/min.				
Teacher3	frontal teach.	group work	pair work	indiv. work	other
Lesson 1	36	0	0	9	0
Lesson 2	21	0	6	18	0
Lesson 3	17	0	0	28	0
Lesson 4	32	0	0	13	0
Lesson 5	11	0	0	34	0
Minutes Ø	23,4	0	1,2	20,4	0
Percentage	52,0	0,0	2,7	45,3	0,0

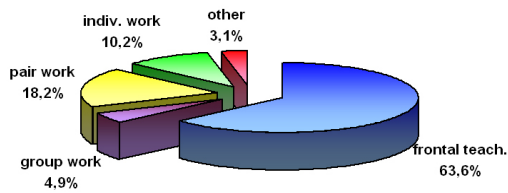


FIGURE 1

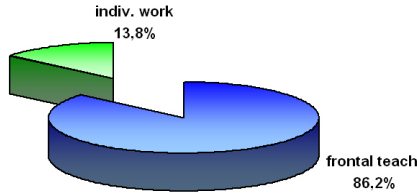


FIGURE 2

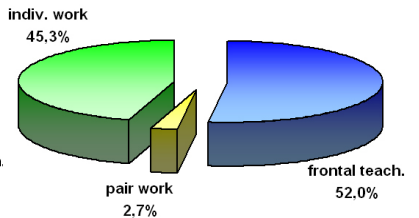


FIGURE 3

School2	G/min.				
Teacher4	frontal teach.	group work	pair work	indiv. work	other
Lesson 1	36	0	0	9	0
Lesson 2	39	0	0	6	0
Lesson 3	28	0	9	8	0
Lesson 4	40	0	0	5	0
Lesson 5	37	0	0	8	0
Minutes Ø	36	0	1,8	7,2	0
Percentage	80,0	0,0	4,0	16,0	0,0

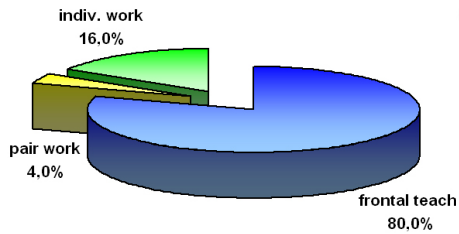


FIGURE 4

School2	G/min.				
Teacher5	frontal teach.	group work	pair work	indiv. work	other
Lesson 1	15	8	6	16	0
Lesson 2	13	8	5	19	0
Lesson 3	26	10	0	9	0
Lesson 4	12	23	0	10	0
Lesson 5	15	5	13	12	0
Minutes Ø	16,2	10,8	4,8	13,2	0
Percentage	36,0	24,0	10,7	29,3	0,0

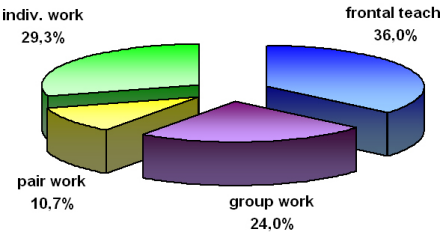


FIGURE 5

School3	G/min.				
Teacher6	frontal teach.	group work	pair work	indiv. work	other
Lesson 1	7	38	0	0	0
Lesson 2	35	0	10	0	0
Lesson 3	38	0	7	0	0
Lesson 4	20	0	0	25	0
Lesson 5	30	0	0	15	0
Minutes Ø	26	7,6	3,4	8	0
Percentage	57,8	16,9	7,6	17,8	0,0

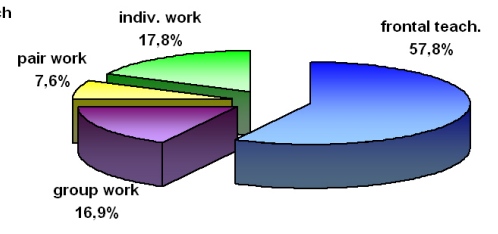


FIGURE 6

School3	G/min.				
Teacher7	frontal teach.	group work	pair work	indiv. work	other
Lesson 1	32	0	0	8	5
Lesson 2	35	0	7	3	0
Lesson 3	22	0	11	12	0
Lesson 4	31	0	4	10	0
Lesson 5	22	0	15	8	0
Minutes Ø	28,4	0	7,4	8,2	1
Percentage	63,1	0,0	16,4	18,2	2,2

