



# Give us a chance!

## A call for greater focus on differentiated instruction on pre-sessional courses

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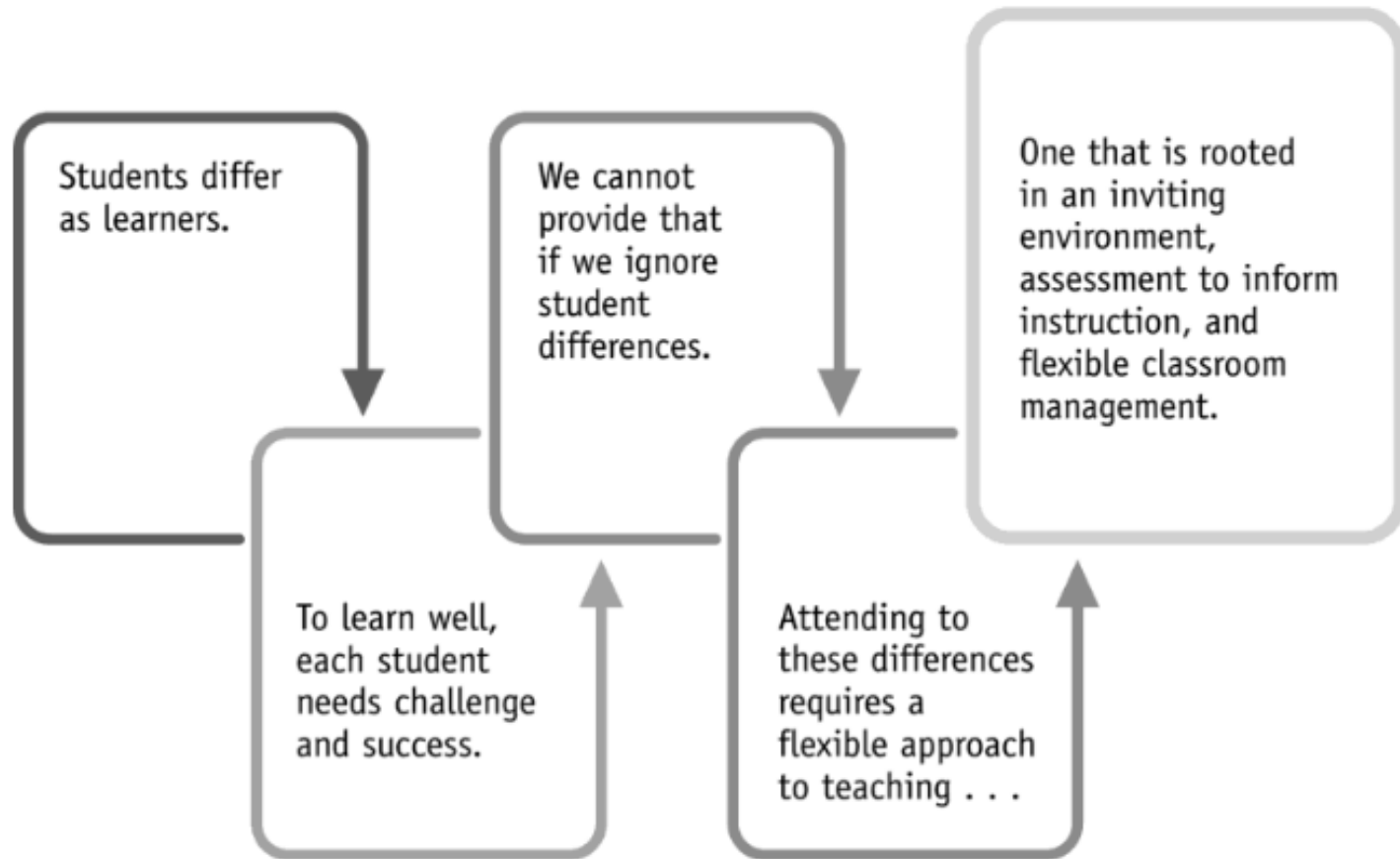
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# The Issue

- Lack of focus on differentiated instruction in pre-sessional course materials
- A need to upskill pre-sessional tutors in techniques for teaching mixed-level groups

# Why Differentiate?

## The Line of Logic for Differentiating Instruction



# BALEAP Competency Framework

## 10. Teaching Practices

An EAP teacher will be familiar with the methods, practices and techniques of communicative language teaching and be able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes.

Knowledge & understanding of –	Ability to –	Possible indicators –
the key differences between the content and processes required for teaching and learning in an EAP class compared with a general ELT class	plan and deliver a programme of lessons based on a syllabus	justify lesson plans on the basis of students' needs and syllabus. Evaluate a core textbook for a particular context
a developed repertoire of teaching techniques and the rationale for their appropriate use	distinguish between teaching subject content, procedural knowledge (e.g., how to go about doing a task) and language knowledge	adapt or create materials and explain the rationale behind these
	integrate teaching of academic language and academic study skills in lessons	reflect on and respond to observation or student feedback on teaching
	integrate study skills into other skills teaching	comment on a revised lesson plan
	integrate IT into delivery, to enhance IT skills and reflect academic practices	
	respond flexibly and exploit unplanned learning opportunities effectively	

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# What Can Be Done?

- Upskill tutors in teaching mixed-level groups
- Build differentiated instruction into course materials

# Upskilling Tutors

## 1. Tutor development sessions

- The impact of differentiation on motivation and learning
- Teacher reflection activity
- Teaching approaches

## 2. Ongoing dialogue

- shared document for extension activities
- collaborative lesson planning

# Strategically Implementing DI

“DI is not a short-term classroom strategy, but rather a component of teaching that allows instructors to have an impact on individual students at all levels. This is accomplished by planning and strategically implementing an array of integrated teaching and learning activities that are right for a particular class of students.”

# Building Differentiation into Materials

Elements that can be differentiated:

- Content (what students learn)
- Process (how students learn)
- Product (how students demonstrate learning)

# Building Differentiation into Materials

Foster a positive approach within teaching groups:

- Openly discuss mixed-level situation with classes
- Offer a variety of activities at different levels
- Encourage students to work at a level they find achievable but challenging

# In Summary

My plea to those designing pre-sessional courses:

1. Respect tutors as skilled practitioners who can recognise and respond to student needs
2. Train tutors in approaches and techniques for teaching mixed-level groups
3. Help tutors by strategically building differentiated instruction into course materials



# References

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