

# DIFFERENTIATED INSTRUCTION

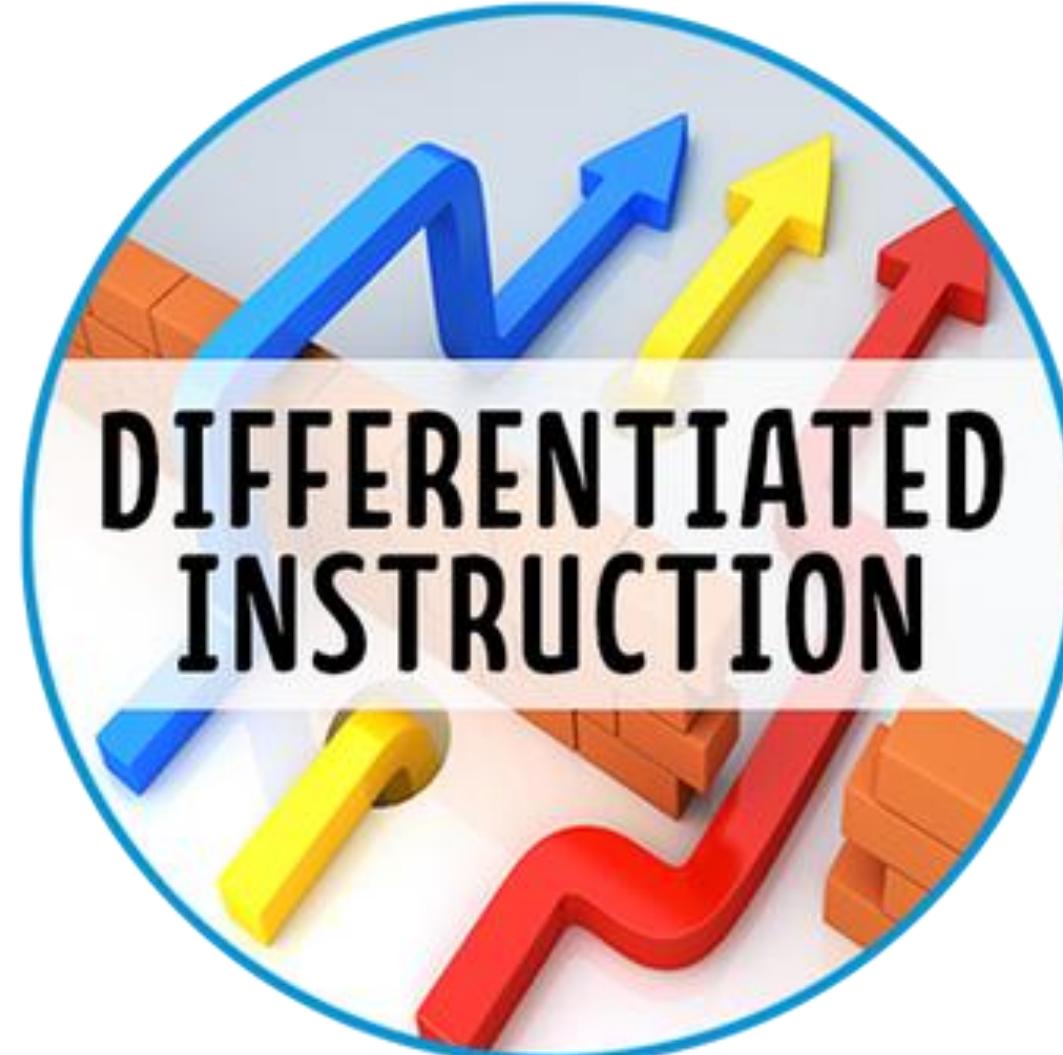


# ELTA Online Training

Presented by the New Taipei City  
English Education Resource Center

October 16, 2025

# DIFFERENTIATED INSTRUCTION





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## *differentiation*

Adapting lessons to help all students learn,  
even if their English is different.

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Are all your  
student's English  
level the same?