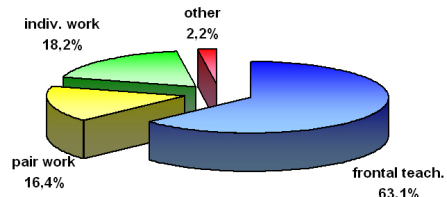


FIGURE 7

The following graphs record average percentage of instructional patterns applied in School 1, 2, and 3.

		frontal teach.	group work	pair work	indiv. work	other
School1	Teacher1	63,6	4,9	18,2	10,2	3,1
	Teacher2	86,2	0,0	0,0	13,8	0,0
	Teacher3	52,0	0,0	2,7	45,3	0,0
	Percentage	67,3	1,6	7,0	23,1	1,0

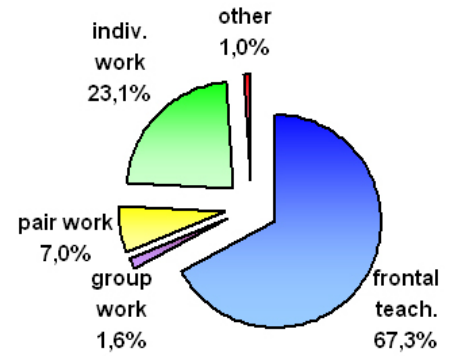


FIGURE 8

		frontal teach.	group work	pair work	indiv. work	other
School2	Teacher4	80,0	0,0	4,0	16,0	0,0
	Teacher5	36,0	24,0	10,7	29,3	0,0
	Percentage	58,0	12,0	7,3	22,7	0,0

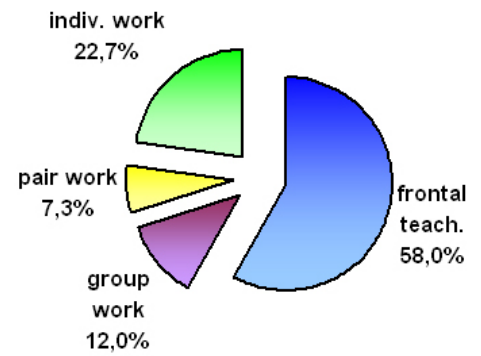


FIGURE 9

		frontal teach.	group work	pair work	indiv. work	other
School3	Teacher6	57,8	16,9	7,6	17,8	0,0
	Teacher7	63,1	0,0	16,4	18,2	2,2
	Percentage	60,4	8,4	12,0	18,0	1,1

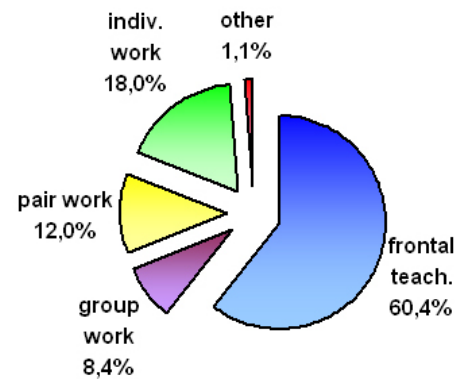


FIGURE 10

Appendix 8 - TRANSCRIPTION OF INTERVIEW

I (Interview): Byla tato hodina spíše typická nebo atypická? V čem?

T (Teacher): Dneska jsem dělala vysvětlování - nový mluvnický učivo, taková hodina víc mluvnická než konverzační, i když toto učivo je poměrně obtížné, v podstatě ta hodina byla pro děti docela zajímavá, protože je to hodně složitý, takže oni sami měli v tom textu, který měli, ten nový, takže se tam měli nejdříve podívat a zjistit, co tam pro ně je nejasného, to je vlastně to nové, takže si tam vyhledali ty příklady, příklady jsme vlastně vypsalí na tabuli, takže pracovali s tím novým textem a vypsalí ty věty v tom minulým čase na tabuli, když se na to koukali, měli se snažit vyvodit z toho, jak minulý čas vypadá a jak se tvoří. Co teda mě fíkali ty nápady a návrhy, tak jsme pak z toho vyvodili to pravidlo. A já jsem jim teda vysvětlila ten princip tvoření toho minulého času. To byla jedna část hodiny, že jo? a druhá část hodiny v podstatě spočívala v tom, že ten text už si poslechli, napřed poslechovou část měli, potom jsme pracovali s tím textem ve skupinách, oni se rozdělili na ty dvě půlky, jedna půlka to zpracovávala po té stránce obsahové a druhá skupina to zpracovávala po té stránce mluvnické, to znamená, že v tom vyhledávali to nový učivo a ta druhá skupina v tom vyhledávala ty nové slovíčka, takže to byla úplně nová věc.

