

ABSTRACT – v anglickém jazyce

This diploma thesis called ‘Differentiation in English language teaching at the elementary school’ deals with employing differentiated instruction in a fifth-grade class at an elementary school in order to make learning more effective by balancing the stronger and the weaker students’ needs. The theoretical part focuses on topics of learning and effective learning with an emphasis on English language teaching, mixed ability classes, learner differences and differentiated instruction. The final chapter of this part proposes a set of example activities and ideas that might be used in mixed-ability classes. The practical part uses action research to determine whether differentiate instruction was employed successfully. The outcomes of the research are discussed at the end of this part. The assumption is that after the research is finished, the situation in the class will improve since all students will feel adequately engaged in the lessons.