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Doctoral Dissertation Topic:

Enhancing Mixed-Level EFL Students' Motivation and Learning Through Differentiated Instruction at South East European University

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I certify that I am the original author of this work.

Abstract

The purpose of this study is to discover the effectiveness of implementing Differentiated Instruction (DI) strategies in English as foreign language classrooms (EFL) at South East European University (SEEU). The field of differentiation has been a topic of interest for many scholars, especially in the United States and Europe. Many researchers have investigated the challenges posed by having mixed-level students in EFL classrooms as well as possible solutions. In order to demonstrate the relationship between the application of DI and its impact on enhancing EFL students' motivation and learning at SEEU, eleven methods of data collection were used including: student and lecturer questionnaires, applying DI tasks, observation log, quizzes, as well as structured interviews with students. The most significant finding of this study is that the application of differentiation along with the DI tasks applied did enhance students' motivation and learning. The student questionnaires and interview, lecturer's records from the observation logs and quiz results all demonstrated progress after the application of DI tasks. The importance of this study lies in the fact that it will impact not only the researcher's teaching as a foreign language teacher, but also the instruction of other lecturers at SEE University and elsewhere. The implementation of differentiation strategies will help lecturers meet diverse students' needs by enhancing their learning and motivation.

Keywords: *Differentiated Instruction, Diverse Learners, EFL classes, Motivation, Differentiation strategies, Observation logs*

Përmbledhje

Rritja e motivimit dhe të nxënit të studentëve të niveleve të ndryshme në të njëjtën klasë përmes mësimit të diferencuar në Universitetin e Evropës Juglindore

Qëllimi i këtij studimi është që të zbulohet efikasiteti i implementimit të strategjive të mësimit të diferencuar në klasat ku mësohet gjuha angleze si gjuhë e huaj në Universitetin e Evropës Juglindore (UEJL). Fusha e mësimit të diferencuar ka qenë temë interesimi për shumë studiues, posaçërisht në Shtetet e Bashkuara të Amerikës dhe në Evropë. Shumë studiues i kanë hulumtuar sfidat e paraqitura si pasojë e ekzistimit të studentëve të niveleve të ndryshme në klasat ku mësohet gjuha angleze si gjuhë e huaj si dhe janë marrë parasysh zgjidhjet e tyre të mundshme. Me qëllim që të demonstrohen marrëdhëniet përmes zbatimit të mësimit të diferencuar dhe ndikimi që ai ka në rritjen e motivimit dhe të nxënit të studenteve që e mësojnë gjuhen angleze si gjuhë të huaj në UEJL, janë përdorur njëmbëdhjete metoda të mbledhjes së të dhënave duke përfshirë: pyetësorë për mësimdhënës dhe studentë, aplikimi i detyrave të diferencuara, regjistri i vëzhgimit, kuize si dhe intervista të strukturuara me studentë. Zbulimi më domethënës i këtij studimi është se zbatimi i mësimit të diferencuar së bashku me detyrat e diferencuara që janë përdorur, kanë rritur motivimin dhe të nxënit e studenteve. Pyetësorët për studentë dhe intervistat, shënimet e mësimdhënësit nga regjistri i vëzhgimeve dhe rezultatet e kuizeve, të gjitha kanë demonstruar përparim pas zbatimit të detyrave të diferencuara. Rëndësia e këtij studimi qëndron në faktin se ai do të ketë ndikim jo vetëm në mësimdhënien e studiueses si mësimdhënëse e gjuhës angleze, por gjithashtu do të ndikojë në mënyrën e mësimdhënies të mësimdhënësve tjerë në UEJL dhe gjëkundi tjetër. Implementimi i strategjive të mësimit të diferencuar do t'u ndihmojë ligjëruesve që ti përmbushin nevojat e studentëve me nevoja të shumëllojshme duke e rritur të nxënit dhe motivimin e tyre.

Fjalët kyçe: *mësimi i diferencuar*, *studentë me nevoja të shumëllojshme, klasat ku mësohet gjuha angleze si gjuhë e huaj, motivimi, strategjitë e mësimit të diferencuar, regjistri i vëzhgimit*

Апстракт

Подобрување на мотивацијата и учењето на студентите од различни нивоа во ист клас по пат на диференцирана настава во Универзитетот на Југоисточна Европа

Целта на оваа студија е да се открие ефективноста на примената на стратегиите за диференцирана настава во училниците каде што англискиот се учи како странски јазик на Универзитетот на Југоисточна Европа (ЈИЕУ). Областа на диференцираната настава отсекогаш била тема на интерес за многумина научници, особено во Соединетите Американски Држави и Европа. Многумина истражувачи ги испитувале поставените предизвици како резултат на постоењето на студенти од различни нивоа во училниците каде што англискиот се учи како странски јазик како и можните решенија се земени предвид. Со цел да се демонстрира односот помеѓу примената на диференцираната настава и нејзиното влијание врз подобрувањето на мотивацијата и учењето на студентите кои го учат англискиот како странски јазик во ЈИЕУ, беа користени единаесет методи за собирање на податоци, вклучувајќи: прашалници за студенти и предавачи, примена на диференцирани задачи, дневници за набљудување, квизови, како и структурирани интервјуа со студенти. Најзначајното откритие на оваа студија е дека примената на диференцираната настава заедно со примената на диференцираните задачи ги подобруваат мотивацијата и знаењето на студентите. Студентските прашалници и интервјуа, записите на предавачот од дневниците за набљудување и резултатите од квизовите, покажаа напредок по примената на диференцираните задачи. Важноста на оваа студија лежи во тоа што таа ќе влијае не само врз начинот на предавање на истражувачот како предавач по странски јазик, туку и врз наставата на други предавачи на Универзитетот на ЈИЕ и на други места. Имплементацијата на стратегиите за диференцирана настава ќе им помогне на предавачите да ги задоволат различните потреби на учениците преку подобрување на нивното учење и мотивација.

Клучни зборови: *диференцирана настава, студенти со различни потреби, училниците каде што англискиот се учи како странски јазик, мотивација, стратегиите за диференцирана настава, дневници за набљудување*.

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Table of Contents

Abstract III

Përmbledhje IV

Апстракт V

Acknowledgements VI

Table of Contents VII

CHAPTER I 1

INTRODUCTION TO THE STUDY 1

I.1 Background of the problem 1

I.2 Statement of the problem 2

I.3 Purpose of the study 3

I.4 Research questions 5

I.5 Importance of the Study 5

I.6 Definition of Terms 6

CHAPTER II 11

REVIEW OF LITERATURE 11

II.1 What is the topic of the study? 11

II.2 The Relevance and Benefits of DI 12

II.3 What has been done in the field so far? 18

II.4 Is there any problem with what has been done/said so far? 24

II.5 What is the problem with what has been done/said? 25

II.6 What solution may be offered? 26

CHAPTER III 30

RESEARCH METHODOLOGY 30

III.1 Research questions 30

III.2 Participants 31

III.2.1 Student participants (Research laboratory and Side study students) 31

III.2.2 Researcher as participant (Participant as observer) 33

III.2.3 Adjunct participants 34

III.3 Instruments 34

III.3.1 Main Data Collection Instruments 37
III.3.1a Questionnaires to Determine Students' Awareness of DI 37
III.3.1b A series of Differentiated Tasks 39
III.3.1bi Differentiation Task 1 – Reading Task (Tiered Task) 42
III.3.1bii Differentiation Task 2 – Grammar Task (Choices Board) 45
III.3.1biii Differentiation Task 3 – Vocabulary Task (Flexible grouping) 48
III.3.1biv Differentiation Task 4 – Speaking Task and Vocabulary revision (Readiness and Interest) 50
III.3.1bv Differentiation Task 5 – Grammar Task (Self-evaluation) 54
III.3.1bvi Differentiation Task 6 – Jigsaw Task (Cooperative Learning) 55
III.3.1bvii Differentiation Task 7 – Writing Task (Writing a report) 57
II.3.1bviii Differentiation Task 8 – Listening Task (Song) 59
III.3.1c Student Reaction questionnaire for Each DI Task 61
III.3.1d Observation Log 62
III.3.1e Quizzes 64
III.3.1f End of Course Questionnaire 66
III.3.1g Student Interviews 67
III.3.2 Adjunct Data Collection Instruments 69
3.3.2a Expert Interviews 69
III.3.2b Classroom Observations Completed Previously 71
III.3.2c Teacher Questionnaire 72
III.3.2d Side Study in a Co-teaching Situation 73
III.4 Data analysis 76
III.4.1 Data analysis for Questionnaire to Determine Students' Awareness of DI 76
III.4.2 Data analysis for A Series of Differentiated Tasks (eight DI tasks) 77
III.4.3 Data analysis for Student Reaction Questionnaire for Each DI Task 78
III.4.3a Questionnaire 1: Reading Task – Tiered task 78
III.4.3b Questionnaire 2: Grammar Tasks 79
III.4.3c Questionnaire 3: Vocabulary Task-Flexible Grouping 79
III.4.4d Questionnaire 4: Speaking and Vocabulary Task 79
II.4.5e Questionnaire 5: Grammar Task 2- Self Evaluation 80
III.4.6f Questionnaire 6: Jigsaw Task-Cooperative Learning 80
III.4.7g Questionnaire 7: Writing Task 80

III.4.8h Questionnaire 8: Listening Task-Song 81
III.4.4 Data analysis for Observation Log 81
III.4.5 Data analysis for Quizzes 82
III.4.6 Data analysis for End of course questionnaire 82
III.4.7 Data analysis for Student interviews 83
III.5 Data Analysis for Adjunct Data Collection Instruments 84
III.5.1 Data analysis for Teacher questionnaire 84
III.5.2 Data analysis for Side Study in a Co-teaching Situation 85
CHAPTER IV 87
RESEARCH FINDINGS 87
IV.1 Research Findings for Main Data Collection Instruments 87
IV.1.1 Findings for Questionnaire to Determine Students' Awareness of DI 87
IV.1.2 Findings for A series of Differentiated Tasks (eight DI tasks) 89
IV.1.3 Findings for Student Reaction Questionnaire for Each DI Task 90
IV.1.3a Questionnaire 1: Reading Task – Tiered task 90
IV.1.3b Questionnaire 2: Grammar Tasks – Choice Board 91
IV.1.3c Questionnaire 3: Vocabulary Task – Flexible Grouping 92
IV.1.3d Questionnaire 4: Speaking and Vocabulary Task – Readiness and Interest 93
IV.1.3e Questionnaire 5: Grammar Task 2 – Self Evaluation 94
IV.1.3f Questionnaire 6: Jigsaw Task – Cooperative Learning 95
IV.1.3g Questionnaire 7: Writing Task – Writing a Report 96
IV.1.3h Questionnaire 8: Listening Task – Song 98
IV.1.4 Findings for Observation Log 99
IV.1.4a Observation Log 1 99
IV.1.4b Observation Log 2 99
IV.1.4c Observation Log 3 100
IV.1.4d Observation Log 4 100
IV.1.4e Observation Log 5 101
IV.1.4f Observation Log 6 101
IV.1.4g Observation Log 7 102
IV.1.4h Observation Log 8 102
IV.1.5 Findings for Quizzes 103

IV.1.5a Quiz 1 results 104
IV.1.5b Quiz 2 results 104
IV.1.6 Findings for End of course questionnaire 105
IV.1.6a Weak students' responses 105
IV.1.6b Midlevel students' responses 106
IV.1.6c Strong students' responses 107
IV.1.7 Findings for Student Interviews 108
IV.1.7a Weak Student Interview 108
IV.1.7b Strong Student Interview 109
IV. 2 Research Findings for Adjunct Data Collection Instruments 111
IV.2.1 Findings for Expert Interviews 112
IV.2.2 Findings for Classroom Observations Completed Previously 116
IV.2.3 Findings for Teacher Questionnaire 117
IV.2.4 Findings for Side Study in a Co-teaching Situation 119
CHAPTER V 122
CONCLUSIONS, DISCUSSION, AND SUGGESTIONS FOR FUTURE RESEARCH 122
V.1 Interpretation of Findings 122
V.1.1 Students' Response and Interpretation of Observation Logs 122
V.1.2 Lecturers' Response and Interpretation 127
V.1.3 Interpretation of Observations 128
V.1.4 Interpretation of Findings for Side Study in a Co-teaching Situation 129
V.2 Answering the Research Questions 131
V.2.1 Do students seem more motivated when they can use differentiated tasks? 131
V.2.2 How does differentiated instruction help motivate and enhance mixed-level learning? 135
V.2.3 What kinds of differentiation activities do EFL learners at SEEU need? 140
V.2.4 How do EFL lecturers at SEEU perceive and use DI? 143
V.2.5 Conclusion to Consideration of Research Questions 144
V.3 Limitations and Delimitations 144
V. 4 Conclusions 147
V.5 Recommendations 154
V.6 Summation 155
References 157

Appendix A - Questionnaires to Determine Students' Awareness of DI 167
Appendix A1 - Helping Students Think About Differentiation 167
Appendix A2 - Strategies for Helping Students Examine Their Learning Differences 168
Appendix B - Differentiated Tasks 169
Appendix B1 - Reading Task (Tiered Task) 169
The Choking Dog 169
I Differentiated Reading Task for Weak Students 170
II Differentiated Reading Task for Mid-level Students 171
III Differentiated Reading Task for Strong Students 173
Appendix B1.1 - Words on the Wall 175
Appendix B2 - Grammar Task 1 (Choice board) 176
I Differentiated Grammar Task for Weak Students 176
II Differentiated Grammar Task for Mid-level Students 176
III Differentiated Grammar Task for Strong Students 177
Appendix B3 - Vocabulary Task (Flexible grouping) 178
I Differentiated Vocabulary Task for Weak Students 178
II Differentiated Vocabulary Task for Mid-level Students 179
III Differentiated Vocabulary Task for Strong Students 180
Appendix B4 - Speaking and Vocabulary Task (Readiness and interest) 182
I Differentiated Speaking and Vocabulary Task for Weak Students 182
II Differentiated Speaking and Vocabulary Task for Mid-level Students 182
Differentiated Speaking and Vocabulary Task for Strong Students 183
Appendix B5 - Grammar Task 2 (Self – evaluation) 184
I Differentiated Grammar Task for Weak and Mid-level Students 184
II Differentiated Grammar Task for Strong Students 185
Appendix B6 - Jigsaw Task (Cooperative learning) 186
Appendix B7 - Writing Task (Writing a report) 188
Appendix B7.1 Writing a report outline 188
Appendix B7.2 Writing Checklist 190
I Differentiated Listening Task for Weak and Mid-level Students 191
II Differentiated Listening Task for Strong Students 192
Appendix C - Student Reaction Questionnaire 193

Appendix D – Observation Log 194
Appendix E – Quizzes 195
Appendix E1 - Quiz 1 (Files 6 & 7) 195
Appendix E2 - Quiz 2 (Files 9 & 10) 200
Appendix F - End of Course Questionnaire on Differentiated Instruction 205
Appendix G - Student Interviews 206
Appendix H – Expert interviews 207
Appendix H1 - Sample permission email 207
Appendix H2 - Expert Interview Questions 208
Appendix I - Teacher Questionnaire 209
Appendix J – Side Study in a Co-teaching Situation 210
Appendix K 212
Appendix K1 – Helping Students Think About Differentiation 212
Weak Students' Responses 212
Midlevel Students' Responses 213
Strong Students' Responses 214
Appendix K2 - Strategies for Helping Students Examine Their Learning Differences 215
Weak Students' Responses 215
Midlevel Students' Responses 216
Strong Students' Responses 217
Appendix L - Student Reaction Questionnaire 218
Appendix L1 – Student Reaction Questionnaire for Reading Task (Tiered Task) 218
Weak Students' Responses 218
Midlevel Students' Responses 218
Strong Students' Responses 219
Appendix L2 - Student Reaction Questionnaire for Grammar Task 1 (Choice board) 220
Weak Students' Reponses 220
Midlevel Students' Responses 220
Strong Students' Responses 221
Appendix L3 - Student Reaction Questionnaire for Vocabulary Task (Flexible grouping) 222
Weak Students' Responses 222
Midlevel Students' Responses 222

Strong Students' Responses 223
Appendix L4 - Student Reaction Questionnaire for Speaking and Vocabulary Task (Readiness and Interest) 224
Weak Students' Responses 224
Midlevel Students' Responses 224
Strong Students' Responses 225
Appendix L5 – Student Reaction Questionnaire for Grammar Task 2 226
(Self-evaluation) 226
Weak and Midlevel Students' Responses 226
Strong Students' Responses 226
Appendix L6 - Student Reaction Questionnaire for Jigsaw Task 227
(Cooperative learning) 227
Weak Students' Responses 227
Midlevel Students' Responses 227
Strong Students' Responses 228
Appendix L7 - Student Reaction Questionnaire for Writing Task 229
(Writing a report) 229
Weak Students' Responses 229
Midlevel Students' Responses 229
Strong Students' Responses 230
Appendix L8 - Student Reaction Questionnaire for Listening Task (Song) 231
Weak and Midlevel Students' Responses 231
Strong Students' Responses 231
Appendix M – Observation Log 232
Appendix M1 - Observation Log for Reading Task (Tiered task) 232
Appendix M2 - Observation Log for Grammar Task 1 (Choice board) 234
Appendix M3 - Observation Log for Vocabulary Task (Flexible Grouping) 236
Appendix M4 - Observation Log for Speaking and Vocabulary Task 238
(Readiness and Interest) 238
Appendix M5 - Observation Log for Grammar Task 2 (Self-evaluation) 240
Appendix M6 - Observation Log for Jigsaw Task (Cooperative Learning) 242
Appendix M7 - Observation Log for Writing Task (Writing a report) 244

Appendix M8 - Observation Log for Listening Task (Song) 246
Appendix N - Quizzes 248
Quiz 1 Results 248
Quiz 2 Results 248
Appendix O - End of Course Questionnaire on Differentiated Instruction 249
Weak Students' Responses 249
Midlevel Students' Responses 250
Strong Students' Responses 251
Appendix P - Student Interviews 252
Weak Student's Responses 252
Strong Student's Responses 255
Appendix Q - Expert interviews 258
Expert Interview 1 responses 258
Expert Interview 2 responses 259
Expert Interview 3 responses 260
Expert Interview 4 responses 261
Expert Interview 5 responses 263
Appendix R - Teacher Questionnaire 265
Teacher Questionnaire Responses 265
Appendix S – Side Study in a Co-teaching Situation 267
(Course Evaluation Questionnaire) 267
Student Questionnaire Responses 267

CHAPTER I

INTRODUCTION TO THE STUDY

I.1 Background of the problem

Effective teaching and learning means reaching all students in the same classroom. Using a standardized approach in instruction does not allow for the different ways in which students learn. Lecture without adaptation in instructional activities is not an efficient way towards achieving success in the EFL classroom because students are different and do not come in an identical form, therefore lessons should be tailored to offer different opportunites for meeting different needs. In their effort to make teaching and learning successful, teachers should enter their classrooms having students' differences in mind and therefore apply differentiated instruction.

Living in this changing world requires adaptations that should affect classrooms because those classrooms include students with different backgrounds, preferences, learning styles and different language proficiencies. Subsequently, teachers are faced with a challenge of meeting every individual student's needs. Teachers must be able to accomplish that task in more ways than just delivering a lecture. Teachers must be able to accomplish that task in more ways than just delivering a lecture in order to be able to aid everyone in the classroom by not choosing the middle way or a universal approach to address everyone, which will not result in success for students. In this regard Hall (2009) adds that

> Unfortunately, the "teaching to the middle" approach used in many classrooms does not provide optimum learning opportunities for such diverse student populations. We know that not all students are alike, yet they are often faced with participating in a "one-size-fits-all" lesson despite their individual knowledge and skills. The result is alarming. Classrooms are filled with disengaged, bored, and unsuccessful students (para.2).

The solution to answering learners' needs is applying differentiation in mixed-ability classes where the teacher would be conscious of the diversity of learners and choose carefully the types of activities and materials that would be most engaging for them. It should be noted that DI does not mean different approaches for each student, but accommodation for individual needs within the lesson and a variety of ways to accomplish a learning task.

I.2 Statement of the problem

Since teachers will find diverse learners in almost every classroom, it is a necessity for teachers to support that diversity in order for the learning to take place. However, one of the problems is educating the lecturers about what differentiation is and how it provides a 'vehicle' for meeting students' needs (Hall, 2009, p.5). Raising awareness of the importance and the key features of differentiation will hopefully result in its application in EFL and other classrooms with diverse students. If teachers are made conscious that students will not learn if the tasks used are either too difficult or too easy for them, they will try harder to create and adapt activities that will suit students' levels of language proficiency, as well as their preferences, needs and learning styles.