I: Byla tedy tato hodina spíše typická nebo atypická?

T: Hodina byla téměř typická, nebylo tam úplně nějaká novinka, protože takhle v podstatě jsou zvyklí pracovat.

I: Dále by mě zajímalo, jak takovou hodinu plánujete? Nebo na jakých základech, popř. principech stavíte?

T: Plánování stavím spíš na tom, podle toho jaká je to třída, když tu třídu mám poměrně jako schopnou, schopnější, tak ty úkoly dělám pro ně samostatnější, jo? Třeba zrovna tady ta třída ta je poměrně celkem schopná, tak jsem po nich chtěla aby oni teda si sami ten minulý čas z toho vyvodili, aby si sami to pravidlo tam nějak stanovili, takže spíš, podle toho o koho se můžu opřít. Když se můžu přít o ty děti, tak ty úkoly jsou složitější, takový variabilnější, i ta hodina je pak pro ně zábavnější, protože jim to jde, takže čím víc se oni snaží, tak tím je to pak lepší, takže spíš o ty děti se pak opírám.

I: Jak tedy vidíte svůj vztah k žákům?

T: Vztah k žákům mám víceméně takový kamarádský, nesnažím se vystupovat z pozice nějaký sly, to záleží na nich, že jo, když ta spolupráce je dobrá, tak ten vztah k nim je přátelštější, než jinde, kde to prostě nefunguje, většinou to teda funguje, až na jeden případ, mám všechny úplně prostě pohodový, takže i v té hodině je to kamarádštější. Když se stane, že něco zapomenou, tak jsem ochotná to prominout, nesmí to být opakovaně, že jo.

I: Na čem jej budujete?

T: Vztah k žákům buduji na takové vzájemné důvěře, vzájemném propojení, takže, když oni mi řeknou, že zrovna dneska mají špatný den, nebo že se jim nedaří, tak jsem ochotná jim z těch požadavků nějakým způsobem tolerovat, odpustit, prostě snažím se v té hodině vystupovat jako z pozice toho, že jsme si partnery, než aby bylo mezi náma ...

I: Jak vidíte svojí roli učitele? ... Ve vztahu k žákům?

T: Moje role je... záleží teda jaká je to hodina, když je to teda hodina, kdy oni mají pracovat samostatně, tak spíš chodím, průběžně kontroluji práci, snažím se jim třeba ukázat, že tam mají chybu. Když je to třeba test, tak nemůžu jim radit, nebo někdy jim trochu poradím, ale spíš se člověk snaží být v takovém kontaktu úzkým. Snažím se, aby při té hodině byli aktivní, tzn. že nesedíme víceméně jenom v lavicích, ale i sedí před tabulí u obrázků, nebo sedíme na židličkách taky u těch obrázků, tak aby to spíš bylo zábavný. Jsou to klasické hodiny, těší se děti.

I: V čem jsou žáci stejní a v čem se podle vás liší?

T: Žáci jsou stejní v tom, že nechtějí nebo většina dětí v tomhle věku nechce pochopit, že výuka toho jazyka je důležitá, že je to priorita, a že se mají učit ve vlastním zájmu. Oni jsou na to moc malí, aby pochopili, že to budou potřebovat. Jsou stejní v tom, že k tomu přistupují jako k předmětu, a já jim říkám, když se to nebudete učit tak já nemám materiál, já nemám s čím pracovat. Jo když neumíte základ, nemáte slovní zásobu, nemáte napsané slovíčka, neumíte ty slovíčka, nemáte domácí úkol, tak já nemám na čem budovat, já tu hodinu pak neudělám, když na tom stavím, že jo. Takže v tom jsou stejní, je pravda ta, že jsou skupiny, kde děti automaticky udělají a napíšu si slovíčka, domluvíme se, že se naučí za týden třeba tu lekci podle toho... Většinou se jich ptám, jestli jsou schopni se to naučit do týdne. Mají určitý termín a do toho termínu se oni sami šibovali a já pak zkouším. Většinou to splní. No, ovšem, děti jsou různé a v jedné skupině se mi to nedaří a už ve čtvrté třídě a až do teďka - skupina osmáků, tam jsou fajn holky, možná dva kluci, který by se k nim mohli přidat. Zbytek kluků jsou absolutní lajdáci, nic nedělají, notabene jsou ještě nějaký, mají nějaký SPUčko, ale já jim nechci dávat ..., nebo takhle, i když jim dávám nějaké zvláštní úkoly, které mají vypracovat tak, i když jsou úplně jednoduché, tak oni nejsou schopni udělat ani ty super jednoduché úkoly, takže skutečně ta výuka je vždycky si říkám, že ... tam je prostě problém, že půlka třídy chce a půlka třídy nechce, teď, co s tou druhou půlkou, která tam být musí, vyhodit je nemůžete, i když je někdy vyhodím, tak to tu hodinu naruší, protože je mám na chodbě, musím nechat odevřeno, oni tam dělají opičárny a můžu si je zvat ráno od sedmi, můžu je tu nechat o velké přestávce, musím pracovat, je to pořád prostě stejný.