Type in your  
chatbox:



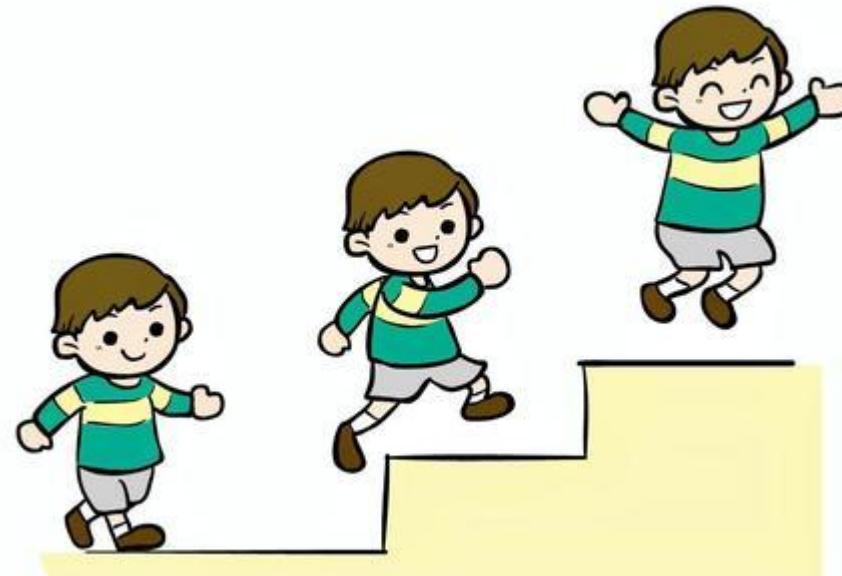
How are their English  
different in your  
classroom?

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**How can we help all our students to learn.**

**Even if they are at different levels.**



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## Observational assessment:

a strategy to address differences in learner needs.



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We can use 2 key strategies:

1

Visual Tasks



2

Writing Tasks



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For example in a lesson:



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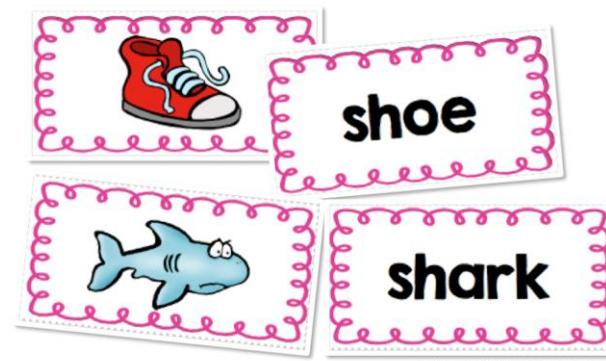
## 1. Visual Tasks

### Explanation

Visual tasks use pictures and objects to help young learners understand ideas more easily.

### Example for Young Learners

For a vocabulary review: **Beginners** match pictures to words;



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## 2. Writing Task

### Explanation

Writing tasks help students practice sharing their ideas clearly in writing.

### Example for Young Learners

More advanced students write sentences using the words and sentence starters.

The shoe is \_\_\_\_\_.

The shark is \_\_\_\_\_.



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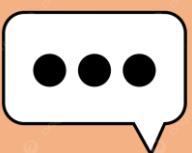
## Demo Example



Watch the example with the following questions in mind:

- 1. How is the teacher using differentiation?**
- 2. Why are these strategies used?**

Chatbox

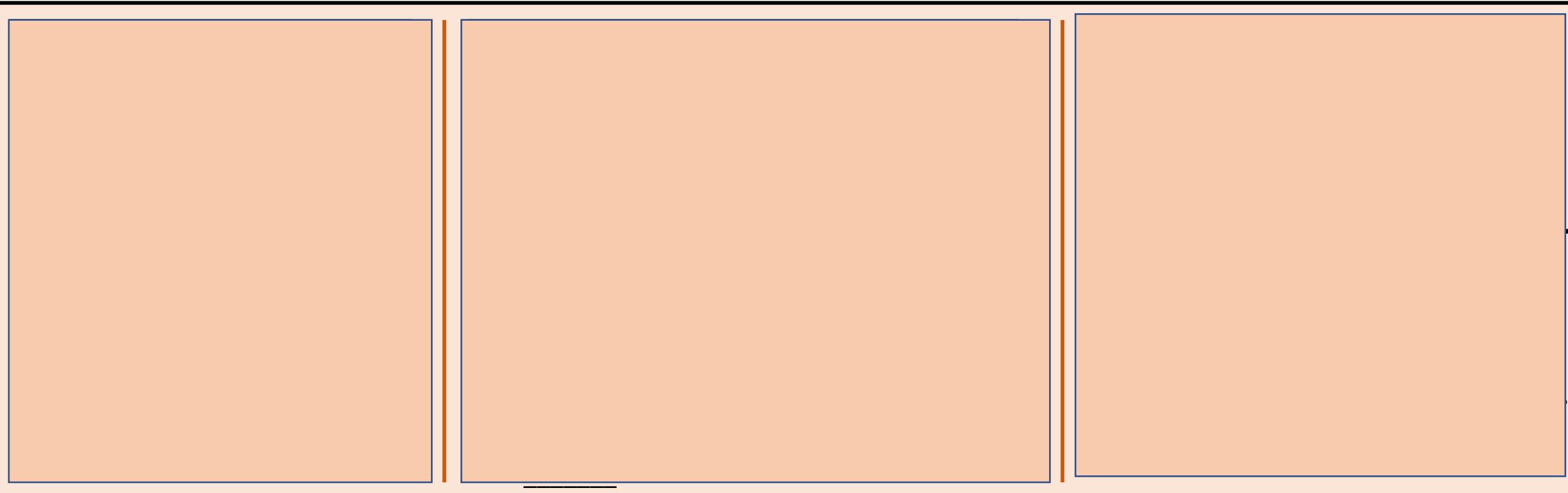




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## Differentiation Techniques