Another issue that lecturers should be made aware of is that the 'teaching to the middle' approach is no longer applicable in modern classrooms with a variety of students. Instead, designing a differentiated lesson plan will help reach every single student in the

classroom. Focusing on the key features of differentiation, which are *content*, *process* and *product*, will help teachers find ways to plan every stage of the lesson by having in mind what students should learn, how they will learn and how the evaluation of what has been learned can be accomplished by using different levels of challenge for each category of students.

Also, the lack of differentiation tasks is a matter of concern. Various differentiated tasks and activities, which are provided by many scholars, also play a big role in the planning process of a differentiated lesson and in the teaching process itself, especially when those tasks are applied according to the aims of the lesson, the students' level of understanding and their interests.

Although research conducted on differentiation is ample, it is still not sufficient and is even considered an unknown field among local researchers and teachers, thus it is helpful if more focus is put on this approach. The urgency to get familiar with DI and apply it in the classroom becomes even more immediate because in many classrooms diversity is obvious, and because of the uncertainty of how to deal with it, it is neglected. Lack of knowledge about differentiation is not a justification for not applying it because students' diverse needs should be met, so there is not any other solution than to modify the curricula, adapt the textbooks, and create an environment which will maximize students' academic success and prepare them for the future.

I.3 Purpose of the study

The idea and interest to investigate about this topic has risen as a need and a necessity to first, find the solution to the challenges faced by having mixed-level students in the English

as a Foreign Language (EFL) classrooms, and second, dissolve the inability to aid everyone gain success and achieve the same results despite of the diversity. More specifically, this research will be helpful in finding the answer to the everlasting question among EFL lecturers at the Language Centre (LC) at South East European University (SEEU) "How to meet the needs of mixed-level EFL students that are placed in the same classroom?" As a result, the research is focused on the effectiveness of applying differentiated instruction (DI) as a means to motivate and enhance mixed-level students' learning.

Although the EFL students that are grouped in the same classroom are expected to have the same language proficiency, it is a common issue that we end up having heterogeneous groups consisting of mixed-level students in the same class rather than homogenous groups consisting of students with the same English proficiency. Since it seems impossible to have homogeneous groups in this changing world, the need is to solve the issue through differentiation. In order to reach every single student in the class and meet the diverse needs of those students, various learning opportunities should be offered. This doctoral dissertation is intended to offer solutions to the uncertainty that exists among teachers in dealing with diverse students. The solutions do not require re-scheduling students but keeping mixed-level students in the same group and not only addressing each individual's needs through differentiation but also enhancing their learning and motivation.

Even though DI is a well-researched topic among many scholars worldwide, it is still not well known for local scholars and lecturers; thus this author strives to provide essential information about the importance of DI and its application in the classroom, as well as offer research based responses to the issue of having diverse learners in the same class.

I.4 Research questions

The following research questions have been created on the basis of the literature:

1. Do students seem more motivated when they can use differentiated tasks?
2. How does differentiated instruction help motivate and enhance mixed-level learning?
3. What kinds of differentiation activities do EFL learners at SEEU need?
4. How do EFL lecturers at SEEU perceive and use DI?

I.5 Importance of the Study

The importance of applying DI in the EFL classroom and most importantly of making EFL lecturers aware that this is a useful approach is huge because DI is all about reaching every student in the classroom. Differentiation puts the focus on learners and it is a learner centred approach that is aimed to help students succeed regardless of the differences. In order to reach every student in the classroom, the teacher should always have students' diversity in mind, starting from the planning stage to designing activities to be used in the classroom and the teaching process and their assessment. According to Tomlinson et al., 2003 (cited in Sousa & Tomlinson, 2011), "students will engage more fully with learning and will learn more robustly when teachers proactively plan with their differences – as well as their similarities" in mind (p.8).

What is more, the topic of this research is important because it not only considers students' diversity but it also takes into account mixed-level students' motivation to learn. Along these lines, Moore (1998) states that an effective way of motivating students is taking

into account students' "individual differences in physical, cognitive and social development seriously" (p. 252). This means that in an attempt to motivate students their various differences should be considered, which is exactly what this thesis is doing by taking into consideration students' differences and helping them learn, which is an ultimate goal of every teacher, institution and educational system generally.

I.6 Definition of Terms

Below is a list of definitions that are related directly to this research and are used throughout the paper. Several of the following definitions are quoted directly from Tomlinson & Allan (2000) because they developed these terms.

1. Content–process–product. These three are the elements of the curriculum that can be differentiated.

Content. "Content consists of facts, concepts, generalizations or principles, attitudes, and skills related to the subject, as well as materials that represent those elements" (Tomlinson & Allan, p. 7).

Process. "Process is how the learner comes to make sense of, understand, and "own" the key facts, concepts, generalizations, and skills of the subject" (Tomlinson & Allan, p. 8).

Product. "We use the term *products* to refer to the items a student can use to demonstrate what he or she has come to know, understand, and be able to do as the result of an extended period of study" (Tomlinson & Allan, p. 8).

2. Differentiated instruction (DI). In the context of education, we define *differentiation* as a teacher's reacting responsively to a learner's needs. A teacher who is differentiating

understands a student's needs to express humor, or work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage—and the teacher responds actively and positively to that need. Differentiation is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike. (Tomlinson, & Allan, p. 4).

3. Diverse. This term means that people are different and approach tasks in a variety of ways (Cambridge dictionary, 2017).

4. EFL. English as a foreign language.

5. Flexible grouping. "In a flexibly grouped classroom, a teacher plans student working arrangements that vary widely and purposefully over a relatively short period of time. Such classrooms utilize whole-class, small-group, and individual explorations" (Tomlinson & Allan, p. 5).

6. Heterogeneous. Putting students with a variety of different e.g. ability, level in the same group so they work together to complete a task.

7. Homogeneous. Grouping students according to the e.g. ability, level so everyone in the group is the same regarding the ability and level and they work together to complete a task.

8. Jigsaw. The jigsaw technique is so named because each child or group of children is given only one part of a puzzle in the classroom task and has to become an expert on that single topic. Next, the child or group must put piece of the puzzle together: in a jigsaw classroom all of the pieces are a crucial part of a larger academic puzzle.

9. Motivation. “Internal state that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activities” (Weiner, 1990a cited in Elliot, Kratochwill, Cook and Travers, 2000, p. 332).

10. Observation log. A log (record) of lecturer’s observation of the classroom events as a formative assessment technique was used to measure the impact of DI tasks that had on students specifically and in the classroom environment in general.

11.Readiness-Interest-Learning profile. These are students’ characteristics for which teachers can differentiate.

Readiness. “A teacher constructs tasks or provides learning choices at different levels of difficulty” (Tomlinson & Allan, p. 9).

Interest. “A teacher aligns key skills and materials for understanding from a curriculum segment with topics and pursuits that intrigue students” (Tomlinson & Allan, p. 10).

Learning profile. “A teacher addresses learning styles, students talent or intelligence profiles” (Tomlinson & Allan, p. 10).

12. Tiered tasks. This term was created by Bowler and Parminter (2002). It refers to the reading tasks that are adjusted for mixed- level classes. Tiered tasks are compared to a triple tiered wedding cake where all students will eventually get the same or similar results at the end but by working on different level tasks.

I.7 Summary

Considering differentiated instruction as a key factor in enhancing students’ motivation and leaning, this study seeks to find the resolution to the difficulties SEEU EFL lecturers are facing with mixed-level students in the same class. Therefore, in an attempt to discover the

effectiveness of using DI strategy with SEEU EFL students, this study uses a vast number of methods of data collections, eleven in total by including EFL students, lecturers and the researcher as an observer. The most crucial aspect about this research is that the careful selection and the use of all those methods of data collection proved to be successful. Each complemented the other in ascertaining that DI can be applied and used successfully with SEEU EFL students to improve their learning and motivation too.

The remainder of this research consists of four other major chapters besides Chapter 1 which is the introduction that provides the background to the study. Chapter 2 reviews the literature on differentiated instruction by referring and citing scholars who did research and focused on the same topic. Review of literature chapter is divided into subsections for an easier and more effective presentation of different sources related to differentiation as well as explaining into more details about different aspects and challenges related to differentiation and providing solutions to them.

Chapter 3 presents the research methods by listing the participants, instruments, and data analysis. The eleven methods of data analysis used, were divided into main and adjunct methods of data collection and each of them is explained separately and research based support is provided as to why each method is chosen. Also, there were other subcategories under main methods of data collection, as for the differentiated tasks, that were eight in total and they were also explained into details.

Chapter 4 presents the findings for each method of data collection and the findings for each method are presented separately.

Finally chapter 5 includes conclusions, discussions and suggestions for future research and this chapter summarizes the entire paper.

There are also appendices included that consist of samples of data collection used and then all participants' responses to the questionnaires as well as lecturers' observation logs are recorded in the appendices.

CHAPTER II

REVIEW OF LITERATURE

II.1 What is the topic of the study?

The application of Differentiated Instruction in the EFL classes at LC is the main subject of this research, even though the application of DI is unquestionably important for other subjects too. In order to challenge teachers to start thinking about the differences existing among their students and to enhance their students' interaction and learning, teachers initially have to know what differentiated instruction is and what it really means to differentiate instructions. Tomlinson (2010) has provided a comprehensive and established definition of DI: "a teacher proactively plans varied approaches to what students need to learn, how they will learn it and/or how they can express what they have learned" (p. 155).

DI is especially important in EFL classes because not only can students be found with different kinds of needs, but the variance becomes even bigger because of their different English proficiencies. Although it is expected that language students who are grouped in the same classroom should have the same level of English proficiency, it is a common issue that ultimately those classrooms are again consisting of 'heterogeneous' groups rather than the 'homogeneous' groups that teachers have planned their lessons for. Therefore, students are addressed as a group and not as the unique individuals as they genuinely are. The expectation that students are able to adapt to one style of instruction can no longer hold up against the research which indicates that students do learn differently and benefit from accommodations such as visual and oral presentation, group work, and differentiated assignments.

According to Hall, “differentiated instruction is teaching with students’ “variance in mind” (2009, p.1). If teachers become aware that there is a way to help each and every student in the same classroom by just considering their different needs then this is a step towards helping students learn in a way that suits their needs. Moreover, an important aspect to be considered is that the teachers are “sensitive to the needs of students and find ways to help students make the necessary connections for learning to occur in the best possible way” (Teachnology, 2012). If the teacher’s goal is to offer an environment that will provide necessary conditions to their students to attain success then differentiating instruction offers them means to do so. As a result, by identifying students’ individual needs teachers will help students learn the necessary material, by offering them different ways to achieve and express their acquired knowledge. Moreover, “students will engage more fully with learning and will learn more robustly when teachers proactively plan with their differences – as well as their similarities” (Tomlinson et al., 2003, cited in Sousa & Tomlinson, 2011, p.8). Therefore, the “one size fits all” approach is not applicable in today’s classrooms consisting of a mixture of students, whose needs cannot be satisfied with only a few commonly used resources.

II.2 The Relevance and Benefits of DI

The topic of DI is relevant and its application is essential in the LC context because LC classrooms are populated with learners with diverse needs and more specifically there are mixed-level learners. Moreover, another reason which makes this topic important is because DI is not such a well-researched and well known topic among local lecturers and researchers and

the lack of knowledge about differentiation hinders the lecturers not only from implementing DI strategies in their teaching situation but also from helping diverse students in their classes.

There will never be one ultimate solution that fits every student equally, so the best we can do is what Griffin, the Teacher of the Year in the United States in 1995 (cited in Richardson, Morgan, Fleener, 2012), says:

> There will never be a single solution that will be a perfect fit for our diverse society. Don't wish for a unilateral answer to our educational dilemmas. Instead, we should work toward partnership of families, communities, and educators who will enjoy the process of problem solving (p.317).

At this point in education history, lecturers realize that they are faced with diversity on a daily basis. Hall's (2009) comparison of a classroom with a bus station is a very accurate association because in the classroom "student passengers arrive from a montage of backgrounds with very different needs" (p. 1) and as a guide the teacher is the one who should direct them to the right bus according to learners' individual needs. The lecturer's failure in recognizing and dealing effectively with learners' diversity will result in the learners' failure and will hinder their progress rather than help them move forward.

Furthermore, DI is important and crucial because it is directly linked to students' learning because students prefer tasks to be neither too challenging, nor too easy for them. Along these lines a brain research suggests that

> When tasks are *too hard* for a learner, the brain 'downshifts' to the limbic area of the brain that does not 'think,' but rather is designed to protect an individual from harm. Also, when tasks are *too easy* for learners, those learners do not show thoughtful brain activity, but rather display patterns that look more like the early stages of sleep. Only when tasks are moderately challenging for an individual does the brain 'think' in a way that prompts learning (Tomlinson, 2010, p.156).

Therefore, teachers with the help of DI can support diverse students' learning by adapting the teaching materials to the students' level of thinking and understanding. Teachers should work initially on understanding the distinctiveness of every student and plan the lessons accordingly.

What is more, in order the learning to take place, the climate created in the classroom is very important too. In this regard, Richardson, Morgan & Fleener, (2009) claim that "the brain does not function at its best or at its highest level in a threatening environment, the use of threats can guarantee only failure in the learning process" (p. 446). As a result, it is crucial that lecturers pay more attention to the occurrence in the classroom because the teacher is the one who can create the appropriate conditions for the learning to take place and to reinforce their motivation. Along these lines Marzano (2003, cited in Richardson, Morgan & Fleener, 2009) asserts that "the affective classroom needs enhancement with appropriate teacher feedback, engagement, opportunities for students to construct and work on long-term projects, and explicit instruction in motivation to learn" (p. 448). Consequently, if all the pre-requisites are met for the learning to take place "in an affective environment that facilitates optimal use of the higher brain functions, students are empowered to become effective, self-motivated learners" (Richardson, Morgan & Fleener, 2009, p. 450).

The importance of differentiation is also linked to the idea that there are many positive reasons why it should be taken into consideration and implemented in the classroom. Some of the pros that are linked especially to this dissertation have to do with Tomlinson's (2000 cited in Knope, 2012) statement that "the students themselves become more being learners and are more motivated to learn the content". This statement supports this study which strives to look

not only at the effects of differentiation on students' learning but also on its impact on students' motivation. Furthermore, it is added that when students' learn according to the level that suits their capabilities and talents then it reinforces students' motivation. Other pros that are listed by Knope (2012) have to do with students' freedom to decide on their own way of learning at their level of readiness and capability and by using their own learning style.

Although there are many benefits that DI offers, there are also some obstacles that may arise in different classroom situations since there is a hesitation on the part of instructors as to "whether it can realistically translate into every classroom situation. The idea of differentiated learning may be considered ideal but classrooms can become busy and a distraction to some students" (Knope, 2012). Some of the cons listed by Knope (2012) are:

1. The environment may be overwhelming when everyone is potentially working on something different and some students may not be able to tune out the distractions.

2. High achievers can avoid working to their capabilities if they are not self-motivated to continue to push themselves to their limits.

3. There is a great deal of preparation necessary to successfully use differentiated learning. The larger the class size the more overwhelming it can become.

4. Along with preparation a great deal of staff development is necessary to help train those new to it and to mentor and manage the experienced teachers. All of this is important to preparing the teachers to successful implementation.

Layton (2016) and Lombardo (2015) list first the pros and then the cons of differentiation, which are very similar to one another.

Layton (2016) lists the pros as:

1. Each child is taught to their learning style
2. Each student has an individualized learning plan
3. Teacher creativity
4. No child left behind
5. Flexibility

Next, are the pros listed by Lombardo (2015) which are similar to the previous list of pros about differentiated instruction:

1. Kids get to learn in a way that makes information retention easier.
2. It documents how each child will learn so that everyone stays on the same page.
3. It eliminates teaching routines that become cumbersome.
4. It provides teachers with a higher level of flexibility.

According to both Layton and Lombardo it can be summarized that DI enables students to learn according to their own learning style by personalizing the lessons but at the same time DI ensures that everyone receives the same amount of information by documenting their unique way of learning which could be used when preparing future lessons. Differentiation also allows students to remember things more easily since their individuality is taken into consideration. Regarding the lecturers, differentiation allows lecturers to be more creative, flexible and less conventional.

Both Layton and Lombardo list cons of differentiation which are as follows:

Layton (2016) highlights these cons of differentiated learning:

1. Tougher work load for teachers
2. Time constraints
3. Children learn at different paces
4. Lack of schedule

Whereas Lombardo (2015) lists these cons:

1. It essentially creates a second full-time job for the teacher.
2. Some children could prevent the class from moving on.
3. There really isn't a schedule to follow.
4. It is difficult to evaluate the effectiveness of a teacher.

Regarding the cons listed by both Layton and Lombardo it could be concluded that both of them consider that the implementation of DI would mean more burden on lecturers since it requires more effort from their side to meet everyone's unique needs. Also, the concerns about the implementation of DI are related to students who might prevent the class from moving on and progressing because of their weaknesses and their own pace of learning. Finally, the reservations about the use of DI are related to the idea that lecturer's should decide on daily basis when to move to a different lesson since the lesson is based on students' needs and they might not have a clear plan to follow. Finally, the last criticism is related to having lecturers teach under such circumstances with different learner needs who have different levels of readiness and understanding makes the evaluation of the lecturer efficiency more challenging and tough.

If all the key features of DI are applied carefully, that will ensure that the learning will take place in a diverse classroom. Introduction and application of DI in the classroom supports diverse learners and enhances their learning in a way that it modifies the stages of a lesson according to students' needs and their individual preferences. If the teachers take into consideration the uniqueness of each student then it will be even more stimulating and motivating for the students and it will be a trigger for them to be more devoted to learning. However, teachers should not fall into the trap of the commonly held misconception that being able to meet students' diverse needs and their individual learning styles requires preparing specific modes for teaching every single notion. "Differentiation can be accomplished in small and subtle ways using student interests, cultural backgrounds, flexible grouping, visual and tactile experiences, and peer discussion that fit naturally into a lesson" (Kelley & Clausen-Grace, 2009). As a result, it is beneficial to consider both pros and cons of differentiation in order to be prepared for any possible obstacles even though there is evidence listed by many scholars that are cited in this study as well as found by this research that differentiation is effective and should be implemented by the lecturers at SEEU and elsewhere.

II.3 What has been done in the field so far?

Differentiation is especially a need for those who teach at university level because they have usually had no training in this area as they studied for their advanced degrees in a content or subject they intend to teach. There has been an extensive research done on the topic of differentiated instruction but it is still considered as an unfamiliar field for many teachers who should begin to understand and develop enriching ways to apply DI. The research on diverse

learners has existed since 1953 when the Educational Leadership publication dedicated an issue to this topic, called "The Challenge of Individual Difference". At that time the term was not known as Differentiated Instruction (DI) as later researcher as Carol Ann Tomlinson, who is known as a leader in the field of differentiated instruction, used it. According to Tomlinson (2001, cited in Hall, Strangman & Meyer, 2003), “differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms” (p.2). Unlike my research that will focus on using DI in EFL classes, there are researchers who focus on using DI in science classes. Hall (2009) focuses on using DI in mathematics and she states that in a classroom students “form a mosaic of diversity–academically, culturally, linguistically, economically, socially, and motivationally” (p.1). Her statement supports the fact that among other differences, linguistic and motivational diversity exists, and this research will try to focus on those aspects and help students succeed regardless of their differences.

In order to promote differentiated instruction and help teachers apply it in their teaching, the differentiated lesson plans, main models of differentiation, classroom activities and ideas of adapting the tasks from different text books have been suggested by the researchers in the field. When all the prerequisites are met and when the teacher is aware of the composition of the students in a particular classroom, then the next step is designing a differentiated lesson plan, which is a vital element in diverse classrooms. One of the models of a differentiated lesson plan for a language classroom suggested by Valais & Haddaway (2010) takes into account specific student profiles and differentiates for different learner needs. In a DI lesson plan the content is the same for all learners, but just the way it is presented for students

is different. DI does not mean each student must have a different learning plan. “DI does not change what is taught; it changes how it is taught” (Hall, 2009, p. 1). The differentiated lesson plan incorporates key elements of DI that are *content* (What is taught?), *process* (How is it taught?) and *product* (Evaluation). In a DI lesson plan it is required that the diversity in assignments and products allow students to work at their own level of challenge and achieve their own levels of success.

Therefore, differentiation is not about creating individualized lesson plans for each individual student; rather it helps support diversity within a single plan. In order to help students learn at their own pace, each student must have options for different ways of learning even in the same lecture: partial outlines, visuals, group work, auditory options (such as lectures on tape). Students can be divided in groups according to their level of English proficiency such as advanced, intermediate and basic group. By following the steps of a DI lesson plan and the principles of DI, at the end of a lesson all the students will arrive at the concept that the teacher wants to teach but students have followed their own ways of learning. Effective learning and teaching will be possible, by having the student in the centre of the teaching and learning process.