I: V čem přesně vidíte hlavní rozdíly?

T: Ty odlišnosti mezi dětmi jsou poměrně značné, že jo. Protože děti, které jsou z rodiny, které vedou to dítě k tomu, že ten jazyk bude potřebovat, to dítě už z domu je motivované, mám takových dětí spoustu, že ty rodiče i ten jazyk ovládají, to znamená, že s těma dětmi i cestují. To je strašně motivační, protože ty děti potom chtějí se učit a učí se dobře. Pak samozřejmě jsou děti, které absolutně aniž by byly třeba nějak handicapované tou specifickou poruchou učení, tak prostě se k tomu staví z té pozice, že prostě se učit nebudou, protože to jsou lajdáci, nejenom v tom jednom předmětu, ale obecně nejsou z rodiny k ničemu vedené, jako třeba napsat domácí úkoly. Ta spolupráce tam vůbec žádná není. Pak jsou samozřejmě ty individuální potřeby dětí, který mají ty dyslexie, dysgrafie a tyhle ty věci, a člověk se jím snaží nějak

pomoc a tam taky vidíte rozdíl. Jsou děti, které jsou za tu pomoc vděčné, že v rámci těch svých možností se snaží a jsou děti prostě ... budu se snažit jenom já, ale on se nesnaží vůbec, takže ta moje snaha je nakonec úplně nulová a já si říkám proč mám ten čas věnovat tý přípravě pro něj, když on teda nějakým způsobem na to nereaguje, že jo. Jo myslím si, že hlavní důvod je v tom, jak jsou ty děti z té rodiny motivovaný, aby se to učily.

I: Ovlivňuje nebo neovlivňuje toto všechno Vaši přípravu a výuku?

T: Já myslím, že ovlivňuje, jsou třídy, kam se hrozně těším a vymýšlím pro ty děti co možná nejzajímavější formy práce a třeba i témata, že se učíme třeba o zemích, kam jedou na dovolenou atd. Nebo zase chci, když teda někde vyjedou, aby mi řekli, byl jsem tam a tam. A on nám to ukázal na mapě, takže stavím i hodinu na tom, že třeba já mám jednoho chlapce, on hodně cestuje, je zcestovalej a má hodně poznatků, je hodně šikovnej, on vlastně mi doplňuje ty moje znalosti, protože člověk taky nezná všechno, že jo. Takže jo. ovlivňuje. Určitě.

I: Dále bych se ráda zeptala na to jaké materiály používáte k výuce a jak, poř., žáci pracují s těmito materiály?

T: Materiály používám různorodé, je jich celá řada, protože za ty léta už toho mám takový kvantum, že... teda od časopisů, přes učebnice několikery. Protože jsou novější vydání a novější vydání, tak i když mám starší, tak si je nechávám, protože si z nich pořád si čerpám, takové ty moje oblíbený věci, které už v těch novějších učebnicích nejsou. Nové učebnice jsou úplně suprový, ale pořád máš co dohánět, pořád můžeš shánět ty materiály, vždyť to víte, že člověk nikdy toho nemá dost, tak já i od dětí, takhle když máme nějaké téma, tak Praha, já jsem přinesla obrovský kalendář, říkám dětem, jestli nemají nějaký takovýhle, tak děti hnedka ... a okamžitě to zpracováváme, mám takové složky, jo, že to mám pojmenované, já nevím, Praha a města britská a americká, já prostě..., no, kupy, stohy materiálů. No a když děláme nějaké téma, tak každá skupina vlastně..., do každý skupiny mám připravené práce a ty si třeba potom skupiny prohodí. jsou hodiny, kdy všichni pracují se stejným materiálem, aby soutěžili, protože se ptám..., že kdo bude první třeba. A pak zase jsou takové práce, kdy každý dostane něco jiného, a ty ostatní o tom zase musí informovat, co oni dělali.