**Example:** You are teaching about animals in the wild.



You are using **different outputs** — this is differentiation.

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**Write in the Chatbox**



- 1. What differentiation techniques did you notice?**
- 2. How did these strategies help the students?**

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## How these differentiation techniques help students:

- They reduce cognitive overload for beginners.
- They allow teachers to scaffold learning without singling out students.
- They make abstract language more concrete and accessible.

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**Differentiation is when you...**

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**give students different ways to answer.**



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**use pictures or partner support.**

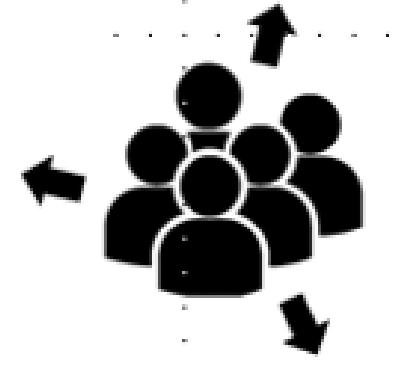


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**help everyone feel confident and included.**



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## Breakout Room



Group Discussions in  
Breakout Rooms



## Breakout Rooms Tasks (15 minutes)



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**Instructions for all Breakout Groups  
follows next:**



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**Here's what you need to do in your groups.**

- Work together to complete your group's task.
- Choose one person to take notes and one person to share your ideas when you return to the main room.
- Use the guiding questions to help your discussion.
- Be ready to share your output in 1–2 minutes.



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**Each group will report about 1 Example.**

Group 1 will report on Example 1

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Group 2 will report on Example 2

---

Group 3 will report on Example 3

---

Group 4 will report on Example 4

---

Group 5 will report on Example 5

---

Group 6 will report on Example 6

**Do your group's example first.**

**Try to complete a few examples.**

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15 minutes



**1** Appoint a Co-ordinator.



**2** Appoint a Reporter.

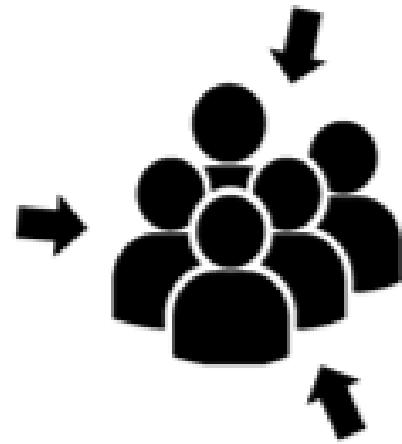


**3** Start your Task.





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Return to the Main Room.

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Groups report their findings  
in the Main Room.

**Group 1**

**Group 2**

**Group 3**

**Group 4**

**Group 5**

**Group 6**

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Question and Answer  
Session.

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## Breakout Room Tasks





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## Tasks Include:

- ✓ Match Students to the Right Task
- ✓ Grouping Students for Success
- ✓ Using Visuals and Real Objects
- ✓ One Task, Three Levels
- ✓ Supporting Fast Finishers
- ✓ Helping Struggling Students



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## Room 1: Match Students to the Right Task

**Scenario:** You are teaching a lesson about food vocabulary.

You have three students:

- **Student A:** Beginner
- **Student B:** Medium level
- **Student C:** Higher level

### **Task:**

Create one different task for each student based on their level. Make sure all tasks are about the same topic but not the same difficulty.

### **Guiding Questions:**

- What task can help Student A succeed?
- How can you challenge Student C?
- How will all students share learning together?

### **Output:**

List your 3 tasks and explain why each one fits the student's level.



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## Room 2: Grouping Students for Success

**Scenario:** You are planning a group poster activity about animals.

You have 6 students:

- 2 are shy
- 2 speak a lot
- 2 are strong in English

**Task:**

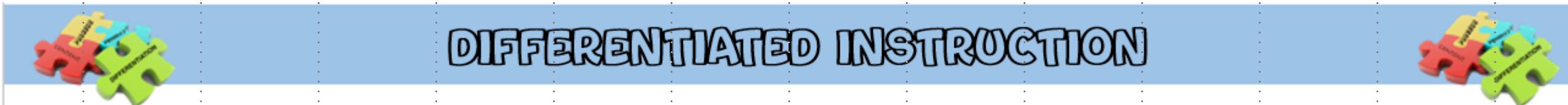
Decide how to group them and explain why. Think about who works well together and who needs support.