> Through differentiation combined with curriculum layering, teachers can create a student-centred classroom that is supportive to each student by providing choice and immediate feedback in a wide variety of activities and assessments” (Beach, 2010).

Students can be aided in the learning process if the focus is put on their level of understanding and knowledge, rather than on the teacher’s persistence on teaching them according to the expected level. By offering different opportunities to students, everyone can

find their own path and will not be lost in an unknown environment that does not suit their needs, level of knowledge or interests.

Furthermore, in order to differentiate effectively, the teacher should differentiate instructions according to the model by Tomlinson that focuses on four classroom elements. According to the 'Model of Differentiation' by Tomlinson (1999, 2001, 2003 cited in Sousa & Tomlinson, 2011) the teacher can modify

> *content* (what students will learn or how they will gain access to what they are asked to learn), *process* (activities through which students make sense of or 'come to own; essential content), *product* (how students demonstrate what they know, understand, and can do after extended period of learning) , and *affect* (attention to students' feelings and emotional needs)" (pp. 12-13).

Differentiation of these four elements in the classroom should be done in line with the students' "readiness, interest and learning profile" (Sousa & Tomlinson, 2011, p.13) in order to maximize the learners' success and achievement. The notion of 'readiness' means that the "difficulty of skills taught should be slightly in advance of the child's current level of mastery" (Hall, Strangman, Mayer, 2003, p.6). This theory is based on the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD). In the field of second language acquisition, this is known as *i + 1* or instrucion + 1 level of challenge (Krashen, 1989). Student 'interest' means taking into consideration what topics are of interest for each individual student and 'learning profile' has to do with students' style of learning.

Subsequently, in an attempt to get the best out of students, the DI lesson plan is accompanied with differentiated tasks. Some tasks that are used in a differentiated curriculum are the ones suggested by Bowler & Parminter (2002) and are called 'tiered tasks' and 'bias tasks'. As stated by them, if there is a "long, complex text [then] a simple task makes the

listening or reading achievable for weaker students. With a shorter, simpler text, the task can be more demanding" (Bowler & Parminter, 2002, p.59). According to this principle, the tasks in the course books should be adapted and modified to be suitable for mixed-level students in the classroom.

Additionally, Sousa & Tomlinson (2011) mention other tasks for differentiation such as 'learning contracts,' which are the strategies that incorporate learner readiness. "Contracts are helpful to the teacher because they allow practice targeted at student's needs" (p.101). Similar to Bowler & Parminter's tasks, Sousa & Tomlinson suggest 'tiering' tasks which allow "all students to work with the same content but at a degree of difficulty that provides an appropriate level of challenge" (p.102). Furthermore, they also mention activities for "differentiating content, process, and product based on student interest" (p.134). Some activities of differentiation for each category include:

Differentiating Content Based on Interest

- Use contemporary media as resources for teaching.
- Provide free reading material on a wide range of topics.

Differentiating Process Based on Interest

- Use interest centres designed around topics within a unit that are of special interest to students.
- Use simulations that are relevant to the essential content and allow students to play roles and address problems or issues that are of particular interest to them.

Differentiating Product Based on Interest

- Enable students to use contemporary media as tools to demonstrate knowledge, understanding, and skills. (Sousa & Tomlinson, 2011, pp.134-135)

In addition, Sousa & Tomlinson (2011) provide differentiation with "synthesis groups and thinking caps," strategies whose objective is "to focus students on meaning, understanding and problem solving" (pp.156 -157). Synthesis groups' activities let students "focus on the big picture or major conceptual scheme that is emerging rather than on factual details and isolated data" (Sousa & Tomlinson, 2011, p.157). On the other hand, in thinking caps activities "students consider a problem or issue that is open ended" (p. 158).

As a result, when planning a lesson a teacher should have in mind all three aspects that make a successful lesson including readiness, interest and learning profile and insist on incorporating at least two of the elements if not all in a single lesson (Sousa & Tomlinson, 2011). Also, according to the aims of the lesson, the decision about the types of the activities used can be made, which should be various in order to meet the needs of the diversity existing in the classroom.

It is obvious that there is a huge support for lecturers to apply differentiated instruction in their teaching that is both theoretical and practical and which is based on research. Therefore, if this approach gets more attention by teachers and is applied appropriately then it can be a recipe for success for each student in class no matter if they are ahead or behind their peers because differentiation is about reaching every student in the class. Every student has a right to succeed and develop further, so by applying good teaching practices and by showing

understanding towards individual students, the teachers can help students go forward and get the knowledge and skills they deserve.

II.4 Is there any problem with what has been done/said so far?

Although the research on DI is still ongoing and it is a topic of interest for many USA and European researchers, there is still an enormous need that this topic is explored further and is paid more attention by local lecturers and researchers. Since this research is identifying the usefulness of differentiation and its application in EFL classes as an inevitable component, I will try to bring some new viewpoints and will develop them further. The new perspective that I would like to bring in this study has initially to do with its newness of use at SEEU and the important connection of motivation with differentiation in the EFL classrooms. I do not want to use differentiation solely as a means to meet students' diverse needs, but rather I would like to meet students' individual needs by motivating them and at the same time enhancing their learning. Furthermore, there is not much research done on differentiation as a means to motivate students. As Beach (2009) states "student motivational strategies are mentioned in a differentiated curriculum minimally when compared to learning or teaching strategies," Moreover, the research on differentiated instruction in ESL classes is more available than in EFL classes and most of the research is focused on single language skills such as research done on meeting students' diverse needs in reading skills (Richardson, Morgan, Fleener, 2012) and in writing skills (Spandel, 2001). In contrast, my research will focus on differentiating instructions to meet students' needs in all four language skills.

II.5 What is the problem with what has been done/said?

In addition, DI can be used in many fields and areas such as "differentiating learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group"(Willoughby, 2005). However, the focus of this research will be on only on mixed-level EFL students in those classes. This research would be a novice trial and application of this strategy at SEEU. I would like to show that this strategy is effective and useful to be applied with our EFL students.

In different subjects there are different reasons for differentiation according to the nature of diversity and students' needs and the teacher is the one who is responsible for recognizing the existing diversity and planning the lesson accordingly. Moreover, "the intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process" (Hall, Strangman, Mayer, 2003, p.3). Only if the teacher has a clear idea about students' needs can a solution can be found. Similarly, if a doctor diagnoses a patient carefully an appropriate cure and treatment can be given; otherwise, if the ailment is not diagnosed accurately, whatever is done is worthless since nothing will have an effect.

More so than in other content classes, in language classrooms many issues and occurrences can influence students' learning because all four language skills (listening, speaking, reading and writing) can be differentiated as a more naturally occurring part of the instruction in order to ensure that students' needs will be satisfactorily met. Murray (1985 cited in Spandel, 2001) indicates the importance of differentiating writing skills by stating "we don't teach writing effectively if we try to make all students and all writing the same" (p. 271).

Students are all different and even individual students change their own preferences and interests with time. Moreover, Murray adds that "we must seek, nurture, develop and reward difference" (p.271). Also, it is of a crucial importance that teachers in English language classes learn about students' language and cultural differences, so they can "provide instruction that encourages acceptance of native languages and cultures while facilitating the learning of English" (Au, 2001; Mohr, 2004).

By including LC lecturers and students in this study, there will be new and useful data collected that can help the research in the field. Additionally, the value of this study is augmented by the fact that it will provide information on the effectiveness of this approach in enhancing and motivating university level students, whereas the current research on differentiation focuses more on meeting the needs of younger learners rather than adults (Ma'ayan, 2010; Kauffman, & Landrum, 2009; Heward, 2009; Tomlinson, Brimijoin, & Narvaez, 2008; Cummins, 2000; Tomlinson, Callahan, et al. 1997; Delpit, 1995).

II.6 What solution may be offered?

This PhD thesis will offer solutions to the uncertainty that exists among teachers in dealing with diverse students. This will be done in a way that does not require re-scheduling students, but keeping mixed-level students in the same class and not only addressing each individual's needs through differentiation but also enhancing their learning and motivation. Moreover, the teacher can aid especially those students who are struggling behind the other students and do not have sufficient background information to fit with others in the group. The teacher can encourage those students to "move both backward and forward with essential

content," whereas with more proficient students who already have adequate knowledge about the topic, the teacher can help them "move beyond current learning expectations so that growth will continue" (Sousa & Tomlinson, 2011, p.8). As a result, DI provides solutions for all the sides involved in the learning – teaching process in order to achieve success and it puts a focus on dividing the duties among the learner and teacher because "the brain that does the work is the brain that learns" (Sousa & Tomlinson, 2011, p.3).

Furthermore, perceiving differentiation as a very useful and inevitable approach in every day teaching, this study aims to provide necessary information about its importance, usefulness and application in the EFL classroom. Language classes usually consist of mixed level and mixed-ability students that are grouped in one classroom despite their differences. DI tries to provide useful solutions to this issue without making it even more difficult for teachers, helping them teach "differently, smarter, – not harder" (Sousa & Tomlinson, 2011, p.3). Since in this changing world it seems very difficult to have homogeneous groups in one classroom, a need has arisen to solve the issue through differentiation. In order to reach every single student in the class and meet the diverse needs of those students, various learning opportunities should be offered.

The solutions offered in this study are perceived as useful because by applying differentiated instruction in EFL classes both learners and lecturers will benefit as they can identify the results of their own success. The teachers' achievement will be to enable students to move forward by focusing on their strengths rather than weaknesses. Moreover, by doing so the teachers themselves will feel more fulfilled since in this way they will achieve an important aim in class that should be an ultimate goal for all teachers and that is to help students succeed regardless of their differences.

As soon as the teachers recognize and identify the types of learners existing in their classes and which students need additional help then the teachers should prepare the lessons following the rules of the DI lesson plan and create tasks to suit different learner needs in their classes. The implementation of DI approach ought to work because when DI is combined with good teaching methods then it means that the lesson will suit different learners' needs, their different styles, their interests and their different proficiency levels. Accordingly, in a DI lesson students will undoubtedly gain success and be motivated since they will learn at their own pace and at their own level of difficulty. Although this approach might be perceived as the one that requires more work from teachers because tasks should be adapted and more attention should be paid to students' individual needs, the literature indicates that teachers will find that DI should make the instruction suitable and more efficient. As stated in the British Council's Special Educational Needs online course "teachers do not need to be experts or psychologists to teach learners with special educational needs but they do need to be flexible in their planning and approach" (Introduction to special educational needs, 2014). Therefore, it is sufficient for teachers to be more sympathetic and aware of students' needs in order to reach every student in their classes.

II.7 Summary

The literature review shows that DI is an important topic in the field of education today. Di is being applied in many classrooms and seems to be a valuable tool for successful learning. Most of the research shows that DI is effective. However, DI does demand time and care when it is being implemented. Some authorities express reservations about the application of

differentiation but still many other relevant sources show its significance and effectiveness in students' learning and motivation when being applied carefully in the classroom. Therefore, the scholars suggest that lecturers should make an effort to change their usual way of teaching by receiving some training on differentiation and enriching their knowledge about this approach which would result in focusing on individual students' needs and thus enhancing students' learning and motivation.

CHAPTER III

RESEARCH METHODOLOGY

This study uses many different methods of data collection not only to gather as much relevant information as possible from different sources, but also to achieve "trustworthiness" (Lincoln & Guba, 1985) of the study. In this regard it is stated that "multiple methods of data collection provide more grist for the research mill" (Patton, 1999, p.1192). Although it is more challenging and time consuming for the researcher to organize and administer several different methods of data collection, the benefit outweighs the effort because the study gains quality and has many advantages. Moreover, Patton (1999) adds that "studies that use only one method are more vulnerable to errors linked to that particular method (e.g., loaded interview questions, biased or untrue responses) than are studies that use multiple methods in which different types of data provide cross-data validity checks" (p.1192).

As a result there were eleven methods of data collection used to support the findings of this study, which were divided into main and adjunct data collection instruments.

III.1 Research questions

Since this research is mainly qualitative, research questions rather than hypothesis have been established as a way to guide the research. In this regard, Creswell (2009) states that "in a qualitative study, inquirers state research questions, not objectives (i.e., specific goals for the research) or hypotheses (i.e., predictions that involve variables and statistical tests)" (p.129). Moreover, Bogdan & Biklen (2003) claim "qualitative researchers analyze their data inductively. They do not set out to find data to prove or disprove hypotheses that they have prior to their

study" (p.2). As proposed in chapter one, the following research questions have been created on the basis of the literature:

The following research questions have been created on the basis of the literature:

1. Do students seem more motivated when they can use differentiated tasks?
2. How does differentiated instruction help motivate and enhance mixed-level learning?
3. What kinds of differentiation activities do EFL learners at SEEU need?
4. How do EFL lecturers at SEEU perceive and use DI?

III.2 Participants

III.2.1 Student participants (Research laboratory and Side study students)

In order to obtain viewpoints from different perspectives, several different participants were involved in this study. The main and the most important participants were the students who attended the researcher's classes, and they were involved in the research through answering questionnaires, interviews, completing the differentiated tasks and taking quizzes. There were thirty students in total who took part in the research. However, seventeen of them participated in classes that functioned as a research laboratory, whereas the other thirteen students were part of a side study which was done intentionally in a co-teaching situation between the researcher and the mentor of this study. All thirty students involved in the study were second year students studying in the Faculty of Languages Cultures and Communications (LCC) at SEEU in the summer semester 2015. The students who participated in the research

laboratory were attending English Skills 4 classes in Tetovo, whereas side study students were attending Teaching the Four Skills course in Skopje.

The reason behind choosing this particular group of seventeen students for the main investigation of this study was because the researcher had more contact time with those students, that is, the number of classes per week made them a feasible group. More specifically, the researcher met that group three times per week and it meant that conducting the research in that class was more reasonable rather than in other classes being taught by the researcher that semester. Also, since the students were EFL students, studying to become future EFL lecturers, their English proficiency was generally higher than in other LC classes where the researcher taught, and involving them in all different activities planned for this research was much more convenient and required less explanation and time consumption rather than if it was done with other students who need translation of the terms and more thorough explanation. Most importantly, the choice was made because this was a mixed-level group consisting of some very proficient students who were native English speakers, or students who lived and studied abroad. Also, there were mid-level students who were able to communicate and complete the tasks well with only a few difficulties and there were some very low-level students who were having a hard time coping with different tasks assigned in class. Originally, students were supposed to be of an upper-intermediate level, but obviously it was not a homogenous group consisting of all upper-intermediate level students but a heterogeneous one with mixed-level students. Therefore, this research laboratory class could be used as a very good model for applying differentiating instruction.

III.2.2 Researcher as participant (Participant as observer)

The involvement of the researcher as a participant as observer was another main role of this research, which was invaluable for gathering the necessary data. Participant observation as a method of data collection is beneficial and according to Kawulich (2005) lately it is becoming popular in education too, rather than only in other anthropological and sociological fields where it is usually applied. Moreover, Schmuck (1997, cited in Kawulich, 2005) states that participant observations "provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities" (p.3). Furthermore, Erlandson, Harris, Skipper & Allen (1993, cited in Kawulich, 2005) assert that "observations enable the researcher to describe existing situations using the five senses, providing a 'written photograph' of the situation under study" (pp. 1-2). The role of the researcher as participant observer was to observe how the students were behaving during the lessons while DI tasks were applied and then write an observation log immediately after the lesson was ended.

Moreover, the role of the researcher in this study is enhanced by some other previous classroom observations conducted across SEEU as part of the Central Observation Team. The data gathered from observing different lecturers for many years could be used as additional information and will function as adjunct data because they were not gathered specifically for this research but will help it a lot.

Another role of the researcher was that of a co-teacher along with the mentor of this research. Both the mentor and the researcher were involved in a co-teaching situation, which

was an opportunity used to gather the data through a side study with another group of thirteen LCC students.

III.2.3 Adjunct participants

Since this research consisted of both main and adjunct methods of data collection, there were also participants who were interviewed and observed, thus providing supplementary data that was useful in triangulating the data. There were sixteen LC and LCC EFL lecturers involved in the study. They were required to respond to teacher questionnaires which were used as a part of different study conducted during the same period of summer semester 2015.

Last but not least, the supplementary participants of this study were five US EFL and DI practitioners who provided responses to the survey questionnaire. They were selected because they have taught or done research in the area of differentiation and EFL at the university level. After the permission was granted from each, then they were sent a survey questionnaire through email and they returned it back with their responses.

III.3 Instruments

So as to provide relevant data for the proposed questions, the research focused on various methods of data collection, eleven in total, by considering the perspectives of different sources of data collection including students, lecturers, and researchers. The reason for involving various research methods was not only to provide "trustworthiness" to the study, but also in order to provide triangulated data. Lincoln and Guba (1985) use the term trustworthiness to refer to qualitative research instead of the terms validity and reliability. They identify "four ways for qualitative researchers to demonstrate the trustworthiness of their studies. Credibility, transferability, dependability, and conformability were posited as the

naturalist's equivalents to internal validity, external validity, reliability, and objectivity" (Lincoln & Guba, 1985, p.302). Additionally, the term triangulation is explained by different authors. According to Yeasmin and Rahman (2012) "triangulation is a process of verification that increases validity by incorporating several viewpoints and methods" (p.156). Whereas, Patton (1999) asserts that "the logic of triangulation is based on the premise that no single method ever adequately solves the problem of rival explanations. Because each method reveals different aspects of empirical reality, multiple methods of data collection and analysis provide more grist for the research mill" (p.1192). In the qualitative study the triangulation is accomplished by combining "different kinds of qualitative methods, mixing purposeful samples, and including multiple perspectives" (Patton, 1999, p. 1193), a description which is closer to the aim of this research.

The different research methods used for this study are considered the main source used to establish the results for this research. There are several different data collection methods used which were divided into main data collection instruments and adjunct data collection instruments.

Main Data Collection Instruments:

- Questionnaires to Determine Students' Awareness of DI

  Questionnaire 1: Helping Students Think About Differentiation and

  Questionnaire 2: Strategies for Helping Students Examine Their Learning Differences

- A series of Differentiated Tasks (eight DI tasks)

1. Reading Task –Tiered Task
2. Grammar Task 1 – Choice board
3. Vocabulary Task – Flexible grouping
4. Speaking and Vocabulary Task – Readiness and interest
5. Grammar Task 2 – Self - evaluation
6. Jigsaw Task – Cooperative learning
7. Writing Task – Writing a report
8. Listening Task –Song

- Student Reactions
- Observation Log
- Quizzes
- End of Course Questionnaire
- Student Interviews

Adjunct Data Collection Instruments:

- Expert Interviews
- Classroom Observations Completed Previously
- Teacher Questionnaire
- Side Study in a Co-teaching Situation

III.3.1 Main Data Collection Instruments

III.3.1a Questionnaires to Determine Students' Awareness of DI

(For sample questionnaires see APPENDIX A on page 167). There are two questionnaires available. See APPENDIX A1 for Questionnaire 1: Helping Students Think About Differentiation and on page 167 and APPENDIX B2 for Questionnaire 2: Strategies for Helping Students Examine Their Learning Differences on page 168).

Before the second half of the summer semester started and before any differentiation tasks were given, students received two questionnaires so as to determine their awareness of DI. The questionnaire helped both the researcher and students detect students' views of themselves as learners and explain the need for differentiation.

The reason for administering this questionnaire before differentiation was applied was to prove the existence of diversity among students and verify the need for differentiated instruction with this particular mixed group of students. The decision made is backed by research. Sousa & Tomlinson (2011) assert "there are many strategies for helping students in a class see that they are not a matched set in terms of their learning strengths and needs" (p.174). Moreover they add that "once students have become more aware of their learning differences, the teacher should probably guide them in developing broad descriptors of what their class would need to be like if it were fit for everyone" (p.176). In addition, students come to class with many different needs and preferences and in order to be able to identify those differences the lecturer can either observe or survey students in order to discover their differences, interests, preferences, learning styles and needs. In this regard, the following quotation demonstrates that students would be much more efficient and successful if the

teacher was more aware about students' likes and needs as well as if she appreciated their opinion more.

> If she only knew … that I like to make stuff during science class, she would let us make rockets like Mrs. Begen's class. Instead, we read about rockets from a book. … If she only knew … that I need to talk if I'm going to learn, she wouldn't send me to the principal's office so much. She says my talking is disruptive in the classroom. She's the only person talking. In my opinion, that's disruptive (Gray & Thomas, 2005 cited in Sousa & Tomlinson 2011).

As a result, considering students' viewpoints and needs is a starting point towards differentiation because without knowing the nature of students, the teacher will not be able to differentiate according to their needs. Along these lines Hall (2009) states

> Just as a clothing designer must consider a customer's size, style preferences, intended garment use, other styles, fashion trends, and fabrics when creating his garment, a teacher must learn about his students in order to identify the uniqueness and strengths of each learner. Assessing students at the beginning of the year enables one to identify attitudes, interests, and learning styles (p. 2).