I: Na základě čeho rozdělujete žáky do skupin? Je to jak sedí, nebo ...?

T: Rozdělují do skupin na základě, jak ty děti jsou schopné. I když se snažím, že jsou v té skupině takové stejnorodé, a že si rozeberou mezi sebe takový ty jedince, kteří nejsou až tak schopní pracovat samostatně, to znamená, že oni ho do toho vtáhnou, a on se tam na tom nějakým způsobem podílí, ale že by to teda nějakým způsobem odvedl to ne.

I: Používáte frontální výuku, nebo ...? Proč? Nebo máte i jiné zkušenosti?

T: Používám všechno možné ... skupiny, pair work, ... ta frontální výuka je v podstatě akorát, když píšou nějaký test, tak sedí třeba normálně v lavicích po jednom a musí pracovat samostatně, jinak, říkám, i při tom, když vysvětlují nějakou tu mluvnici, tak jsou třeba ve dvojicích, že hledají společně v tom textu, nebo se navzájem doplňují, co možná nejméně to klasický. Spíš se snažím, aby oni v té hodině pracovali než já, já říkám: já jsem tady jenom taková šedivá eminence v pozadí. Já říkám ne, vy máte pracovat, vy se to máte naučit, já už to umím.

I: Co hodnotíte? Jak, co, a kdy hodnotíte?

T: Hodnotím neustále a co nejvíc, v podstatě, kdy se to hodí, jo okamžitě, když vidím, že to dítě nějakým způsobem zabodovalo, tak to ústní hodnocení je okamžitě, mám takový žetonky a oni v průběhu hodiny je dostávají a potom se hodnotí, kdo jich má nejvíc. Za tu správnou odpověď dostanou jakoby ten žetonek a říkám hodnotím v podstatě pořád. Co se týká hodnocení písemného, tak je jasný, že musím známkovat, no samozřejmě, že známkuju. Když se něco nepovede, tak říkám, když je to jednou, tak řeknu dobře, dneska ti to nešlo, no snažím se..., chci, aby to pro ně bylo přínosný, když chci, aby to měli rádi, tak je nemůžu je nemůžu zrazovat tím, že jim dávám špatný známky, tak že se z nich snažím vytáhnout možná to nej. No, někdy to nejde, někdy jsou děti, který jsou prostě tak lajdácky, že bohužel mají třeba tu čtyrku, ale ... Hodnotím je, aby to dítě vidělo, že postupuje, pokračuje, že má prostě nějakou perspektivu, protože musejí vidět nějaký ten svůj cíl, že jo. Vždycky, když se začínají učit ten jazyk, tak já říkám, teď začínáte na slovíčkách a chci, aby jste končili na větách. To znamená, když mě odpovídáš v pátý třídě jednoslovně, tak já potřebuju, by jsi mě v sedmý, osmý třídě dokázal odpovědět celou větou. ještě dřív. A v osmý, devátý třídě, aby jsi dokázal vyprávět trochu souvisle, já nevím, souvislý text, článek, nebo, aby se dokázali vyjádřit. Hodinu většinou začínám tím, že se jich ptám co dělali včera, jo. A já nechci, aby opakovali, že pořád vařili, to ne. Vy musíte hledat v těch slovníčcích už trochu něco, věty na úrovni.

I: Co hodnotíte na začátku lekce, nebo unit?

T: Ještě než něco začnu probírat vyvozují, co už uměj, třeba se chystám něco probírat, tak stavím na tom, co oni už mají umět.

I: Nebo zájmy, jsou relevantní nebo nejsou pro výuku?

T: Těžko říct, zájmy, snad jsou relevantní pro výuku. Třeba internet, nebo počítač, to je pro ně dneska číslo jedna, tak samozřejmě, že o to se zajímá každý, takže když pak píšeme dopis mailem, tak si myslím, že to tam v každým případě je. Když jediné mají speciální úkol on v tom životopise má povprávět trochu blíž o tom svém zájmu, nebo když vím, že hraje basketball, má zase za úkol o tom basketballe, jo... I když zase je pravda, že i ty články, které já jim dávám z konverzací, tak zase ty články vybírám podle jejich zájmu. Když hraje basketball, tak dostane článek o basketballe....