**Guiding Questions:**

- Should groups be mixed or same-level?
- How can you support shy or weaker students?
- What group roles can help?

**Output:**

Describe your groupings and how they help each student participate.



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## Room 3: Using Visuals and Real Objects

**Scenario:** You are teaching vocabulary about clothing.

**Task:**

Think of 3 different ways to support low-level students using:

- Pictures
- Real objects (clothes, toys, etc.)
- Gestures

**Guiding Questions:**

- What visuals will help most?
- When in the lesson will you use them?
- Can visuals help with behavior or instructions too?

**Output:**

List 3 visual strategies. Choose the best one and explain why.



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## Room 4: One Task, Three Levels

**Scenario:** Your topic is daily routines (e.g., brush teeth, eat breakfast).

### **Task:**

Create one activity with 3 levels:

- **Easy:** For students with very little English
- **Medium:** For students who can make short sentences
- **Hard:** For students who can write or speak more

### **Guiding Questions:**

- How will the activities be different but fair?
- Can all students complete something to share?

### **Output:**

Write your 3 versions of the task. Explain how they support different learners.



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## Room 5: Supporting Fast Finishers

**Scenario:** Some students finish their reading task early. Others need more time.

**Task:**

Plan 2–3 extra activities for early finishers that are quiet and useful.

**Guiding Questions:**

- Can they do something creative?
- Can they help other students or review?
- How can you avoid disruption?

**Output:**

List your fast finisher ideas and explain how they keep students learning.



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## Room 6: Helping Struggling Students

**Scenario:** A few students do not understand the task. They look lost or don't join the activity.

**Task:**

Think of 2–3 things the teacher can do to help **during the lesson** without stopping the class.

**Guiding Questions:**

- What extra support can you give?
- Can you change the task or explain differently?
- How can you help quietly?

**Output:**

List 2–3 teacher actions and explain how they support struggling students.



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## A sample of possible responses.

### Room 1: Match Students to the Right Task

#### Possible Tasks:

- **Student A (Beginner):** Match food words with pictures (e.g., apple, bread).
- **Student B (Intermediate):** Write 3 simple sentences about their favorite food using sentence starters.
- **Student C (Higher):** Write a short paragraph describing a meal they like, using adjectives.

#### Response Example:

This matches well because Student A practices basic vocabulary with pictures, which helps them understand without reading. Student B builds simple sentences with some support. Student C can write more and show deeper understanding.

### Room 2: Grouping Students for Success

#### Possible Grouping:

- Group 1: One shy student + one strong English speaker + one talkative student
- Group 2: Same for the other 3 students, mixing personalities and levels

#### Response Example:

Mixing shy and talkative students helps balance the group. The strong English speakers can help others. Giving roles like 'speaker,' 'writer,' or 'artist' can help shy students join in more easily.



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## Room 3: Using Visuals and Real Objects

### Possible Visual Strategies:

- Show real clothes or toys while saying the words
- Use flashcards with pictures of each clothing item
- Use gestures like touching the hat when saying “hat” or miming putting on shoes

### Response Example:

Using real objects is best because students can see and touch, making learning more real. Flashcards help with review, and gestures help show meaning without words.

## Room 4: One Task, Three Levels

### Possible Task Versions:

- **Easy:** Match daily routine pictures to words
- **Medium:** Write 3 sentences describing their morning routine
- **Hard:** Write a paragraph including times and extra details (e.g., “I wake up at 7 a.m. and brush my teeth.”)

### Response Example:

These versions give all students a chance to succeed. The easy task focuses on recognition, medium on short writing, and hard on more complex sentences. Everyone can share their work at the end.

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## Room 5: Supporting Fast Finishers

### Possible Ideas:

- Draw a picture about the story or topic
- Write a short extra sentence or question
- Help a classmate who is still working quietly
- Solve a related puzzle or word search

### Response Example:

These activities keep fast finishers busy and learning without distracting others. Helping classmates also builds cooperation and confidence.

## Room 6: Helping Struggling Students

### Possible Strategies:

- Give extra one-on-one support quietly
- Use simple language or L1 (first language) briefly if allowed
- Pair struggling students with helpful peers
- Show pictures or use gestures to explain again

### Response Example:

These ideas help students without stopping the whole class. Using gestures and peer help, allows students to get support but keeps the lesson moving.