An example item from this questionnaire is:

#3: I need to learn things in different ways.

Through the initial questionnaires given at the beginning of the semester, students could explain their needs and wants as learners through different questions, so the lessons could be tailored according to their needs.

III.3.1b A series of Differentiated Tasks

In the first half of the summer semester 2015 there was no differentiation applied in the research laboratory class. However, every other week of the second part of the semester involved the application of differentiated instruction. The most important methods of data collection used for this research are the series of eight differentiated tasks. These are of invaluable importance in providing the information about the effectiveness and the impact of application of DI tasks with SEEU EFL students. With the purpose of comparing students' progress and performance with and without the application of DI strategies, the differentiated tasks were provided in the second part of the summer semester within the same group of EFL students. In this way it could be seen what was the pattern and performance of students without doing differentiated tasks and then with its application. It should be noted that because the research was conducted in a natural setting, that is, in a real classroom environment which from time to time functioned as a research laboratory, differentiated tasks could not be given all the time and students' progress was not affected in any way by this research.

The choice of various differentiated tasks used depended on the research aim to differentiate for all language skills rather than to focus on one skill only. In order to respect the syllabus, the units from the book remained the same and the main source used was the *New English File – Upper-intermediate* student's course book and teacher's book by Oxenden & Latham-Koenig (2014); this material was previously arranged for students but some tasks from the course book were adapted, that is, differentiated by the researcher. In this regard Tomlinson & McTighe, (2006 cited in Sousa & Tomlinson 2011) state that "all students should

be working with the essential understanding in a unit of study" (p. 55). In addition, Sousa & Tomlinson (2011) add that students "may need different support systems, tasks at different levels of complexity, and varied material to do so" (p.55). Therefore, the necessity for differentiation in SEEU classes was obvious because the students comprising this classroom were with different needs and levels of understanding and proficiency, so they were working with the same material, but at different levels of difficulty according to their needs.

Sousa & Tomlinson (2011) further state that "effectively differentiated curriculum is developed with student variances in mind [and] it is planned to account for different levels of reading and writing proficiency, different readiness levels, different interest, and different preferences for learning" (p.59).

The reason for differentiating the tasks in this particular classroom was that students were of different proficiency levels, whereas the tasks provided in the book were not designed to meet the needs of diverse students. The differentiated tasks were administered in a way that the tasks were chosen and then differentiated by the researcher. The choice of the tasks was made with an intention to include all four language skills. Also, the parts that were perceived and expected to be difficult for students were differentiated. The second half of the semester was more difficult for students since the content of the book was more difficult because as the semester progressed, the difficulty of the material covered in the book seemed to build up as well. Therefore, the need for differentiating instruction was more than necessary in the second half of the semester.

After the tasks were selected and differentiated, students started doing differentiated tasks through different interaction patterns (individual, pair or group), which were applied in

order to help students complete the tasks more effectively. In relation to this, Ford (2005) states that “no one grouping pattern inherently is bad, but the exclusive use of one grouping pattern often leads to problems in the classroom”(p.1). As a result, the need for applying flexible grouping has arisen because especially in diverse classrooms it was obvious that teaching the same content made weaker students feel disengaged (Ford, 2005). In this regard, it is claimed that “all grouping patterns — large groups, small groups, teams, partners, and individuals — have value because they all offer […] slightly different experiences with different outcomes (Ford, 2005, p.1).

The decision related to which interaction pattern to be used was based on the difficulty of the task and the objective of the lesson. Maheady (1997) describes grouping as a factor that can “powerfully influence positively or negatively the levels of individual student engagement and hence academic progress, as well as a means by which we can address diversity in the classroom” (p.325).

The tasks and interaction patterns used were carefully planned, therefore they allowed students to be in the centre and work at their own pace and did not require much assistance from the teacher. Peer review was of a vast importance during these tasks because students while working with each other in the feedback stage could check their answers and in this way help themselves and each other.

In the next part of this chapter, each differentiated task is explained in more details. The following is the list of all differentiated tasks used. They are named according to the language skill that each task consisted of and the nature of the task.

1. Reading Task – Tiered task
2. Grammar Task 1 – Choice board
3. Vocabulary Task – Flexible grouping
4. Speaking and Vocabulary Task – Readiness and interest
5. Grammar Task 2 – Self - evaluation
6. Jigsaw Task – Cooperative learning
7. Writing Task – Writing a report
8. Listening Task –Song

III.3.1bi Differentiation Task 1 – Reading Task (Tiered Task)

The differentiated reading task was one of the tasks in a series of differentiated tasks that was administered with the research laboratory group. (See Appendix B1 on pages 169-174 for a sample of a reading passage and accompanying DI tasks). The reading text selected for students was the same for all, but the tasks given were differentiated. More specifically, the tasks that were differentiated are called tiered tasks, that is, that the original tasks were adapted for weak, mid-level and strong students. Tiered tasks are very useful tasks because as Bowler & Parminter (2002) explain them they are tasks that are created as the model of a triple tiered wedding cake in order to offer support for each student in the classroom according to their needs. Therefore, they further state that

> The top tier of the wedding cake gives the most support (the most layers of supporting pillars) and the least freedom for error (the smallest area of cake to move around). This is a good task for weaker students. The bottom tier gives the least support (no pillars) and the most freedom to experiment (the largest area of cake to move around). This is a good task for stronger students (pp. 59-60).

Likewise, the differentiated reading task adapted for the research laboratory group was based on this model. Students were supposed to read the text, which was accompanied by additional tasks like 'Words on the Wall" (Harmon, Wood, Hendrick, Vintinnner & Willford 2009)--(See Appendix B 1.1 on page 175 for a sample) for extra support, which was done in groups and helped students explain the unknown words. Then students were asked to sit individually and without their knowledge the teacher gave each student a differentiated task according to their needs based on lecturer's knowledge of their capabilities. In this respect Bowler & Parminter (2002) add that, "We ourselves can assign task sheets to individual students, based on our knowledge of students' abilities. (Sometimes the teacher knows best, especially after conducting a diagnostic test, or after working with a class for a long period of time)" (p.61).

Consequently, there were three different types of tasks prepared. The questions were the same for all students, but the level of support for each question was different. The task for weaker students consisted of ten questions accompanied by all answers provided in a jumbled order for an extra challenge. Weaker students were supposed to read the text and then match the questions with the given answers.

One example for the weaker student is:

A "vet's surgery" is probably _____.

In this example, the weaker student will find the answer directly in the test.

Then the task for mid-level students again had the same questions, but they were provided with four multiple choice answers (a, b, c, d), which required more thinking since more than one choice was available.

One example for the mid-level student is:

A "vet's surgery" is probably _____.
a. a serious operation
b. a minor operation
c. an animal doctor's office
d. a police station

Finally, the task for stronger students had all the same questions, but not any support was provided for them. Stronger students were required to formulate the answers themselves based on their understanding of the reading text.

One example for the strong student is:

A "vet's surgery" is probably _____.

The results of tiered task provide the same outcome “a useful feature of a tiered task activity is that, whichever level of task students get, the result is the same or similar for all” (Bowler & Parminter, 2002, p. 61). After students completed the tasks individually then a whole class feedback followed where everybody was able to answer the questions.

The aim of the task was to involve every student in the learning process by offering them a choice to work at their own level of readiness, knowledge and understanding. After this,

and all other differentiated tasks students received a Student Reaction Questionnaire to rate the tasks depending on the level of their liking of the DI activity as well as whether they perceived it as a motivating one. However, student reactions and teacher observation logs that accompanied each activity will be explained separately.

III.3.1bii Differentiation Task 2 – Grammar Task (Choices Board)

Another task in a series of differentiated tasks was a grammar task, which was based on a model suggested by Conklin & Sorrell (2009) called *choices board.* (See Appendix B2 on pages 176 - 177 for a sample). This activity has benefits for different level students in the classroom because according to Conklin &Sorrell (2009)

> Below grade level students are able to be successful with their independent work since activities are levelled specifically for them. When on- grade- level students get the chance to use challenging activities, they boost their self-esteem, challenge their thinking abilities and improve their cooperative learning skills. In trying to meet above-grade-level students' needs, a choices board can provide these students with independence by allowing them to make their own choices and decisions about assignments (p. 167).

Similarly, the differentiated grammar task that was used in the research laboratory classroom was adjusted for different level students. There were four different tasks created, which were marked with a different shape for different level students. The task for weaker students was marked with a circle and it consisted of an exercise which required students to match the sentence halves in order for them to make sense. The task for mid-level students was marked with a square and it required students to choose one of the three given choices in order to complete the sentences. Finally, there were two tasks for stronger students, marked with a triangle which required students to either write sentences using clauses of contrast and

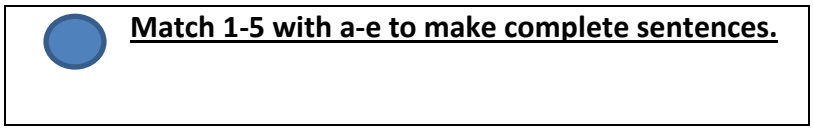
purpose or rewrite the sentences using the words in brackets so that both sentences mean the same.

The reason for marking the tasks with a different shape was made on purpose because this time the lecturer explained to students what each shape meant and they were allowed to choose the task that they felt comfortable to do. This is in line with Bowler's & Parminter's (2002) statement that besides lecturers assigning tasks for students, students also can be allowed to choose the tasks themselves depending on the level of support they need for a particular task. Furthermore they state that "initially, students may overestimate their abilities changing word and placement and choose the most difficult task, or they may place safe and take the easy task" (p. 61). Nonetheless, when students are presented with a number of choices several times they will start becoming more accurate with the help of the lecturer in choosing the task that suits their needs (Bowler & Parminter, 2002).

The students were told that after completing the first task, they could choose another one of a different level of complexity, and thus, there were created two tasks for stronger students in case they wanted a different challenging task rather than an easier one. The task was not only created to help students with grammar practice of clauses of contrast and purpose, which were perceived as more difficult therefore the choice was made to differentiate this grammar part, but also to offer challenge and fun to students in choosing their own tasks. After everyone completed the first task they were asked to get into groups according to the task they had chosen so as to check the answers together. The teacher was monitoring while the students were responsible for their own learning. The same procedure was followed with

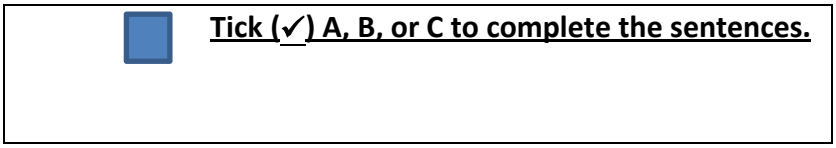
the second task and finally there was a whole class feedback to check for any difficulties or problems which did not exist since students were aiding each other in completing the tasks.

One example for the weaker student is:



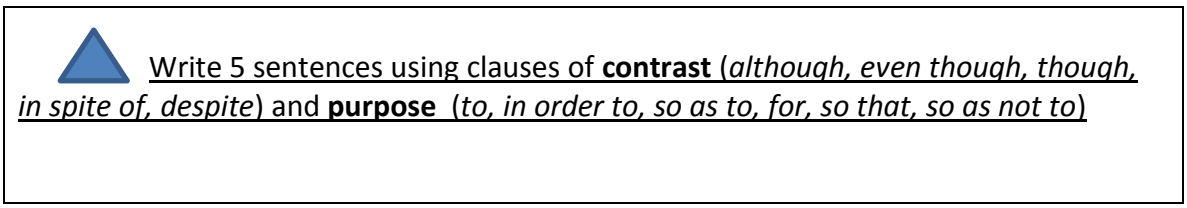
Weaker students were provided with all the answers and they were supposed to only match them.

One example for the mid-level student is:



Mid-level students had to choose from the three options provided to complete the sentences.

One example for the strong student is:



Stronger students were not provided with any options but were supposed to create sentences themselves.

III.3.1biii Differentiation Task 3 – Vocabulary Task (Flexible grouping)

In order to check students' understanding of the prefixes and suffixes which seemed confusing for students, and especially for weaker students, the choice was made to differentiate this vocabulary part. (See Appendix B3, on pages 178-181 for a sample). Since during the lesson the weaker students struggled to decide about the correct prefix or suffix to be used in certain exercises, then the exercise in the book related to this vocabulary part was differentiated.

As a result, the original task provided in the course book — which offered no choices at all — was left for stronger students, and they were supposed to think of an appropriate prefix or suffix for each word, whereas the activity for weaker and mid-level students was differentiated. Therefore, weaker students received a task with ten sentences related to prefixes and ten sentences related to suffixes and were given two options for each sentence in order to match the words with the correct prefix or suffix. Only two options were provided to weaker students because in this way it was considered more appropriate for them, whereas, mid-level students received the same sentences, but instead of two choices, for an extra challenge they were given three choices. The decision about students' proficiency level and which task they should receive, was based on teacher's knowledge about them. In relation to this it is stated that

> when teachers plan for flexible grouping, they consider the strengths and weaknesses of each grouping approach and then put them together to allow the teacher to best meet their needs of the classroom. The groups are formed and dissolved as needs change to allow for maximum flexibility, avoiding the static nature of the grouping patterns of the past (Radencich and McKay, 1995 cited in Ford, 2005, p.1).

This task was structured in this way in order to help students first work in homogenous groups and then in heterogeneous groups. Firstly, students were required to work individually and try to complete the task based on their own understanding. Then they were put in homogenous groups according to the same level of proficiency in order to check their answers. Finally, one student from each proficiency level weak, mid-level and strong was put in the same group, in this way forming heterogeneous groups, so in this way they could all check their answers together. This was helpful because everyone could aid everyone else because weaker and mid-level students had options whereas strong students (although were not provided with any options) could get help from other students where necessary and also be helpful to others with their higher proficiency. Finally, a brief whole class feedback followed that addressed the most problematic parts.

One example for the weaker student is:

Is that dictionary _____ or is it French – English? (lingual)
a. mono b. mega

This task is considered easier for weaker students because there are only two options provided from which they can choose.

One example for the mid-level student is:

Is that dictionary _____ or is it French – English? (lingual)
a. mono b. mega c. post

This task is considered a bit more challenging because mid-level students should choose from the three options provided.

One example for the strong student is:

Is that dictionary _____ or is it French – English? (lingual)

The task for the stronger students is the most challenging because they have do decide about the pre-fix or suffix by themselves.

III.3.1biv Differentiation Task 4 – Speaking Task and Vocabulary revision (Readiness and Interest)

One part of the series of the differentiated tasks was focused on mainly speaking but with an aim to review the vocabulary covered previously as well. Since it was perceived as a more challenging task to differentiate speaking, the decision was made to combine both speaking and vocabulary. (See Appendix B4 on pages 182-183 for a sample).

The vocabulary revision exercise provided in the book was adapted to meet diverse learners' needs. For this task, the students were grouped according to the proficiency level and each group was given a set of vocabulary words according to their level. More specifically, each group was given two sets of cards with vocabulary words focused on different topics. This activity was based on readiness because the choice as to which vocabulary words will be given to which group was based on the difficulty of those words and on teacher's familiarity as to which words might be difficult based on previous lessons with those words which were considered more difficult when encountered by students.

Among other things ‘readiness’ refers to:

- Adjusting the degree of difficulty of a task to provide an appropriate level of challenge.
- Adding or removing teacher or peer coaching, use of manipulatives, or presence or absence of models for a task. Teacher and peer coaching are known as scaffolding because they provide a framework or a structure that supports student thought and work.
- Making the task more or less familiar based on the proficiency of the learner's experiences or skills for the task.
- Varying direct instruction by small-group need (Tomlinson, C. A. & Allan, S. D., 2000, pp.9-10).

Likewise, the way the task was administered was based on the same principles of student readiness by taking into consideration the difficulty of the words and offering more support to weak students by offering some hints to weaker students and not to other students. Whereas differentiation based on ‘student interest’ relates to

- Using adults or peers with prior knowledge to serve as mentors in an area of shared interest.
- Providing a variety of avenues for student exploration of a topic or expression of learning.
- Providing broad access to a wide range of materials and technologies.
- Giving students a choice of tasks and products, including student-designed options.

- Encouraging investigation or application of key concepts and principles in student interest areas (Tomlinson, C. A. & Allan, S. D., 2000, p. 10).

In this regard, the differentiated speaking task which was meant to meet students' interest was administered in that way that students were allowed to choose which of the words in the two sets of cards they would explain. Also, weaker students were allowed to use the dictionary sporadically.

Students worked in homogenous groups in order to come up with definitions for each word in the list that they chose and then they were required to communicate their definition to other groups who were supposed to guess the right word. This activity allowed room for communication because apart from explaining their definitions, students were required to ask additional questions and provide additional explanation where necessary. Finally, when the groups had prepared their definitions, the activity was conducted as a competition and whichever group guessed more correct words won. Again, through this activity, students were in the centre of their own learning and the teacher was more of a facilitator and observer, but in most cases the teacher was supporting weaker students by offering them additional help in the construction of the definitions.

One example for the weaker student is:

Weak students create definitions for the vocabulary words related to:

"The Body" such as "an ankle", and/or

"Sleep" such as "to yawn".

The vocabulary items given to weaker students were chosen because they were considered as easier for them to be understood as well as easier for them to describe to others since they could only use mime or point to parts of the body to describe them. They could also choose between the two topics provided.

One example for the mid-level student is:

Mid-level students create definitions for the vocabulary words related to:

"Business" such as "a branch" and/or

"Crime and Punishment" such as "hacking".

The tasks for mid-level students are considered a bit more challenging than the previous set of words chosen for weaker students because they required more effort to be described. Also, mid-level students could choose which set of words they wanted to describe to other groups.

One example for the strong student is:

Strong students create definitions for the vocabulary words related to:

"Word-building" such as "overcrowded" and/ or

"The Media" such as "biased".

The set of words given to stringer students were the last and the most difficult vocabulary items studied, thus they were reserved for stronger students who were considered as more prepared to understand and be able to describe them to other groups.

III.3.1bv Differentiation Task 5 – Grammar Task (Self-evaluation)

Apart from the choices group grammar task explained earlier, there was another grammar task that was differentiated for the purposes of this research. Articles are usually considered as difficult to be mastered by non-native English learners, therefore even in the experimental group, the difficulty of deciding which article to use was noticed. Subsequently, the decision was made to differentiate the grammar task provided in the book because not only that the articles are considered as more difficult, but students also prefer to work on grammar as they stated it in the questionnaire administered at the beginning. (See Appendix B5 on pages 184-185 for a sample).

The grammar task was differentiated for weaker and mid-level students by giving the same task to them which offered two options to choose from, whereas the task for stronger students remained the same. In order to complete the task, after the instruction and after working on other exercises with articles from the book, students were asked to complete the task individually first because they were supposed to self-check their progress afterwards. Then weak and midlevel students were paired with stronger students to check their answers. Since stronger students did not have any options provided, it was very helpful for them to decide on the correct option before looking at the answer key. However, for any corrections made students were asked to highlight it because at the end they received a questionnaire and were asked to self-evaluate their progress with the help of a checklist. This was done with a purpose to make students aware of their own progress and find where the problem lies instead of a teacher always making it known to them. Self- evaluation is useful because it allows students to "understand both learning intentions and success criteria; use these criteria to judge what

they have learnt and what they still need to learn; set learning targets based on what they still need to learn; manage the organization of their learning" (Assessment for Learning Curriculum Corporation).

One example for the weaker and mid-level student students is:

___quickest way to get from London to Oxford by ___ car is to take ___M40 motorway.
a) The….x…the b) A…..x…..a

In this exercise weak and mid-level students were given an example sentence with missing articles, so they were supposed to decide on the correct answer from the two choices provided.

One example for the strong student is:

___quickest way to get from London to Oxford by ___ car is to take ___M40 motorway

In this exercise students were given just the instructions, that is, to use the specific articles without any possible choices provided. As a result, they were supposed to decide by themselves about the correct articles or no articles to be used.

III.3.1bvi Differentiation Task 6 – Jigsaw Task (Cooperative Learning)

Jigsaw task was another differentiated activity in the series of differentiated tasks given to students. (See Appendix B6 on pages 186-187 for a sample). This activity was done with a purpose to help students cooperate with each other through the use of the jigsaw activity where students were divided in expert and home groups. Richardson, Morgan and Fleener (2012) describe

> a cooperative learning strategy called jigsaw originally designed by Aronson in 1978 named for its resemblance to a jigsaw puzzle. In this strategy, each student in a five- or six-member group is given unique information about a topic that the group is studying. After reading their material, the students meet in "expert groups" with their counterparts from other groups to discuss and master the information (p. 164).