I: Setkala jste se někdy s pojmy diferenciaci a individualizaci? A co pro vás popř. znamenají?

T: Diferenciaci a individualizaci, tak já si myslím, že člověk se s tím setkává neustále, že je nějaký individuum a je nám kladeno na srdce, že teda máme diferencovat a že máme přistupovat k individuálním žákům, takže samozřejmě s tím se člověk setkává pořád. Ta individualizace, každý to dítě je jiný, a my máme za úkol podporovat to, co je jiný, nesrážet. Prostě každý jedinec je tam za sebe a my je máme v tom podporovat, že on je ten jedinej, ne je vychvávat, že my všichni teď budem dělat toleto, to je to co říká, že když zpracováváme nějaká témata a to dítě k tomu třeba nemá žádný vztah.

Appendix 9 – Research / Phase 3 - Sample Questionnaire

2/1 74

7. Toto není test. Jedná se pouze o zjištění pohledu a přístupu učitelů k současné výukové praxi a neexistuje špatná, ani správná odpověď. Důležité je, co si opravdu myslíte. Zaškrtněte políčko, které nejlépe koresponduje s Vaším názorem, následně vysvětlíte. Vše stanovisko. Nejvzdálenější políčko od středu vyjadřují úplný souhlas s daným tvrzením. Děkuji za Váš čas a námahu.

1. Výukové cíle jsou přizpůsobeny studentům v závislosti na jejich individuálních potřebách.

Vysvětlíte: *Sous odbornou plánem*

2. Obvykle používám stejný způsob hodnocení pro všechny žáky.

Vysvětlíte: *Učím 9. třídu - mladší, učím 10. třídu - starší, učím 11. třídu - nejstarší. Každý - odpovídá, každému jiným způsobem. Učím 12. třídu - nejstarší. Učím 13. třídu - nejstarší. Učím 14. třídu - nejstarší. Učím 15. třídu - nejstarší. Učím 16. třídu - nejstarší. Učím 17. třídu - nejstarší. Učím 18. třídu - nejstarší. Učím 19. třídu - nejstarší. Učím 20. třídu - nejstarší.*

3. Výuka a časové rozvržení činnosti se liší v závislosti na potřebách jednotlivých žáků.

Vysvětlíte: *Učím 9. třídu - mladší, učím 10. třídu - starší, učím 11. třídu - nejstarší. Učím 12. třídu - nejstarší. Učím 13. třídu - nejstarší. Učím 14. třídu - nejstarší. Učím 15. třídu - nejstarší. Učím 16. třídu - nejstarší. Učím 17. třídu - nejstarší. Učím 18. třídu - nejstarší. Učím 19. třídu - nejstarší. Učím 20. třídu - nejstarší.*

4. Práci zadává učitel včetně určeného zdroje informací.

Vysvětlíte: *Pro plnění úkolů mají jednotliví žáci k dispozici různé zdroje informací a mohou z nich volit.*

5. Při výuce využívám různé organizační formy, například frontální výuku, ve dvojicích, ve skupinách.

Vysvětlíte: *Při výuce využívám různé organizační formy, například frontální výuku, ve dvojicích, ve skupinách.*

6. Žáky rozděluji do dvojic nebo do skupin většinou podle jejich potřeb, zájmů, nebo schopností.

Vysvětlíte: *Žáky rozděluji do dvojic nebo do skupin většinou náhodně, nebo podle toho, kde sedí.*

7. Práci zadává učitel včetně určeného zdroje informací.

Vysvětlíte: *Pro plnění úkolů mají jednotliví žáci k dispozici různé zdroje informací a mohou z nich volit.*

8. Většinou žáci pracují na stejných aktivitách ve stejnou dobu.

Vysvětlíte: *Žáci mohou pracovat na různých aktivitách ve stejný čas.*

9. Zdůrazňuji kritické a kreativní myšlení a využívám nabytých vědomostí.

Vysvětlíte: *Kladu důraz na zvládnutí obsahu a požadovaných dovedností.*

10. Předpokládám, že studenti mají omezené nebo žádné povědomí o látce, které se chystám probírat.

Vysvětlíte: *Před započítím nového celku, zjišťuji znalosti a předbíhají žáky o daném tématu.*

11. Využívám průběžné hodnocení jednotlivých žáků před, v průběhu, i po skončení určitého výukového celku.

Vysvětlíte: *Obvykle hodnotím znalosti a schopnosti žáků na konci určitého výukového celku.*

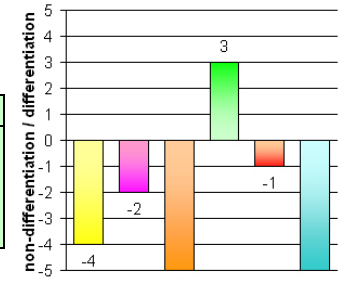
12. Moji hlavní prioritou je splnění osnov a moje vyučování tento cíl plně odráží.