Moreover, Richardson, Morgan and Fleener describe a variation called jigsaw II, designed by Slavin (1980), where "all students are first given common information. Then student "experts" teach more specific topics to the group" (p. 164). In order to complete the jigsaw activity, an appropriate lesson from a book with several different reading passages was chosen. The groups were formed by the teacher who tried to have different level students in each group which meant that even weak students would get a role and become experts on their topic. After experts read their topics then they moved from their expert to their home groups consisting of students from different expert groups who have studied a different topic. This activity was really helpful for mixed level students because even the weaker students had a chance to teach just as strong students did.

Since there were four topics altogether, in each group there were mixed level students: that is, one weak, one midlevel and one strong student. For this activity students had to study a topic and complete the activity related to the texts together and then when they moved to their home groups students completed the missing parts and experts helped where needed. This activity was both cooperative and motivating because students had a chance to cooperate with each other by having everybody involved and this meant a higher level of motivation since even weaker students had their role and were the only expert by having the necessary information. The teacher was monitoring and helping where necessary and making sure that each student is doing his job.

One example for a jigsaw task is:

Read an extract of one of four inspirational speeches by the famous people.

For this task each student was supposed to read an extract and since they had the knowledge about one of the famous people's speeches they could help others complete the after reading task with the required information taken from different speeches.

III.3.1bvii Differentiation Task 7 – Writing Task (Writing a report)

The writing task was differentiated as well since this research takes into consideration differentiating all four language skills. Writing is another important skill included because the need for improving this skill for non-native speakers is huge and is even bigger in a mixed-level class. Writing as a skill was covered throughout the semester but for the purposes of this research only one writing task was differentiated which was writing a report. (See Appendix B7 on page 188 for samples of writing tasks. See Appendix B 7.1 on pages 188-189 for a sample of writing a report outline and Appendix B 7.2 on page 190 for a sample of a writing checklist). The sample of a report provided in the book and the accompanying activities provided there were given as a pre-writing activity. The writing activity was differentiated by creating an outline for writing a report which helped students be reminded of the main parts of the report that they needed to include in their writing. Also, the choice of the topic was chosen by the students to personalize the activity even more and helped with differentiation since they could write on a topic they felt more comfortable with. In this regard it is claimed that if the content of our writing is something we know about and care about, the work is personally relevant" (Oglan, 2003, cited in Shea, 2015, p.83). Moreover, when students write on their preferred topics they

are more focused and passionate about it as well as more motivated. Along these lines, it is student interest which is taken into consideration which has to do with "topics that the student may want to explore or that will motivate the student" (The Access Center: Improving Outcomes for All Students K-8, 2005, p.1).

After every student chose their preferred topic they were also given a checklist from the moment they started writing. The students were asked to make a check on the checklist for every time they referred to it, not just when they are finished. This was also helpful to see if they covered each requirement on the checklist. Also, this could help see if weaker students would use a checklist more or less often than stronger students. This tool was helpful because through it, it could be discovered how students use a tool to differentiate for themselves or if they realize that they should do that. The use of the checklist for the differentiation purposes is much different from the way the checklist was usually used by these students because students often check their writing against a checklist after writing their compositions and just put yes or no if certain features from the checklist have been used, whereas now they could help themselves improve their writing by checking all the time along their writing to make sure they are on track and which features need to be included in their writing. Moreover, using different teaching tools is beneficial not only at that moment but they can have a huge impact on improving students' future writing skills because "compiling data related to each of the traits – data from multiple samples across different writing tasks, purposes, formats, and topics- provides a comprehensive picture of writer's development" (Shea, 2015, p. 87).

An example item from the writing checklist is:

Are there separate paragraphs and headings about different parts of the report?

For the writing tasks, there were no separate activities designed for different level students, but the way the students used the checklist was a hint how different level students approached the task. The helping point for the writing task, for all students, was the choice between different topics and the outline provided for writing a report, which helped students get reminded of the main points to be included in their writing.

II.3.1bviii Differentiation Task 8 – Listening Task (Song)

Listening skill is another important skill for improving students' language proficiency. The reason to differentiate listening tasks is considered as a crucial task for non-native English learners because this is a skill that is usually ignored in terms of differentiation. This assertion is supported by Hsieh (2011) who also claims that there is not much investigation done on differentiating listening skill since native speakers need no differentiation in listening therefore differentiating this skill was neglected. For the purposes of differentiating listening skills, a song which was available in the students' book was used to create a differentiated task. (See Appendix B8 on pages 191-192 for a sample). The exercise which was provided in the book for the song was accompanied by some pictures and a fill-in-the- missing words exercise. In order to differentiate the listening task, some support was offered for weak and mid-level students who were given a list of words and were asked to match them with the pictures and afterwards those words were supposed to be used to fill in the missing words in the actual song. The

activity for strong students was not differentiated but they received the activity as it was offered in the course book without the additional clues. Strong students had only pictures as a clue and were supposed to guess the words before listening.

Initially, students completed the activity individually and then weak or midlevel students were paired with a strong student to check their guesses and this method seemed to work because it was proven that both groups needed help and benefited from this review before listening to the song and checking their answers.

An example item for the weak and mid-level students is the pre-listening task:

Look at the pictures and match them with the given words.

In this example the weak and mid-level students, apart from the pictures provided in the lesson, were given a list of words to be matched with the pictures because it was considered as a difficult task for them to guess the words from the pictures only.

An example item for the strong students is the pre-listening task:

Look at the pictures and decide what they are.

Strong students had a more challenging task because they to decide on the words themselves by not being provided with any additional hints apart from the pictures.

III.3.1c Student Reaction questionnaire for Each DI Task

Students were supposed to answer a brief student reaction questionnaire after completing each DI task. This questionnaire was important because it helped assess continuously student interest and motivation in relation to DI tasks. The aim of the questionnaire was to help both students and the lecturer discover if differentiated tasks were really motivating and appropriate for the students, thus help the lecturer make sound decisions when choosing activities in the future. What is more, students were not told explicitly that the tasks they received were differentiated tasks and it was not mentioned to them either that the teacher was doing a research on differentiation in order not to have an impact on their responses given.

The questionnaires given were brief and did not take so much of students' time, therefore they were administered at the end of each lesson whenever a DI task was applied. The wording of the student reaction questionnaire was consistent and it was the same for all the tasks. Only the title was changed to remind students which tasks they were reviewing (See Appendix C on page 193 for a sample). Students were supposed to answer the reaction questionnaire which consisted of three closed questions. The first question required students to rate the activity from one to five. Number one meaning they *did not like it*, whereas number 5 meaning that they *liked it very much.* This closed question was followed by another question *why*, which was supposed to get students' own opinions and reactions towards the task. The second question required students to decide about the level of the difficulty of the activity by choosing one of the three choices offered: *easy, right for me* or *difficult.* Finally, the last question asked students if the activity was *motivating, interesting* or *boring.* The results from

the questionnaire are of a vast importance because they are an assurance for the lecturer if the chosen tasks were appropriate as well as for the study since students assess their preference in relation to DI tasks. This process reflects the use of triangulation (receiving more than one source of information on an issue). The lecturer has observed, rated, and asked students about the task. The questionnaire is the first triangulated task (Erikson, 1986).

An example item from this questionnaire is: #1:

1. Rate this activity: **1 2 3 4 5** **did not like it liked it very much**
Why?_____ _____

The student reaction questionnaire was short, since it was given each time a DI tasks was completed. The example provided here is one of the three questions that the questionnaire consisted in order to receive students' reactions towards the DI tasks.

III.3.1d Observation Log

Along with the students' reaction questionnaire, the lecturer kept an observation log (See Appendix D on page 194 for sample). The observation log took place when the lecturer started differentiating instructions. Whenever a differentiation task was given, the lecturer was recording the impressions in a log of almost everything that happened in the classroom during the DI session. As explained in chapter one, a log of lecturer's observation of the classroom

events as a formative assessment technique was used to measure the impact of DI tasks that had on students specifically and in the classroom environment in general. In relation to this, it is stated that

> Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessments to improve instructional methods and students feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept she or he can design a review activity or use a different instructional strategy. (Florida Center for Instructional Technology, 2016).

On the whole, the information included in the log was related to the way the DI tasks were administered. The observation log captured almost everything from the moment the teacher gave the instructions, students handed in the tasks, and while students were working on the tasks. All their actions and reactions were recorded until the end of the task and the feedback stage. The lecturer's awareness of her students in general was also helpful because any difference in their behaviour could be easily observed and recorded.

Observation logs are really useful because no matter how focused a lecturer might think she is during the lessons and no matter how much she might know the students, still once a log is kept then the lecturer can realize how much important information is missed during regular classes. Observation logs are really beneficial in avoiding and remedying many situations because the teacher can be aware of the problem and find the solution on time. In this regard, Stiggins (2001) states that

> Effective teachers see things. They file those things away. They accumulate evidence of proficiency. They know their students. No other assessor of student achievement has the opportunity to see students like this over time. But beware ...You must constantly ask yourself: What did I really see? Am I drawing the right conclusion based on what I saw? How can I capture the results of this spontaneous assessment for later use? (p.212).

The observation log is the second triangulated task (Erikson, 1986)

An example element from the observation log is lecturer's record that states:

Observation Log
Date: 23 March, 2015
Differentiation task observed: Reading Task - Tiered Task
Example Researcher Note: **By having a mixed level group in class, it was decided to differentiate a reading text in order to help every student understand the text and do the follow- up activities suited for their level, in contrast to what they had done so far, since the activities in their textbooks were not differentiated**

In the observation logs, the lecturer recorded all the occurrences in the classroom during the process of the completion of DI tasks by students.

III.3.1e Quizzes

Students' regular quizzes done in the summer semester 2015 were used as another source of data collection in order to see if the results from students' quizzes correspond with the results from the other data collected in this research (See Appendix E on page 195 for sample quizzes. See Appendix E1 for a sample Quiz 1 on pages 195-199 and Appendix E2 for a Quiz 2 on pages 200-204). Students' quizzes were collected, so that after comparing the results from their several quizzes done before and after the application of DI tasks, the instructor could check if they had a steady pattern in terms of their grades. As another tool of a formative

assessment, quizzes have been used to check students' progress continuously, and additionally they could help relate students' data before and after the application of DI tasks.

Taking into considerations that quizzes are less formal than exams, they were also more appropriate to be used as a method of data collection because even though students received points for the quiz still they could feel more relaxed while doing the quiz and take it less stressfully.

> Formative quizzes are an effective way of providing students with formative and ongoing feedback on their learning progress. They can show you and your students where they understand the course content knowledge, and where there are gaps in their knowledge or misunderstandings that require further attention. These quizzes happen at various points during the course, and because they are formative rather than summative, they should be 'low-stakes' meaning that they should be for informal rather than formal, mark-bearing assessment. The purpose of the quizzes is to promote engagement with course content knowledge, rather than to assess students in a 'yes/no' or 'pass/fail' manner. Tuttle (2011) ; Marquerie Unviersity iLearn (2015).

When the quizzes were checked and graded, students received feedback in a way that the teacher showed the quiz samples on the projector and students were asked for correct answers instead of the teacher giving the correct answers. This was helpful for both strong and weak students, because the former could reassure themselves of the correct answers whereas the latter could find out about their faults and correct them. The quizzes are the third triangulated task (Erikson, 1986).

An example item from the quiz is:

I _____ play video games every day, but now I only play them at weekends.
A am used to ☐ B used to ☐ C got used to ☐

The quizzes were the same for all students, so the students could be tested in the same way at the end. Both the first and the second quiz provided multiple-choice questions, as well as the same number of files tested and the same number of questions was used in both quizzes. This was done, so the results between the two quizzes could be afterwards compared since before the first quiz no differentiation was provided but only before the second quiz.

III.3.1f End of Course Questionnaire

As a summary of all previous methods of data collection gathered related to the application of differentiation, an end of course questionnaire was administered at the end of the summer semester 2015 in order to receive students' final reactions, impressions and comments related to the application of DI strategies in their class (See Appendix F on page 205 for a sample). As explained previously, students throughout the semester were not aware about the differentiation and were not told explicitly that some tasks were differentiated. This was done in order not to make some advanced students feel boastful for their achievement and others feel bad for being weaker. Also, it might have impacted their responses if they knew the real reason behind the tasks and the questionnaires they received during the semester.

The end of course questionnaire consisted of six questions, half of which were closed and the other half open questions. Questions of a closed type were yes / no questions, some of which required additional comments, whereas open questions asked students to provide their own opinion about the DI tasks and the whole process of the application of differentiation in class.

The answers of the end of the course questionnaire are important because they help the researcher discover about students' awareness of the application of differentiation in class,

their appreciation of the DI approach applied as well as their feelings, viewpoints about the DI tasks and the whole process of differentiation.

The results from the survey are really valuable because the teacher gets first hand impressions and reflections about the classroom performance and the DI tasks applied and in this way the way the teacher performs in class can be refined. Along these lines it is claimed that

> student evaluations of courses and teaching in the form of end-of-course surveys (henceforth "course evaluations") are ubiquitous in higher education, and at many institutions they serve as the primary basis for evaluating teaching effectiveness in the promotion and tenure process (McCormick & Lorenz, 2015, p. 3).

The end-of-course questionnaire is the fourth triangulated task (Erikson, 1986).

An example item from the end of course questionnaire is: #6:

Which differentiation tasks did you like the most?

After the completion of all DI tasks and at the end of the semester, the end of course questionnaire required students to provide their feedback to the course and specifically to the DI tasks used throughout the semester.

III.3.1g Student Interviews

The last method of data collection gathered was student interviews (See Appendix G on page 206 for a sample). The reason for doing student interviews in addition to other methods of data collection was a fifth means of triangulating the data to complete the process of data collection. A face- to- face interview with students can provide a more detailed viewpoint from

students. Interviews are a very common and useful method of data collection and it is stated that

> Despite the rise in popularity of online and mobile surveys, face-to-face (in-person) interviews still remain a popular data collection method. A face-to-face interview method provides advantages over other data collection methods. They include: accurate screening; capture verbal and non-verbal cues; keep focus; capture emotions and behaviours (Wyse, 2014, para. 2-3).

Since it was the end of the semester and most students were not available, face-to-face interviews were conducted with only two students, one being strong and the other being a weak student. Some interview questions were similar to the end of course questionnaire questions, but they consisted of more questions that were created by the teacher before the interview started. There were 13 teacher generated questions, which were all open-ended questions. The interviews were conducted at the end of the summer semester 2015 in one of the classrooms at the LC, SEEU in a relaxed atmosphere. The researcher took notes while the students were answering the questions. The interview with both students happened at different times, so they were not influenced by each other in providing their answers.

The interview results are important for this research because they give the researcher an immediate response, which is thorough and some questions that were missed in the end of course questionnaire were asked and answered through the interview and in that way the researcher provided with additional information.

An example item from student interviews used for weak and strong students is: # 10:

Were there any opportunities provided in this class that helped you work at your own pace, level of readiness and interest?

As an addition to other questionnaires used in class, students interviews provided supplementary information about students'' views toward the differentiated instruction applied in class. Moreover, face-to-face interview allowed for more questions and explanation to be received from students.

III.3.2 Adjunct Data Collection Instruments

3.3.2a Expert Interviews

Expert interviews were the very first data to be collected for this research (See Appendix H on page 207 for samples used for this instrument. (See Appendix H1 on page 207 for a sample of the permission email and Appendix H2 on page 208 for expert interview questions). Expert interviews are considered as adjunct and not a main data collection instrument because they helped the research in an indirect way and results guided the progress of the research rather than having an impact at the end of the research. Expert interviews functioned as a springboard and the first step towards conducting this study. Being the first in a series of methods of data collection, the expert interviews served as a guide and a starting point and in a way they were a green light that this research needs to be conducted. Expert interviews enabled the researcher to decide on appropriate methods for the study because it was really important and helpful to get advice and suggestions from experts in the field before any action was taken related to the study.

First, mentor Dr. Judy S. Richardson contacted the interviewees and afterwards the researcher contacted each of them individually and received permission to send them the questions. It should be noted that out of seven experts who were contacted, only five of them have provided their responses.

The first expert to be contacted was Dr. Carol Ann Tomlinson who is the most prominent expert in the field of differentiated instruction. Her input was really important because she was the first to guide the research through her suggestions and the list of useful links and literature provided to the researcher. She was contacted by the mentor of this research, Dr. Judy S. Richardson, and she later responded to both the researcher and the mentor with her suggestions. Afterwards, expert interviews with other authorities on differentiation followed also initiated by the mentor who sent an initial request to everyone and then the researcher contacted each of them individually and received their responses.

The questions to the expert interviews consisted of six open-ended questions that were related to the implementation of Differentiated Instruction in EFL classrooms. Different than other methods of data collection, the expert interviews confirmed the literature review and added an additional reassurance of the importance of differentiation. The most significant result of the interviews is that they helped the researcher decide about classroom activities to be used as part of the research.

An example item from expert interviews is: #3:

If you had to explain the importance of DI in about 3 sentences, what would you say?

This example question is one of the six questions that the five experts in the field of education and DI were supposed to answer for the purposes of this research.

III.3.2b Classroom Observations Completed Previously

Classroom observation, as another method of data collection, is also considered an adjunct study for this research because that was not a part of researcher's formal study, but it was conducted previously. Being a member of the central observation team at SEEU for many years, the researcher had already conducted many classroom observations throughout the university and decided it was not necessary to conduct additional observations because no differentiation was identified in the observed classrooms before the start of this research.

The researcher realized that this extra data and findings could be used as a source of support for this study. Additionally, Hirsh (2016) says that "teacher observation is one model of professional learning that "is key to supporting a new vision for professional development," so they should not be neglected.

Moreover, Meaney (as cited in Education World, adds that "The intention of teacher-to-teacher observation is that it be a tool for professional development and, in turn, for student learning." Taking into consideration that observations are important not only for lecturers' advancement but even more for students, their importance is even bigger in language classroom because lecturers' performance is related to students' performance. More specifically, in a mixed-ability classroom the need for teachers who differentiate is even bigger

because if teachers are more sensitive and show consideration for students' needs then those students will show progress and vice versa, if teachers fail in recognizing and meeting students' needs, then what will follow is students' lack of confidence. No significant progress will be made and that will create an unpleasant environment which does not suit learners' needs.

III.3.2c Teacher Questionnaire

The teacher questionnaire is a part of a different study conducted by the researcher during the same period while doing this research. It is also considered an adjunct study because its aim was to serve the findings of another research but its results could aid this research as well. Therefore, the collected data will be reviewed in this study as well.

The study conducted and the questionnaire created for its purpose was related to differentiated instruction, but it was focused on reading skills only and asked questions mostly about reading. (See Appendix I on 209 for a sample of teacher questionnaire). However, for the purposes of this study only the questions about differentiation will be taken into consideration because they highlight SEEU EFL lecturers experience with differentiated instruction in reading classes.

The teacher questionnaire consisted of eight questions, which were a combination of closed and open-ended questions, whose aim was to discover SEEU EFL lecturers' knowledge about DI, their application and experience with DI tasks.

An example item from teacher questionnaire is: # 8:

Below are provided 3 scenes of a reading class. Match the scenarios I-III with the type of a lesson a - c.
a. No differentiation b. Little differentiation c. A lot of differentiation
I. The teacher has a passage about reading and uses a PowerPoint including images, illustrations and lecture notes to explain the main points to students. Students read the passage and then they are given one set of closed questions related to the text. _____ **II. The teacher has a passage about reading and uses a PowerPoint including images, illustrations and lecture notes to explain the main points to students. Students read the passage and then they are given 3 activities that fit each student's reading ability; students participate. _____** **III. The teacher has a passage about reading. Students read the passage and then they are given one set of closed questions related to the text. _____**

Through this questionnaire that consisted of eight questions, the sixteen EFL lecturers provided their insights into the use of differentiated instruction in their classes.

III.3.2d Side Study in a Co-teaching Situation

The last method of data collection to be explained is part of a side study which was administered in a co-teaching situation between the mentor of this research, Dr. Judy S. Richardson, and the researcher of this study. Although this data collection instrument is part of an adjunct data, it is really important for the researcher because it was the first co-teaching opportunity for the researcher, which proved to be very productive and helped this study. The course was an elective course designed by the mentor and the researcher and it was held in Skopje campus in the summer semester 2015. There were 13 students registered in this course

that were mixed ability students because the students were different in their level of proficiency, age, experience (some were even involved in teaching) and some of them were natives while others not. By having all these different populations in class, this classroom was a good sample to be used for research.

Although this co-teaching situation is not considered as part of the main data instrument, still the mentor and the researcher intentionally applied differentiation during the classes in order to enable student learning. The data is also useful for this research. There were several differentiation opportunities offered in the co-teaching situation like: the application of different interaction patterns, individual, pair or group work in class as well as for their home assignments. Students could choose to work individually or in pairs for their assignments; this was helpful because weaker students usually wanted to work in pairs in order to help each other, whereas stronger students usually preferred working individually. Additional support for students was that they were allowed to provide freewrites and rewrites for their assignments which were especially helpful for weaker students because instead of failing the assignment they could improve it before their final submission and thus have another chance to learn the material (Richardson, Morgan & Fleener, 2012, p. 229). Moreover, Project Based Learning was applied where groups of four were formed. One of the useful strategies that helped differentiating the lesson was that a weaker learner was paired with a stronger learner. The activity was really successful because weaker students who usually struggled to say something or to participate were very active and took roles.

There were also many opportunities available for weaker students such as more chances for freewrites and consultations with the lecturers. In many cases these chances were

used by students, although surprisingly not by all of them who needed help. It was important that students were indirectly directed to differentiate for themselves because some of them showed more readiness, motivation, and maturity for differentiation in terms of intention to learn and seek more help because they realized their weaknesses and as a consequence they received more help which was available in different forms, both in and outside the class.

In line with the side study, there was an anonymous course evaluation questionnaire given to this group of students. The questionnaire is provided in the appendix (See Appendix J on pages 210-211 for a sample).

An example item from a course evaluation used for a side study in a co-teaching situation is:

I think the professors tried to consider me as a person and helped me by differentiating according to my needs.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

Students at the end of the course could decide how much they agreed or disagreed with the given statements and then provide comments for their choice.

III.4 Data analysis

Since this study consisted of both main and adjunct data collection instruments, also for the purposes of data analysis, main and adjunct data collection instruments were presented separately in order to provide a clearer interpretation of the results. Each method of data collection was analysed step by step and it required careful attention in order to present results correctly.

Moreover, since this study is mainly qualitative, in most cases it required interpretation of data rather than calculation of points, which were still present but even for the questionnaires the participants were required to provide comments. As a result, all the interpretations and calculated points are shown in the appendices of the findings chapter, whereas general explanation is provided in the main text. The collected data was analysed carefully and the gathered information was copied and interpreted precisely in the text below.

The following text shows and explains the procedure of how the data was analysed. Firstly, all the main data collection instruments are analysed and next the adjunct data collection instruments are analysed.

III.4.1 Data analysis for Questionnaire to Determine Students' Awareness of DI

There were two questionnaires given to students in order to determine their awareness of DI. One of the questionnaires was related to *Helping students think about differentiation,* while the other one was about *Strategies for helping students examine their learning differences.* In the first questionnaire about *Helping students think about differentiation*, students answered individually the questions by firstly ticking the statement that applied to them and then providing comments for that statement. Although there were six statements

adapted from Sousa & Tomlinson (2011), students could choose only the ones that applied to them and then provide comments about them.

The other questionnaire about *Strategies for helping students examine their learning differences* required students to reorder the statements in order of importance for them by choosing number 1 for the most important statement and number 10 for the least important statement. Each student's response was copied in separate tables for weak, midlevel and strong students in order to compare later different level students' preferences. The first questionnaire involved both qualitative and quantitative analysis because students' numerical selections included quantitative data analysis, while their written comments involved qualitative data.

III.4.2 Data analysis for A Series of Differentiated Tasks (eight DI tasks)

The series of eight differentiated tasks were very important for this research but they are not analysed in an isolated form because they are used in combination with other methods of data collection in order to prove their effectiveness. DI tasks complement the students' reaction questionnaire and the observation log because the DI tasks were the main instrument from which the researcher could discover if the DI tasks worked for SEEU EFL students. The researcher asked students to complete the questionnaire after each task was given and recorded everything that was happening in the classroom as a result of DI tasks provided. All eight DI tasks used are explained in the methodology chapter, whereas in the data analysis section they are not explained separately, but as it was mentioned previously their importance and effectiveness was shown through students' responses to the student reaction

questionnaires and researcher's notes and impressions gathered and documented in the observation log, which are both analysed in this chapter.

III.4.3 Data analysis for Student Reaction Questionnaire for Each DI Task

There were eight student reaction questionnaires given to students each time a differentiated task was given, They included students' perceptions in relation to the DI tasks. All the questions for each task were the same in order to have a steady pattern while analysing the data. The student reaction questionnaire was very brief and it consisted of only three closed questions, and one of them required additional comments. This was done with a purpose not to take so much of students' time and it was done at the very end of each class whenever a differentiated task was completed by students. The analysis of the student reaction questionnaires also included qualitative data because students could rate the activity and choose and select the options given as well as quantitative analysis while providing comments for their selection made.

III.4.3a Questionnaire 1: Reading Task – Tiered task

The first DI task was called tiered task because 'after reading activities' were adapted for weak, midlevel and strong students, whereas the reading passage was the same for all. As a result, the responses for different level students were also analysed separately. Along with the reading passage, a *Words on the Wall* handout was given in order to help students with the unknown words, which students found useful and fun.

III.4.3b Questionnaire 2: Grammar Tasks

There were two grammar tasks given to students. The first one was called *Choice board* because students were given a choice to choose between easy activities marked with a circle, medium difficulty marked with a square and more difficult ones marked with a triangle. The instructor explained that the level of activities was different and students were allowed to choose for themselves which activity they would like to do first. Since there were different tasks provided, again the results for different level students were analysed separately for a better comparison.

III.4.3c Questionnaire 3: Vocabulary Task-Flexible Grouping

The third task based on vocabulary was about prefixes and suffixes and students worked on the task provided by the lecturer according to their level and also they changed the interaction patterns by having a chance to work individually, in homogeneous and heterogeneous groups. The responses for this task were also analysed separately.

III.4.4d Questionnaire 4: Speaking and Vocabulary Task

The speaking and vocabulary task required students to revise the vocabulary at speak at the same time by being put in groups according to their level. Since there were different groups for each level student, the data was analysed separately and the results are shown individually for each level student.

II.4.5e Questionnaire 5: Grammar Task 2- Self Evaluation

The other grammar task administered is called self - evaluation because after students finished the task they could evaluate themselves through a “check your progress” section. This activity had two parts: one for weak and midlevel students and the other one for string students, therefore the analysis of the results was made first for weak and midlevel students altogether and then for strong students.

III.4.6f Questionnaire 6: Jigsaw Task-Cooperative Learning

Although the jigsaw task was different from other tasks because it required students to be experts for a certain topic by studying it in class and then cooperating with others, again the analysis of the data is the same for this questionnaire as for most other students reaction questionnaires administered for this study. There were three different level students present and they provided their individual responses that were also examined individually.

III.4.7g Questionnaire 7: Writing Task

Although the data analysis for the writing task was the same by having to analyse weak, midlevel and strong students’ responses, the way the task was organized was different. Students had the same writing task but the way they used the checklist was differentiated which would be interesting for the findings.

III.4.8h Questionnaire 8: Listening Task-Song

The last task which required weak and midlevel students to do the activity with some support and strong students without support was analysed in a way that weak and midlevel students' responses were analysed separately whereas strong students responses separately although for the revision stage all the students could work together and cooperate.

III.4.4 Data analysis for Observation Log

There were eight observation logs recorded by the lecturer each time a differentiated task was done. After each differentiated activity was given, the lecturer immediately documented the atmosphere created in the classroom as a result of the activity done. The lecturer tried to note everything that happened in the classroom from the moment students received the task, while they were working on different stages of the task, until the end of the lesson. Also, their reactions towards the task were noticed.

Generally, students were not told that the level of the difficulty of the tasks was different for different level students, but the lecturer gave them the appropriate tasks for their level. This was done in order not to make them wonder and defocus themselves from the task, but rather make them work and pay attention by offering the activity that suits their level. Each lesson where differentiation was applied is recorded and it can serve as a model of how differentiated tasks can be administered and used.

All eight observation logs are explained separately in the appendices, whereas in the findings chapter only a summary of each observation log is provided.

III.4.5 Data analysis for Quizzes

Besides other methods of data collection which are useful for this research in their own ways, quizzes are really important as well because through them the researcher could see if there was any difference in students' results before and after applying differentiated instruction in class.

There were two quizzes administered and they were given in two different time slots during the semester. The first quiz was given in March after the lecturer finished with the first half of the material from the syllabus (where no differentiation was applied), whereas the other quiz was given towards the end of the semester, in May after the differentiation was applied.

The points each student received were calculated separately and then the percentage was drawn for each of them. In order to make a comparison for each student achievement, the results are shown separately for weak, midlevel and strong students. Both quizzes consisted of 80 questions each and the maximum percentage students could get for each quiz was 10 percent.

III.4.6 Data analysis for End of course questionnaire

The end of course questionnaire was the last questionnaire given to students in order to get students' last impressions related to differentiation. Students were supposed to respond to six questions generated by the lecturer. All questions were open-ended questions, which required students' comments and reflections on the DI lectures attended, whereas only the first question was a closed question.

Students answered the questions individually and before they responded to the questions the lecturer explained to students that they have to think about all the cases in the

second half of the semester when the lecturer gave them additional activities besides the ones from the book and all the different interaction patterns they were put in during those lessons. The teacher needed to explain to students in order to help remind them of the cases when differentiation was applied because previously they were not told explicitly that differentiation was taking place. It was only at the end, when this questionnaire was given, that more details were explained about the entire process. The questionnaire was created by the teacher in order to reflect the differentiation practiced in class.

Students were supposed to answer the question individually and then their responses were divided into weak, midlevel and strong students' responses for a better comparison of different level students' perception.

III.4.7 Data analysis for Student interviews

Student interviews were the very last data collected. Different from the end of course questionnaire that was given to all students in class, student interviews were administered with only two students. The interviews were held at the end of the semester, when all other activities were finished, therefore it was difficult to get in touch with more students, thus it was decided that the interview to be held with one strong and one weak student who accepted the offer and attended the interview.

Only the researcher and the interviewed students were present in class; each came for the interview in different time slots. There were fourteen pre-prepared open-ended questions by the lecturer and there was room for additional questions and comments to be added. The questions were the same for both interviewed students and some questions were similar to the

End of Course Questionnaire on Differentiated Instruction administered in class. Each student's response is analysed separately and then a summary is drawn for each of them.

III.5 Data Analysis for Adjunct Data Collection Instruments

Beside the main data collection instruments, there were four adjunct data collection instruments used that complemented the main data. They were conducted at different periods and they served their function differently in relation to this study.

Expert interviews were conducted at the beginning of the study and they enabled the researcher to decide on appropriate methods for the study. These interviews guided the development of this study. The content of the interviews is not analysed in this chapter, but rather was used as a checkpoint in creating the study. Then regarding the *Classroom observations conducted previously* it was decided that it was not necessary to conduct additional observations because no differentiation was identified in the observed classrooms before the start of this research. The other two adjunct data collection instruments including *Teacher questionnaire* and *Side study in a co-teaching situation* are analysed below.

III.5.1 Data analysis for Teacher questionnaire

Teacher questionnaires are considered the third adjunct data collection instrument because they were not originally created for this research but were done at the same time while this research was in progress. Although the teacher questionnaire was concentrated on DI, still its main focus was only on reading skills whereas this research takes into account all four language skills applied in the classroom.

There were eight questions that required SEEU EFL lecturers' responses to their knowledge, application and experience with DI tasks. The results provided are taken from the

original source (Bajrami, 2015). Three of the questions combined use of differentiation with reading tasks; they are analysed with the caution that they are more specific responses than the other five are.

There were sixteen ELF lecturers who responded to the questionnaire and their full responses are shown in the appendices and each of them is then analysed separately. The eight questions from this adjunct study are analysed specifically. The analysis of teacher questionnaire involved both quantitative analysis that included the answers requiring rating and matching, whereas qualitative analysis required teachers to provide definitions and comments for certain questions. Additionally, it was required that the lecturers provided answers for closed questions e.g. *Yes a lot*; *Yes, a little*; *Not at all*, and also they were supposed to present their own examples of their experience with DI in EFL classrooms. In addition, the last question asked teachers to match three scenarios with the type of a lesson.

III.5.2 Data analysis for Side Study in a Co-teaching Situation

The last analysed data were the questionnaires provided from the side study in a co-teaching situation. Both lecturers involved in this co-teaching situation were the mentor of this study and the researcher who co-taught a course and decided to apply differentiation on purpose in order to use the data for this research. Besides many occasions of differentiation that were present and applied during the co-teaching session, for the purposes of this research the questionnaire that students received at the end of the course are analysed.

There were ten questions that students received that were related to DI and this study. There was a Likert scale, which is a "multi-item scale" originally developed by Rensins Likert from 1946 to 1970 (Uebersax, 2006) used for all the questions provided including: *Strongly*

Agree, Agree, Neither Agree nor Disagree, Strongly Disagree and *Not Applicable*. Students were supposed to choose one of the five provided options and also give a comment for their response.

CHAPTER IV

RESEARCH FINDINGS

IV.1 Research Findings for Main Data Collection Instruments

In this chapter the results of both main and adjunct data instruments are provided. The appendices play a big role since the information provided there supports the findings and summation made here. Interpretation of these findings is reserved for the discussion of findings chapter.

The results of each data collection instrument are summarized below in detail. There are no tables provided in the main text to present the results, but as mentioned earlier, the appendices and the tables provided there serve as a reference to the findings. Thus the information is given in the textual form since the nature of this research requires more interpretation of results than calculation of points.

The results are shown separately for different level students, including weak, midlevel and strong students' responses in order to make an easier correlation and comparison between their answers and viewpoints later.

IV.1.1 Findings for Questionnaire to Determine Students' Awareness of DI

Since there were two questionnaires related to determine students' awareness of DI, the results for both of them are shown separately. The first questionnaire was about *Helping students think about differentiation* while the other one was about *Strategies for helping students examine their learning differences*. Students answered individually each of the questionnaires.

As can be seen in Appendix K1, students' responses to the questionnaire on *Helping students think about differentiation* show they agree that differentiation helps students (See Appendix K1 on pages 212-214 for sample results).

Weaker students reported they need to read different versions, be presented with different ways of instruction and they need different ways to express themselves as well as cooperate with their peers.

Midlevel students reported that they also need to read different versions, and be presented with different ways of instruction. They also need different ways to express themselves as well as cooperate with their peers, but they add that the teacher's role is important in helping everyone learn by using different strategies.

Strong students' responses are similar to weak and midlevel students' responses, in terms of their need to read different material and be presented with different ways of instruction. Also, they put an importance on the teacher's role in helping everyone learn and cooperation with their peers but additionally they reported that they have different needs in terms of timing provided for the tasks because sometimes they might need less time to complete the tasks.

As can be seen in Appendix K2, weaker students' responses to the questionnaire *Strategies for helping students examine their learning differences* show that listening and working alone are least important ways they prefer to learn. (See Appendix K2 on pages 215-217 for sample results). They do not prefer working alone, nor by writing. But they prefer doing grammar and vocabulary exercises, working with a partner or in groups.

Midlevel students' responses varied more from one another. The majority of them reported they learn best by doing grammar exercises, whereas some of them reported that they learn best by doing vocabulary exercises or by speaking. They reported that they do not prefer working alone, but there were students who did want to work alone. Midlevel students also provided additional comments for some statements and they reported that grammar helps them improve the language and somebody stated that everything can be learned by speaking.

Strong students reported that their least favourite interaction pattern was working in groups, but there were also students who did prefer working in groups. Students reported that their most favourite way to learn was by doing grammar and vocabulary exercises, as well as by speaking. In terms of speaking, some students commented additionally that they liked debating and sharing ideas. Regarding group work students commented that the reason they did not like group work was because not everybody participates and is dedicated but they wait for others to do the job.

IV.1.2 Findings for A series of Differentiated Tasks (eight DI tasks)

Eight differentiated tasks created and used for this study were one of the most essential parts of this study, because classroom activities are the most important tool in class. Activities should be chosen carefully since they guide the lesson and keep students involved. In a differentiated classroom, it is expected that DI tasks are used, therefore the results provided from this data collection instrument are also very crucial because they give us an overview to determine if they helped students be more motivated, understand the lesson more easily and also enjoy it at the same time. The results of the eight differentiated tasks will be shown

through the observation log and students' reaction questionnaire because through the other two instruments the effectiveness of the DI tasks was valued.

IV.1.3 Findings for Student Reaction Questionnaire for Each DI Task

Students reacted to eight questionnaires. These reactions correspond to the eight differentiated tasks given to students throughout the semester because students answered the questionnaire each time they completed a differentiated task. Student reactions involve students' viewpoints in regards to the differentiated tasks. The questions were the same for each task so the results could be compared and contrasted more easily.

IV.1.3a Questionnaire 1: Reading Task – Tiered task

The first student reaction questionnaire given was related to the *Reading Task – Tiered task.* (See Appendix L1 on pages 218-219 for students' responses to the questionnaire on reading task). Since students received three different tasks according to their level, the responses are also analysed according to students' level, therefore in the appendix there are shown the responses of weak, midlevel and strong students.

Weaker students reported that they liked this activity. Three thought it was easy while one indicated it was 'right.' One reported it was motivating while three reported it was interesting. In relation to the first question as to why they liked or did not like the activity weaker students' comments were mostly related to the content of the story, such as that it was an interesting story because the dog ate the burglar's fingers and they were found by the vet in the dog's mouth, and that the dog protected the owner and the house.

Midlevel students reported that they also liked this activity. All four of them said that it was 'right.' Also, all four students said that it was interesting and some added that it was

motivating too. Students added that they liked the activity because it was interesting, good, clear and understandable and they also liked the content of the reading passage where the dog bites the burglar's fingers.

Strong students reported that they liked the activity very much. Five out of six students thought that it was easy, while one said that it was 'right.' Regarding the last question, all six of them reported that it was interesting, while one student also added that it was motivating too. Strong students commented that they liked the activity because it was fun and interesting and through the *Words on the wall* task that accompanied the reading they also learned how to use dictionaries.

IV.1.3b Questionnaire 2: Grammar Tasks – Choice Board

The second student reaction questionnaire administered was about the first out of two grammar tasks given. The first grammar task was named *Choice board*, based on the nature of the activity where students could choose for themselves the difficulty of the task, out of three levels of difficulty provided. (See Appendix L2 on pages 220-221 for students' responses to the questionnaire on grammar task 1). This activity also consisted of three separate tasks for each level students, thus students' responses to the reaction questionnaire are also presented separately.

Weaker students reported that they liked the activity. One of them considered it easy, whereas one thought it was 'right.' Regarding the last question, both students thought that it was a motivating task. In response to the question as to why they liked the activity, weaker students said that they liked it because it was not a difficult task and it was a good practice. Also, it helped them learn the rules and discover how much they learned and remembered.

Midlevel students reported that they all liked the activity. Three students thought that the activity was easy and one said that it was 'right.' Finally, two of them considered the tasks as motivating and the other two said it was interesting. Midlevel students liked the activity because it was motivating helped them practice grammar. The activity was also easy, understandable and interesting and also they liked the peer review part.

Strong students reported that they also liked this task. All five students thought that it was easy and interesting. However, one student added that it was also motivating. Strong students commented that they liked the activity because according to them it was also interesting, easy and good for them. They could choose the task themselves and check their progress.

IV.1.3c Questionnaire 3: Vocabulary Task – Flexible Grouping

The third student reaction questionnaire students received was about the *Vocabulary task- Flexible grouping.* (See Appendix L3 on pages 222-223 for students' responses to the vocabulary task). In order to complete this vocabulary task students were put in different interaction patterns. First, they worked individually, then in homogeneous groups with students from the same level and finally in heterogeneous groups in order to check their answers with students from different levels who also had different types of activities. Students' responses to the questionnaire for this task are also shown separately since they all worked on different tasks and all various responses were important.

Weaker students reported that they all liked the activity very much. Two students thought that it was easy, while the other two said it was 'right' for them. The last item reveals that two students consider it as motivating, whereas two of them as interesting. Weaker

students reported that they liked it because it was easy, interesting, motivating and understandable and it helped them revise the material.

Midlevel students reported that they liked the activity. All four students thought that it was easy. One student considered the activity as motivating, while three thought it was interesting. Midlevel students considered this activity as helpful because it helped them revise the material and offered them more practice on prefixes and suffixes.

Strong students reported they liked the activity very much. All three students who provided their reaction indicated that it was easy, as well as all of them said that it was interesting. Strong students liked this activity because they perceive it as easy, interesting, interactive and helpful.

IV.1.3d Questionnaire 4: Speaking and Vocabulary Task – Readiness and Interest

The next student reaction questionnaire in a series was about *Speaking and Vocabulary Task – Readiness and interest*. (See Appendix L4 on pages 224-225 for students' responses to the questionnaire on speaking and vocabulary task). The main aim of giving this activity was to practice speaking by making students revise the vocabulary already covered on different topics. This task required students to be grouped according to their level and work on the speaking tasks suitable for their level and based on their needs. Students' reactions are shown separately as well.