Vysvětlíte: *Moje vyučování je založeno primárně na potřebách učících se žáků.*

Apendix 10 – Phase 3 - Overview of findings (P3)

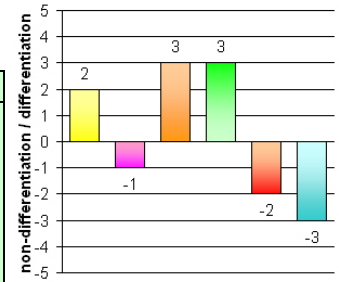
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
1.	Výukové cíle zůstávají stejné pro všechny studenty.	NA	-4	-2	-5	3	-1	-5	Výukové cíle jsou přizpůsobeny studentům v závislosti na jejich individuálních potřebách.

FIGURE 19



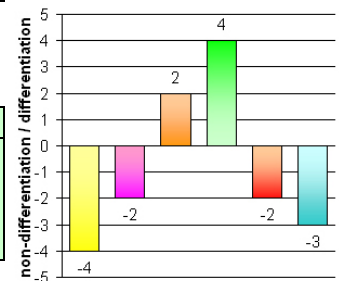
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
2.	Obvykle používám stejný způsob hodnocení pro všechny žáky.	NA	2	-1	3	3	-2	-3	Individuálně má každý žák obvykle možnost demonstrovat své znalosti různými způsoby, které si často sám zvolí.

FIGURE 20



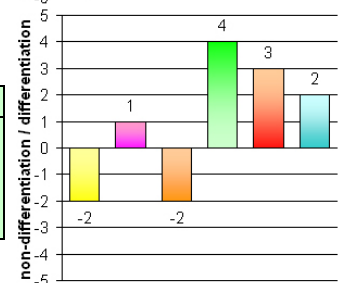
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
3.	Výuka a časové rozvržení činností je pro všechny žáky stejné.	NA	-4	-2	2	4	-2	-3	Výuka a časové rozvržení činností se liší v závislosti na potřebách jednotlivých žáků.

FIGURE 21



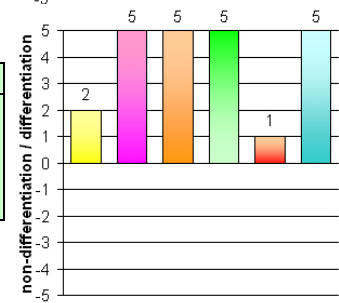
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
4.	Práci zadává učitel včetně určeného zdroje informací.	NA	-2	1	-2	4	3	2	Pro plnění úkolů mají jednotliví žáci k dispozici různé zdroje informací a mohou z nich volit.

FIGURE 22



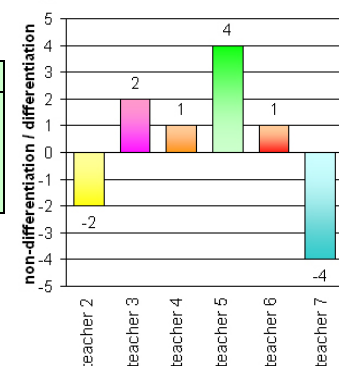
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
5.	Při výuce využívám hlavně frontální výuku.	NA	2	5	5	5	1	5	Při výuce využívám různé organizační formy, např. frontální výuku, ve dvojicích, ve skupinách.

FIGURE 23



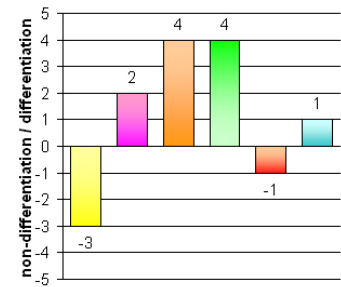
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
6.	Žáky rozdělují do dvojic nebo do skupin většinou náhodně, nebo podle toho, kde sedí.	NA	-2	2	1	4	1	-4	Žáky rozdělují do dvojic nebo do skupin většinou podle jejich potřeb, zájmů, nebo schopností.