Weaker students reported that all four of them liked the activity very much. Two of the thought it was easy, while the other two thought that it was 'right'. Three students thought that it was an interesting task and two responded it was motivating. Regarding this task students

additionally commented that they liked it because it was interesting, amusing and fun as well as they could work in teams to find the definitions.

Midlevel students reported that they liked the activity a lot. All four students considered the activity 'right' for them. Regarding the last item students gave three responses that the activity was interesting and motivating. Midlevel students liked the activity because it was right for them. It was also interesting and it helped them practice speaking and revise the previously covered vocabulary part.

Strong students reported that they also like the activity very much. Three students indicated that it was easy and one that it was 'right.' Three students thought that it was motivating and one interesting. Students commented that they liked the task because it was easy, good and interesting and it helped them revise the vocabulary part. What they mostly liked was the competitive nature of the activity and the good feeling it gave them when they won.

IV.1.3e Questionnaire 5: Grammar Task 2 – Self Evaluation

The fifth reaction questionnaire is related to the second grammar exercise and it was *Grammar Task 2 - Self-evaluation.* (See Appendix L5 on page 226 for students' responses to the questionnaire on grammar task 2). The decision to give an additional grammar exercise to students was based on their syllabus requirement. When students completed the questionnaire at the beginning of the semester most of them rated grammar as the most important category out of ten, therefore it was decided that another grammar exercise would be both useful and motivating for students. For this activity there were two types of exercises provided: one for both weak and midlevel students because students received two options, whereas the other

activity was for stronger students who were not provided with any options. Therefore the data for both weak and midlevel students was calculated together and separately for stronger students. Along with the activity students could self-evaluate through the *Check your progress chart* which showed them in points how much they knew about articles. Since weak and midlevel students worked on the same tasks, their responses to the questionnaire are shown together, whereas the responses from stronger students are shown separately.

Weaker and Midlevel students reported that they like the activity a lot. Three of them stated that it was easy, while the other three that it was 'right' for them. Next, five students considered this task as motivating and one as interesting. Students commented that they liked this activity because it helped them improve grammar by choosing from different options available and by checking their progress at the end.

Strong students reported that they also liked the activity. All five students indicated that it was an easy task for them. Also, all five students thought that it was an interesting activity, whereas two students also added that it was motivating. Strong students considered this activity as interesting, helpful, easy and interactive way to study the articles and check their progress.

IV.1.3f Questionnaire 6: Jigsaw Task – Cooperative Learning

The subsequent student reaction questionnaire shows the results of the *Jigsaw Task-Cooperative learning*. (See Appendix L6 on pages 227-228 for students' responses to the jigsaw task). This task was different from others because students both cooperated and were experts for certain topics regardless of their level. Each level student had a role and was required to

participate both in home and expert groups, thus students' different responses are shown in the appendix by being divided into weak, midlevel and strong students' responses.

Weaker students reported that they liked the activity. Three of them thought that it was easy and one of them thought it was 'right.' In terms of the last item there were three responses given that the task was interesting and two that it was motivating. Weaker students liked this activity because it was different from others but at the same time it was helpful and an interesting way to learn some facts about famous people.

Midlevel students reported that they also liked the activity. Two students indicated that the task was easy, while the other two that it was 'right.' Three students considered the task as interesting and there were two responses that it was a motivating task as well. Midlevel students consider this task as interesting because they could work in groups and share different information for different people. The activity enabled them to read and listen to various pieces of information and give their opinion.

Strong students reported that they liked the activity too. There were two students who considered the tasks as easy and two as 'right' for them. Also, two students thought that the task was motivating and the other two that it was interesting. Strong students also viewed group work in this task as fun and helpful because it enabled everyone to participate and learn from each other by cooperation.

IV.1.3g Questionnaire 7: Writing Task – Writing a Report

The seventh student reaction questionnaire presents a *Writing Task - Writing a report*. (See Appendix L7 on pages 229-230 for students' responses to the writing task). For the purposes of this task the lecturer did not provide separate tasks for each student but it was

organized differently. The additional tasks that accompanied the writing task served as a way to check how different level students use the provided material to help themselves during the completion of the task. This task was differentiated in the way that students received an outline for the writing part; they could also choose the topic that interested them and they wanted to write about. Also, they had a checklist with the main characteristics to be included in the writing task which helped students keep track of how they were doing and at the same time they were required to put a check next to the item they referred to and how many times they did that. Although the task was the same for all students, the lecturer (because she knew their level) presented the results of their responses to the questionnaire separately in order to check how different level students used the provided tasks. As a result, in the appendix the responses are divided into weak, midlevel and strong students' responses.

Weaker students reported that they liked the activity. However, one of them stated that the task was easy, whereas another one that it was difficult. Both students considered the activity as motivating. Students considered this activity as helpful and motivating regardless of the fact that writing is difficult for some of them.

Midlevel students reported that they also liked the activity. In this case one student indicated that the activity was right, whereas even here one student thought that it was difficult. Regarding the last item, one student considered the task as motivating and the other one as interesting. Although some midlevel students considered writing as difficult, they liked this particular writing task because it enabled them to write a report about their country.

Strong students reported that they also liked the activity a lot. All three students thought that the task was right for them. Also, all three students said that the task was

interesting, whereas one added that it was motivating too. Students liked the topic of the task, which was personalized and interesting. Strong students also appreciated being offered a checklist to check their progress throughout the writing process, which helped them be more productive.

IV.1.3h Questionnaire 8: Listening Task – Song

The last student reaction questionnaire students received was about *Listening Task – Song*. (See Appendix L8 on page 231 for students' responses to the listening task). This was the last task and students' reaction questionnaire given to students. It was also differentiated by having weak and midlevel students work on the task that had some support and strong students work on the task without any support. However, in the peer check stage all students could help each other by sharing their different tasks and their expertise with one another. Students' responses are shown in two manners, where weak and midlevel students' responses are shown together and strong students' responses separately.

Weaker and Midlevel students reported that they liked the activity. However, their responses were varied for the second item and one student thought that the task was easy, another one that it was 'right,' whereas two students thought that it was a difficult task. Four students considered the task interesting, whereas two responses stated that it was motivating too.

Strong students reported that they also liked the activity. Out of four students half of them indicated that the task was 'right' and the other half that it was difficult. In terms of the last item, four students stated that the task was interesting and one of them added it was motivating as well. Although some strong students considered the part of guessing the words

as a little bit difficult, others considered guessing and finding the right words for the pictures as great, interesting, enjoyable and also challenging.

IV.1.4 Findings for Observation Log

Since there were eight DI tasks provided, there were also eight observation logs recorded by the lecturer to document everything that was happening in class in relation to DI tasks given. The results of each observation log are summarized below, whereas in the appendices there is a full explanation of each step of everything that happened in class.

IV.1.4a Observation Log 1

The first observation log recorded by the lecturer was related to the first differentiated activity given, that is, *Reading Task – Tiered task*. (See Appendix M1 on pages 232-233 for the observation log notes on reading task). Students were engaged from the beginning until the end of the lesson and it was noted by the lecturer that students stayed on task and enjoyed it.

IV.1.4b Observation Log 2

The next activity which was differentiated for students and recorded in the log was *Grammar Task 1- Choice board.* (See Appendix M2 on pages 234-235 for the observation log notes on grammar task 1).

Regarding this observation task it could be summarized that this activity was different from what students were used to doing so far, and there was a sort of scepticism from the lecturer's side at the beginning about its acceptance from students. Fortunately, students seemed to accept really well the task and they enjoyed when they were supposed to choose the task themselves since it made them feel independent and not only that but they

appreciated the whole process. Also, it was surprising that students accepted well the differentiated tasks because previously while doing the activities from their textbook they were not really looking forward to them.

IV.1.4c Observation Log 3

The third activity differentiated for students which was recorded in the observation log was about the *Vocabulary Task- Flexible grouping.* (See Appendix M3 on pages 236-237 for the observation log notes on the vocabulary task). Taking into consideration students' engagement and active participation during the lesson, it can be said that the lesson was successful because by considering students' different proficiency level and knowledge the activity was well-planned beforehand therefore it was successful and what is more students enjoyed it.

IV.1.4d Observation Log 4

The fourth differentiated activity documented in the observation log is *Speaking and Vocabulary Task – Readiness and Interest.* (See Appendix M4 on pages 238-239 for the observation log notes on speaking and vocabulary). All in all, it could be said that although weaker students did not manage to win the task even though given easier topics and receiving more support, still it can be considered an achievement for them. This is because some of the weaker students in this group were equal to elementary level and making them communicate with others is a success because if the activity was not well planned and differentiated to meet their needs they would not have been able to function as equal participants in the communicative task as they did. What is more, students were all engaged and eager to participate and seemed to enjoy the task since they were all involved and active.

IV.1.4e Observation Log 5

The next observation log recorded is about the differentiated activity on *Grammar Task 2 – Self – evaluation.* (See Appendix M5 on pages 240-241 for the observation log notes on grammar task 2). The lecturer observed that the activity went well, although initially differentiating a grammar task related to articles seemed more challenging. The lecturer found it difficult to decide how to differentiate an activity with articles when the given options would be again articles only. Therefore, it seemed more suitable to create the same DI task with options provided for weak/midlevel students and keep the original activity without any options for stronger students who were also given a chance to look at the provided options in the peer-review part. Students enjoyed the tasks because they were all engaged during different stages of the lesson as well as by checking their progress individually.

IV.1.4f Observation Log 6

The sixth observation log is related to the following activity called *Jigsaw Task-Cooperative Learning*. (See Appendix M6 on pages 242-243 for the observation log notes on jigsaw task). All in all, students were very cooperative and active during the lesson because this lesson was based on students' findings about their passages, so they had to be involved. The lecturer's job was to introduce the lesson, organize the groups, monitor and summarize the lesson. Students also seemed very focused and motivated to master their part properly because they knew that each of them was supposed to share the acquired information in their home groups. There was not much space for weaker students to hide behind stronger students because in their home groups the responsibility laid on them. Cooperation was visible both in expert and in home groups because first they needed to master the material, whereas

afterwards they needed to share the information and help others acquire it which resulted in high participation from students' side. At the end, the lecturer summarized the main points from the passages, asked some additional questions related to the passages and addressed some parts from the follow up activities that seemed to be more confusing for certain students.

IV.1.4g Observation Log 7

The seventh observation log was about the *Writing Task-Writing a report*. (See Appendix M7 on pages 244-245 for the observation log notes on writing task). The lecturer, while planning the lesson, was a little bit sceptical as to whether this activity would go well because the requirements were different from what students were used to do in their writing tasks. Instead of the lecturer providing more hints for weaker students as it was initially planned, by providing the checklist for everyone as an alternative, the lecturer wanted to let students differentiate for themselves. Therefore, the students were asked to use the checklist instead of some other possible options like making some of them work alone, others in pairs, or by modifying the tasks as in other cases. It was noticed that students mostly liked that this task was personalized in relation to the selection of its topic and asking them to write about a magazine as well as making them more focused on the main parts and features of the tasks through the checklist was another motivation for them to get concentrated on the task.

IV.1.4h Observation Log 8

The last observation log recorded was related to the last differentiated activity, which was *Listening Task – Song*. (See Appendix M8 on pages 246-247 for the observation log notes on listening task). Generally, the listening task went well although it was not a popular and a

current song that would match students' preferences. However, a listening task and particularly a song was chosen because the textbook offered many songs and it was useful to show how a listening task can be differentiated by providing support for students through additional cues or through a peer review. Since the activity was a relaxing one because the song created a good mood for them, students seemed to enjoy the task and cooperation with their peers.

IV.1.5 Findings for Quizzes

Quizzes as another important method of data collection are used to show student achievement as a result of other methods of data collection applied. This can be considered as the most important instrument because results of quizzes show if the DI strategy worked for SEEU EFL students and if there was any progress made between the first and the second quiz administered.

(See Appendix N on page 248 for students' points received from the first and second quiz). The points are shown separately for each student and they are divided into weak, midlevel and strong students in order to see if there was a correlation and difference between students' level and the progress made between two quizzes. In the appendices the percentage each student received is shown for each quiz. Below is shown the average percentage for weak, midlevel and strong students' quiz results.

IV.1.5a Quiz 1 results

The scores for weaker students on Quiz 1 ranged from 2 percent to 5 percent, the average being 3.8 percent.

The scores for midlevel students on Quiz 1 ranged from 6 percent to 8 percent, the average being 7 percent.

The scores for strong students on Quiz 1 ranged from 7.5 percent to 10 percent, the average being 8.4 percent.

IV.1.5b Quiz 2 results

The scores for weaker students on Quiz 2 ranged from 4 to 7 percent, the average being 5.6 percent.

The scores for midlevel students on Quiz 2 ranged from 7 to 8 percent, the average being 7.4 percent.

The scores for strong students Quiz 2 ranged from 8 to 10 percent, the average being 9.1 percent.

IV.1.6 Findings for End of course questionnaire

The end of course questionnaire as the last questionnaire given to students shows how students throughout the semester perceived differentiation and what was their attitude towards it. (See Appendix O on pages 249-251 for students' responses to the end of course questionnaire). The received responses are shown separately in the appendix for each level student in order to check and analyse how different level students perceive differentiation. Student answers are shown in details in appendices, whereas below is made a summary of weak, midlevel and strong students' responses for each of the questions provided.

IV.1.6a Weak students' responses

(See Appendix O on page 249 for weak students' responses). For question one, weaker students' responses indicate that they were all aware differentiation was being used.

In question two students commented on their feeling towards differentiation and it could be summarized that students consider differentiation as a good way to help them learn better because they could work on different exercises, through different methods by cooperating with their colleagues.

For question four, weaker students' responses indicate that all four students agree that differentiation helped them understand the lessons or tasks better. Students' comments on question four show that through differentiation they learned new things and words and could complete their tasks more easily as well as express themselves better through different situations provided.

Regarding question five, all four students indicated that applying differentiation was motivating for them. In this regard they commented that they were motivated because it helped them learn better, they could all give their opinion and check their answers with their peers, they compare the lessons with games and they could work together.

The last question reveals students' preference to the DI tasks used in class. As a result, weaker students stated that some of them liked all the tasks provided, some of them liked grammar exercises, whereas most of them liked group work activities.

IV.1.6b Midlevel students' responses

(See Appendix O on page 250 for midlevel students' responses). For question one, midlevel students' responses indicate that all five of them realized that differentiation was being used.

Question two reveals students' comments in regards to their feeling and opinion about differentiation. Students stated that it was a good idea since they could track their readiness and progress, and they could work on various *reading, writing, speaking, grammar and vocabulary* exercises as well as games. Also, they realized that the professor was helpful and sensitive to students' feelings.

Regarding question four, all five students stated that differentiation helped them understand the lessons or tasks better. In this regard their comments are that it helped them in terms of grammar and through various exercises provided. Also, cooperation with their colleagues was helpful and step by step process.

For question five, all students stated that applying differentiation was motivating. Their comments indicate that motivation is related to the tasks that were right for them, that there were opportunities for cooperation and being involved through engaging tasks. As a result of being motivated, students wanted to be in class and felt satisfied.

In question six, midlevel students indicated that the differentiation tasks they liked more were the many kinds of exercises provided, including listening to the song and speaking task, then the grammar tasks were preferred, group work and tasks that they could choose themselves.

IV.1.6c Strong students' responses

(See Appendix O on page 251 for strong students' responses). For question one, strong students' responses indicate that all five students realized that differentiation was applied.

For question two, strong students felt that applying differentiation was a good idea because differentiation helped students who needed more support and helped them understand lessons better, as well as that the lecturer took everyone's needs into consideration and applied different teaching methods.

For question four, all five students indicated that differentiation helped them understand the lessons or tasks better. Students commented that it helped them in different ways because the tasks they were given were right for them and some said that they do not prefer easier tasks but more challenging ones. They also thought that the lessons were dynamic and had fun.

Regarding question five, all students considered that applying differentiation was motivating. What strong students considered as motivating was working on different tasks that

were more challenging for stronger students. Also, what was motivating was all students' involvement and participation on activities suited for all student types and that they could learn in their own way.

The last question reveals students' preference of differentiation tasks that were vocabulary, grammar, multiple choice questions, communicative tasks, whereas some considered that all of them were effective.

IV.1.7 Findings for Student Interviews

As the last data collected, student interviews were held at the end of the semester and were administered with only two students, one being weak and the other strong student. (See Appendix P on pages 252-257 for the responses to the interview questions). Students' detailed responses to the provided questions are recorded and copied in the appendix. Students' responses are shown fully in the appendix, whereas below is made a summary of their responses for a better comparison and contrast between weak strong students' perception towards differentiation.

IV.1.7a Weak Student Interview

(See Appendix P on pages 252-254 for weak student's interview responses). To summarize these responses, the weaker student indicated that she realized that differentiation was being applied in class and she felt comfortable about being part of it. Differentiation helped this weaker student learn better because more difficult tasks that were available from the book were presented in a more simplified manner. The differentiation assignments that this weaker student liked best were the opportunity to work in groups and compete with others. Also, she preferred DI tasks more than the ones provided in the book that offered no

differentiation because DI tasks were more motivating, clearer and doable. The student liked the way the tasks were presented because most of the time she was in the centre and was allowed to complete the tasks by herself by following lecturer's instructions.

Also the student stated that she never felt sidelined and was treated fairly and equally in class. The student indicated that she was aware of her needs and the lecturer met those needs by offering working in groups which suited this student's needs. This student indicated that her preferred interaction pattern was group work and she felt motivated being in class because there were many opportunities offered that helped her learn.

In addition, the student stated that there were many opportunities offered that helped her work at her own pace and level of readiness and interest. The student stated that she felt free and relaxed in this class and the reason which played a big part in making her feel that way was that she could first check answers with her peers before reporting them to the lecturer. She said that the atmosphere being present in class was a working atmosphere because everyone was engaged in tasks that were suitable for everyone's needs.

Finally, this weak student indicted that differentiation was important because all students, weak and strong, were given the opportunity to work together although the tasks were adjusted to their individual needs and they were all given an opportunity to succeed and make progress regardless their level of proficiency.

IV.1.7b Strong Student Interview

(See Appendix P on pages 255-257 for strong student's interview responses). As for the stronger student, she indicated that she also realized differentiation being applied in class, especially because when they peer reviewed their tasks, they could see different tasks being

given to them. This student considered it as a good idea that differentiation was applied because personally she could work on tasks that suited her level and it helped her learn more since she could work on more advanced tasks. The assignments that this student liked more were vocabulary, grammar and the communicative tasks, as well as the tasks when they could check the answers with their peers.

Since this student considers herself as an ambitious student, she preferred differentiated tasks that offer more challenge. In relation to the way that the tasks were presented in class, this student liked it that the lecturer did not mention explicitly that differentiation was applied. This student appreciated that the lecturer had realized she is a strong student and always felt comfortable working on the tasks that suited her level. In terms of student's awareness of her needs, strategies and learning style, she reported that usually in other classes she could feel that some tasks were easy for her and she needed more difficult tasks, but never knew that differentiation was a solution to overcome those static classes where some students can complete the tasks while others have difficulty with them. This student prefers individual work more, and she prefers working with others only for peer checking tasks, as it was done through differentiation tasks.

This student felt that not only she was motivated but had realized that her colleagues were motivated too and have always tried to be engaged and expose themselves through the tasks that were doable for them. The student agreed that in this class there were many opportunities provided to her to work at her own level of readiness and interest because apart from the lecturer choosing the right task for them they could also choose the tasks to be done or the topics to be written or discussed by them. Then she indicated that she always felt free in

this class and she thought that the atmosphere created was comfortable and everyone was engaged in different tasks but were still able to cooperate and she especially liked the fun part when they had to compete with other groups.

Lastly, this strong student perceives differentiation as important because everybody could work on their level of proficiency, none of them felt left aside and differentiation played a big role in making classes more lively where everyone was active by having the lecturer help students learn and eventually pass the course by considering their individual levels.

IV. 2 Research Findings for Adjunct Data Collection Instruments

Although not considered as main data instruments, adjunct data collection played an important role in this research because they complement the study by the means of four methods of data collection. There were four adjunct data collection instruments used for this research including: *Expert interviews*, *Classroom observations completed previously*, *Teacher questionnaire* and *Side study in a co-teaching situation*. Out of these four adjunct data collection instruments only the results of *Teacher questionnaire* and *Side study in a co-teaching situation* are provided below because the other two do not show straightforward results but in an indirect way support this research and both of them are already explained in the Methods chapter as a means to determine what methods are used in this study. However, the answers provided by five experts to the Expert interviews are provided below too, but as stated earlier they do not show straightforward results. The researcher realized that this extra data and findings could be used as a source of support for this study. The summarised responses from expert interviews are provided below, whereas the full responses can be found in the appendix. (See Appendix Q on pages 258-264 for all expert interview responses). It should be noted that

the experts all indicated the great importance of differentiation and how helpful DI can be for instructors and for students.