FIGURE 24



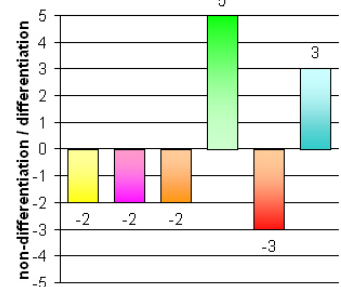
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
7.	Většinou ve výuce využívám stejné vyučovací postupy.	NA	-3	2	4	4	-1	1	Většinou ve výuce využívám různé vyučovací postupy.

FIGURE 25



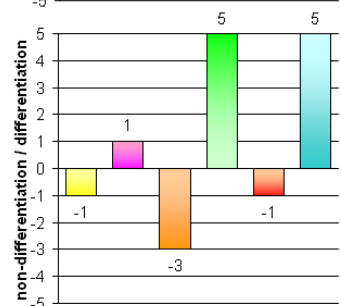
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
8.	Všichni žáci pracují na stejných aktivitách ve stejnou dobu.	NA	-2	-2	-2	5	-3	3	Žáci mohou pracovat na různých aktivitách ve stejný čas.

FIGURE 26



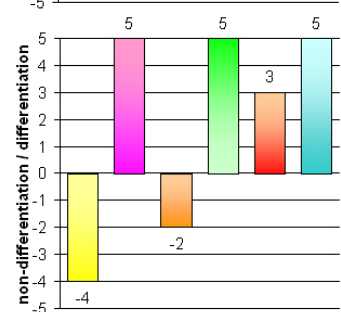
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
9.	Kladu důraz na zvládnutí obsahu a požadovaných dovedností.	NA	-1	1	-3	5	-1	5	Zdůrazňuji kritické a kreativní myšlení a využitelnost nabytých vědomostí.

FIGURE 27



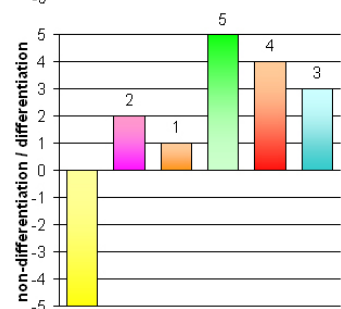
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
10.	Předpokládám, že studenti mají omezené nebo žádné povědomí o látce, kterou se chystám probírat.	NA	-4	5	-2	5	3	5	Před započítím nového celku zjišťuji znalosti a představy žáků o daném tématu.

FIGURE 28



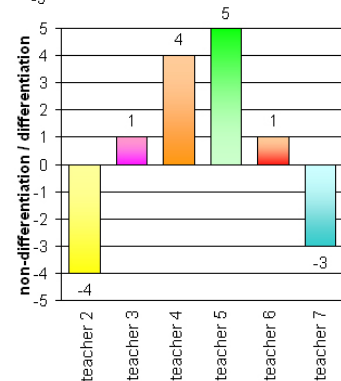
	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
11.	Obvykle hodnotím znalosti a schopnosti žáků na konci určitého výukového celku.	NA	-5	2	1	5	4	3	Využívám průběžné hodnocení jednotlivých žáků před, v průběhu, i po skončení určitého výukového celku.

FIGURE 29



	Non-differentiation	Teacher							Differentiation
		1.	2.	3.	4.	5.	6.	7.	
12.	Mojí hlavní prioritou je splnění osnov a moje vyučování tento cíl plně odráží.	NA	-4	1	4	5	1	-3	Moje vyučování je založeno primárně na potřebách učících se žáků.

FIGURE 30



NA – Not available

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	VÝUKA ANGLICKÉHO JAZYKA V HETEROGENNÍ TŘÍDĚ
Autor práce	Michaela CYRUSOVÁ
Obor	Učitelství anglického jazyka
Rok obhajoby	2007
Vedoucí práce	doc.PhDr.Michaela Píšová, M.A., Ph.D.
Anotace	<p>Práce se zabývá otázkou diferenciaci ve vyučování anglického jazyka. Na základě individuálních rozdílů mezi jednotlivými žáky jsou zde formulovány základní principy diferenciaci, a dále specifikovány konkrétní strategie a techniky, jichž lze při diferenciaci využít.</p> <p>Praktická část následně zjišťuje míru diferenciaci ve školách a snaží se odhalit příčiny zjištěného stavu.</p>
Klíčová slova	Differentiation Individualization Individual differences Teacher thinking Integrating Quantitative and Qualitative Research