The results of the *Teacher questionnaire* and *Side study in a co-teaching situation* data collection instruments are explained separately below, whereas the responses are shown under the appendices.

IV.2.1 Findings for Expert Interviews

The information that the experts provided was very useful in the very first stages of writing the dissertation because their advice and suggestions were really important and useful to be considered before any other actions related to the study were taken. The main points that the experts made regarding the five questions posed to them are summarized below.

1. Question #1: Suggest one or more pieces of literature/research about DI that you think are most important in this field of study.

Regarding the first question and the literature available in the field of DI, some experts shared the literature they thought would be useful, whereas some stated that there is not only one document available and some said that they are only practitioners and mostly focused on their experience. Whereas one expert thought that this study is unique and stated that "*First of all, I think your study will be quite original and a much needed area in EFL context. Most of literature that I encountered in relation to EFL focuses on only contextual and cultural differences in comparison with ESL contexts rather than differentiated instruction for individual learners in the classroom".*

2. Question # 2: Describe what you think is the most important one change a teacher could make to incorporate DI into the classroom.

Regarding question two experts stated that (1. *Intentional planning with specific students in mind is effective*; 2. *apply evidence-based interventions at the tier I level for all that are available for all students;* 3. *Teachers need to think about what they will differentiate, why they will differentiate, and how they will differentiate it;* 4. *different scaffolding;* 5. *building relationships is extremely important.*)

3. Question #3: If you had to explain the importance of DI in about 3 sentences, what would you say?

In relation to question three the interviewees stated: (1.*For English Learners they cannot access content if the input is not comprehensible.[...] teachers need to consider how to differentiate instruction […] and meet students at their levels of proficiency.*; 2. *Identify the diverse needs of students […] formative assessment is critical […] variability is the norm instead of exceptionality in the process of learning and instruction;* 3*. The importance of DI lies in the fact that it's inclusive […] it allows [learners] all to experience success and so increases the likelihood of learning being a positive experience. It also provides a principled tool for teachers to cope with the challenges posed by heterogeneous classes;* 4. *Differentiated instruction involves not only cultural and linguistic differences but also their learning styles, academic abilities, their literacy backgrounds, and schooling experiences. All learners are different and how they learn is also varied. Thus, it is teacher's responsibility to create the optimum condition for them to learn most effectively;* 5. *DI is about providing all students with access and to content and curriculum opportunities.*

4. Question #4: If you were going to observe in a classroom, what kinds of DI would you hope to observe?

Regarding question four, the experts stated: *(1. Scaffolded instruction of concepts and vocabulary along with reading passages that are at the students' reading level;* 2. *I would expect to observe teacher and students collaborate as a team with students being the center in the learning process,[…] teacher working as facilitators in the process of learning and teachers implement evidence-based instructional strategies based on formative assessment information;* 3. *There might be differentiation by task, by content or by response, depending on the needs of the learners;* 4. *I would check whether different tasks and scaffolding are given on the same topic. All students will work on the same topic but with differentiated tasks. Usually, three different tasks can be given to students depending on their levels. The teachers that I work with target at three different groups—advanced, intermediate, and beginner;* 5. *DI does not mean one plan per student. Look at how the students are the same as well as different. Chose appropriate instruction such as appropriate tasks in small groups. I would look for student engagement with the content and with the environment. I would look to see that the teacher is scaffolding the learning.*

5. Question #5: What do you think is the most important point you would make to teachers that know nothing about DI?

In terms of question five it was stated: (1. *It is critical to differentiate instruction for students at different levels in order to meet their needs;* 2. *to help teachers identify students' individual needs and develop appropriate learning objectives to address students' needs using evidence-based instructional strategies*; 3. *Differentiation gives all learners the chance to succeed and be motivated. Although it might require more effort at the planning stage, it actually makes classroom management easier, as all the learners are more likely to be engaged;* 4. *It appears*

that teachers have misconception that differentiated instruction is to create entirely different lesson plans. DI, for me, is not to create entirely different lesson plans but to create different tasks on the same topic. I additionally suggest teachers can alternate different types of tasks and activities that would address diverse learners through multiple modalities; 5. *First of all, they often know more than they think they do! They might say, "I'm doing that and I didn't realize it was DI"! So give yourself credit. Every lesson can include DI, but start with ONE lesson and then find ways to differentiate. In that way, classroom management is more effective.*

The last statement required Additional comments or suggestions from experts and only few of them provided the answers including the following: (1. *The implementation of DI should consider the cultural factors through which the instruction occurs, including the students' and teachers' own cultural backgrounds;* 2. *I've seen my students (mostly they are practicing school teachers) incorporating differentiated instruction to accommodate diverse learner. […]Currently, teacher evaluation in U.S. includes how teachers respond to the needs of diverse learners. Therefore, differentiated instruction became increasingly critical in U.S. education. Some use, "multiple entry points" for "differentiated instruction," though DI is more widely recognized term;* 3. *At the first class, I hide candy bars all around the room—some are up high. I ask a short student to try to get the candy bar and tell that student who cannot reach it, "Just try the candy bar, but some need an accommodation in order to get it.!" Then I would tell the student to use a ladder or a chair to get the candy bar. When the student can now reach the candy bar, I explain that is what differentiation is all about! Everyone can have the candy bar, but some will need a scaffold (help) to get it.*

IV.2.2 Findings for Classroom Observations Completed Previously

As indicated in the Methods Chapter, the observations completed as part of another project were not a direct part of this study. However, an analysis of those adjunct observations indicates that instructors are not using differentiation in their classes. None of the observers ever realized any case where differentiation was applied.

Classroom observations are mentioned as one of the adjunct data instruments because they were not conducted specifically for this research, but instead the observations conducted by the researcher previously throughout SEE University were used as a support for this research. Since the observations were not specially designed for this research there is no detailed evidence provided for them but the researcher could just summarize them. As a result, by the time that this research had started there were not any occasions observed where differentiated instruction was applied. Therefore, it has been decided that there was no need to conduct new observations, but just use the previous experience as a backup. There were numerous observations conducted by the researcher throughout the university and there were always present the observer and the co-observer and none of the observers ever realized any case where differentiation was applied. Although initially the researcher planned to conduct other observations for the purpose of this research and to create an observation template and questionnaires for the lecturers, in discussion with the mentor it has been decided that there was no need for new observations when the present situation in the classrooms was very well known therefore the information from previous observation was used.

IV.2.3 Findings for Teacher Questionnaire

Teacher questionnaires as a third adjunct data collection instrument are included in this section because the eight questions used for this questionnaire are analysed specifically. There were sixteen EFL lecturers who responded to the questionnaire, which was initially focused on applying DI in reading skills, but its results could serve this research which is focused on all four language skills. (See Appendix R on pages 265-266 for lecturers' responses to the teacher questionnaire). Below are shown the original questions and the lecturers' responses to each of them. The responses of sixteen EFL lecturers who participated in this research demonstrate that:

1. Question # 1*: Are you aware of the term differentiation? Yes, a lot Yes, a little Not at all*

Fifty percent of the lecturers are not aware of differentiation, while 37 percent know a little and 12 percent know a lot of differentiation.

2. Question # 2*: In what ways do you know about differentiation?*

Workshop__ Conference__ The Internet__ Formal education__ Other (specify)__

Thirty-one percent know about differentiation from workshops, 31 percent from conferences and 31 percent from the internet. Only six percent know about differentiation from formal education.

3. Question # 3: *If you answered question 1 with yes, then answer this question.*

Could you give a brief definition of differentiation?

Six out of sixteen lecturers provided various definitions on differentiation that were in line with what differentiation is, as explained in the definitions at the end of chapter 1.

Question # 4: *Do you attempt to differentiate in your class? Yes, a lot _ Yes, a little_ Not at all_*

Twelve percent of the lecturers attempt to differentiate in class a lot. Thirty-one percent differentiate a little, whereas 56 percent do not differentiate at all.

Question # 5: *If you answered question 4 with yes, then answer this question.*

If you attempt to differentiate, what tasks would you give in different ways?

Only two lecturers answered this question since only two of them, that is 12 percent, differentiated in class a lot. One of them stated to provide tasks that are with more open outcomes. The other one stated that exemplifies tasks in the introductory stage, whereas does not expect the same outcome in the production stage.

Question # 6*: Do you attempt to differentiate in your reading classes? Yes, a lot __ Yes, a little__ Not at all__*

Twelve percent of the lecturers attempt to differentiate in their reading class a lot. Twelve percent differentiate little, whereas 75 percent do not differentiate at all in their reading class.

Question # 7: *If you answered question 6 with yes, then answer this question.*

If you attempt to differentiate, what reading tasks would you give in different ways?

Only three lecturers, that is, 19 percent of them, answered this question, since they differentiated in class a lot. One lecturer stated that reading comprehension questions are adapted to students' level of proficiency. Similarly, the other lecturer offers different comprehension questions. The third lecturer indicated to provide tasks with reading for gist and

detail to less proficient readers, while to more proficient students offers reading for gist, detail, inference, and summarizing.

Question # 8: *Below are provided 3 scenes of a reading class. Match the scenarios I-III with the type of a lesson a-c.*

a. No differentiation b. Little differentiation c. A lot of differentiation

I. The teacher has a passage about reading and uses a PowerPoint including images, illustrations and lecture notes to explain the main points to students. Students read the passage and then they are given one set of closed questions related to the text. __

II. The teacher has a passage about reading and uses a PowerPoint including images, illustrations and lecture notes to explain the main points to students. Students read the passage and then they are given 3 activities that fit each student's reading ability; students participate. __

III. The teacher has a passage about reading. Students read the passage and then they are given one set of closed questions related to the text. __

In regards to the last question, there were thirteen correctly matched answers, whereas there were only three incorrect answers.

IV.2.4 Findings for Side Study in a Co-teaching Situation

The results from the questionnaires provided from the side study in a co-teaching situation are the last data provided for this study. Having in mind that this instrument belongs to the adjunct data and was used for the purposes of the course co-taught by the mentor of this study and the researcher, the results of ten questions related to differentiation were analysed

and discussed in this study. (See Appendix S on pages 267-268 for students' individual responses and comments to the Course Evaluation Questionnaire*)*.

Below is shown the percentage of students' responses for each of ten analysed questions as well as the comments given by them for certain questions. Each question related to differentiation is analysed by providing the results as follows:

Question # 1: Eighty-three percent of the students (10 of 12) liked using handouts and Power Points. They noted these were helpful and improved learning.

Question # 2: Eighty-three percent (10 out of 12) felt they had received constructive criticism on their work.

Question # 3: Eighty-three percent (10 out of 12) used the opportunity to submit a freewrite of their activity.

Question # 4: Ninety-two percent of students (11 out of 12) used the opportunity to revise their activities.

Question # 5: One hundred percent of students (12 out of 12) strongly agree that freewrite opportunities and revision opportunities helped improve their grade and learning of course content. They noted in the comments that freewrites were useful when they were in a doubt whether they were doing the activity correctly. Freewrites helped them learn from their mistakes and one student stated that even s/he has not submitted a freewrite they are still considered useful for other students.

Question # 6: Eighty-three percent (10 out of 12) of students think that the professors tried to consider them as a person and helped them by differentiating according to their needs.

Question # 7: Eighty-three percent (10 out of 12) of students strongly agree that being able to work in pairs for their main assignments was helpful for them. It was noted that peer work is helpful, but not all students appreciate it.

Question # 8: Ninety-two percent of students (11 out of 12) of students consider that being in this class was motivating for them.

Question # 9: Eighty-three percent (10 out of 12) of students strongly agree that there were many opportunities provided in this class that helped them work at their own pace, level of readiness and interest. It was noted that the lessons were inventive and catered for different type of students.

Question # 10: Ninety-two percent of students (11 out of 12) indicated that they felt free in this class to express their opinion, to participate and not to worry about mistakes because the professors were sensitive to. It was also noted that it was a helpful course.

In conclusion, this chapter has presented findings from the various methods used in conducting the study. In chapter 5, discussion of these findings will be provided and recommendations and conclusions will be made.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND SUGGESTIONS FOR FUTURE RESEARCH

V.1 Interpretation of Findings

V.1.1 Students' Response and Interpretation of Observation Logs

It appears from the main data collection instruments that students are more active in realizing how they are taught than many instructors might suppose. Also, they have opinions about the way they are taught, the experiences they have in the classroom, and their willingness to participate in their own learning process. Students in this study express a need for lecturers to include differentiation in their instruction and avoid a one-size-fits-all approach.

Further, since students expressed preferences for discussion and active exercises rather than only listening to a "sage on the stage," this shows that of the four communication skills teachers ought to allow much more use of active talking and writing. Group work seems to be very popular, although stronger students want to be sure that everyone works equally. So, lecturers must be careful to ensure that everyone participates.

Students demonstrated positive reactions and realized that they could do well if challenged the right amount. For instance, observation logs show that the text and activities selected were successful because so much engagement in the lesson took place. This supports the expected outcome for this dissertation study that students appreciate a lecturer's efforts to tailor a lesson to their needs.

All students liked the grammar tasks which are usually difficult and boring for students. They found it motivating and interesting at the same time, regardless that it was a grammar task that could have been boring if not differentiated. Such confidence supports the positive effect of DI. Students felt really good by being in charge for the selection of the task and it made them even more responsible to complete it successfully since they chose it by themselves.

Students valued the opportunity to act as individuals in their own learning and to collaborate and in this way they benefitted greatly. When tasks are adapted to each student's needs, such as working in homogeneous groups initially and then competing with other students in order to test their knowledge, especially weaker students feel successful and important since they can question stronger students and vice-versa try to guess other students' questions.

The students' positive viewpoints reveal that they seemed to enjoy DI tasks because everyone was engaged, active, participating as well as motivated to check their answers and see their progress which turned out to be generally pretty high.

For instance, the jigsaw activity was the first time any student had an individual role when they were in centre and were supposed to share their gained knowledge with others. This made weak students be as experts in front of stronger students regardless their level and share their gained knowledge with others.

Also, the observation log for the jigsaw activity revealed that it was highly cooperative in nature because there was no space for any student to manipulate because their individual role required individual presentation in front of others which resulted in engagement, collaboration

and sharing different knowledge that made all students curious to listen and eager to participate.

Even though the writing activity was difficult for some, (for example, weak and midlevel students reported that the activity was 'difficult') still all the students reported that they liked the activity. The activity was perceived as motivating, interesting and helpful which means that in some cases even if the task might be perceived as more challenging, still there are other factors that can be included that can make the activity more attractive for students.

The report from the observation log also revealed that students liked the writing process, especially because it was personalised. The important point here is that students need to have aids and then decide for themselves how to use them.

All in all, very useful and significant data was revealed from quizzes because as an important method of data collection they showed that the application of differentiation works for SEEU students and it should be applied because especially weak and midlevel students who usually struggle to stay in line with other stronger students have made progress thanks to differentiation. Other than this, weak and midlevel students probably would have failed because the material presented in their textbooks is far more advanced than their real level and in most cases it suits only more advanced students, so they would have struggled to complete the quiz let alone to make any progress as they did with the help of differentiation. Moreover, stronger students managed to make progress too although some of them had already reached the maximum percentage in their first quiz, but since the tasks were suited to their level and needs they maintained their high results and even achieved more. Then with the help of

differentiation they got some needed assistance as well that help them maintain their high results.

Taking every level students' responses into account, it could be said that all students of all levels who were aware that DI was applied in the class had a positive feeling about it, they considered that it was motivating since everyone's needs were taken into consideration and they could enjoy the differentiated tasks and every step of the application of differentiation in their classes.

Although most students strongly agree that being able to work in pairs for their main assignments was helpful for them, still the experience showed that not all the students used this opportunity although it was very useful. However, weaker students tended to work in pairs for most assignments and pairing them was a form of differentiation to help them work on the task and not to fail them. Whereas, some stronger students never wanted to cooperate with another student for the assignments and their decision was appreciated.

Also, most students stated that they felt motivated in this class, and this coincides with the fact that most of them were provided many opportunities in this class that helped them work at their own pace, level of readiness and interest as well as most of them indicated that they felt free in this class to express their opinion, to participate and not to worry about mistakes because the professors were understandable. All these characteristics mentioned by students have an impact on student motivation since students are usually motivated when they are free and can work according to their level of readiness and interest.

Both weak and strong students' responses to the interview questions reveal that they had different feelings and viewpoints towards the lesson and differentiation helped them

achieve that because one side felt good by working on more simple versions of the lesson, whereas the other side on more challenging ones. This is an essential finding because it shows how their different needs were met in the lesson.

In terms of tasks, preferences and interaction patterns, students' diverse preference was met since students were presented to different tasks and different interaction patterns, which were mixed according to students' needs and the nature of the lesson to suit different students' needs. Also, regarding students' treatment in class, both students' needs which were diverse were again met in the same class and at the same time by using different means.

Another important aspect that proves the relationship between differentiation and motivation is that both students showed that the positive feeling and the motivation was felt in class by everyone and it has made students try harder and do their best. The findings reveal that students' needs and their levels of readiness are unique therefore the opportunities offered in class should be various to meet their needs and make them feel comfortable and feel confident in their own shoes. Generally students are aware of their differences and value the fact that they could stay in the same class and still work at their own level of proficiency under very pleasant circumstances. Both students' differences and satisfaction by being in the same class **show that students do not need to be separated in different classes, but keeping them together and offering everyone what they need in an appropriate manner**.

All in all, weak and stronger students' responses are the same and different at the same time and both being accurate in their own ways because their needs are unique but their wishes are the same to achieve success and progress in their own ways by enjoying the process at the same time.

V.1.2 Lecturers' Response and Interpretation

Lecturers claim to have knowledge of DI, and although most teachers who attended workshops and conferences knew a little about differentiation, not all of them could define it correctly. Then, although some teachers claimed to have applied DI in their classes, they failed to provide explanation of the DI tasks they give students, which is questionable because if they have applied it then they should be able to provide an explanation of the tasks they used. Also, some teachers tried to provide some tasks by claiming that they were differentiation tasks but the examples provided did not have any similarity to differentiated tasks. As a result, those tasks were not even shown in this research under lecturer's responses in the results chapter.

Regarding the application of DI in reading classes, even fewer teachers responded to have applied DI strategies and there were only few tasks provided. Finally, regardless of various responses provided throughout the questionnaire, out of sixteen surveyed participants, thirteen matched the tasks and scenarios correctly, whereas only three respondents matched them incorrectly. **This shows that lecturers' knowledge about DI is more incidental than academic**. The last question was not only useful for the researcher to collect the required data, but it also helped the participants who knew a little or not at all about differentiation become acquainted with some DI tasks that might be applied in their classes. This question was left as the last one in the teacher questionnaire in order not to let participants see examples of DI tasks while completing the questionnaire. There was even a comment made by one of the respondents that if that question was put earlier then that respondent could have answered all previous questions, which he apparently failed to answer.

For instance, when teachers responded to Question 6, 75 percent indicated they do not differentiate at all in their reading class.

Question # 6*: Do you attempt to differentiate in your reading classes? Yes, a lot __*

Yes, a little__ Not at all__

This reported lack of use of DI seems to indicate that, although teachers appear to know something about DI, they do not use it. In informal discussions with teachers, they indicated nervousness about using DI. They seem to think it takes too much time, and they say they do not know how to implement DI.

V.1.3 Interpretation of Observations

The data from the observed classes reveal that there is a lack of equal student involvement in classes since the tasks and the lessons were not differentiated and usually stronger students dominate during the observed lessons; those are the students that lecturers tend to involve more and then assume their lesson has been successful since somebody is able to say something about it. Although, some lecturers could choose to involve weaker students and ask them some questions to check comprehension usually they do it to show that they involve everyone but the end result is that it is done in an inappropriate way without giving them any means and preparing students to understand the lesson according to their level. As a result, at the end of the day those students will not benefit by just being questioned without initially being offered appropriate tools for learning and what is left for the students is just embarrassment in front of everyone and frustration by not being treated fairly as would happen in a differentiated classroom.

The results from the observed classes also disclose that **even in the lesson plans written by lecturers there was no indication that they have taken into consideration different level students in their classes and that some steps will be taken to meet their needs**, but the way the lecturers chose to teach was the same for all students as they were homogeneous groups when they were not equal but unique.

V.1.4 Interpretation of Findings for Side Study in a Co-teaching Situation

There are only ten questions analysed for the purposes of this research from the original fifteen questions used for the questionnaire conducted at the end of the semester for the course co-taught by the researcher and the mentor of this research. Almost for all questions, the number of students who strongly agree with the provided statement is the same. Generally, students valued highly the course and gave positive responses. Most students liked the handouts used and the Power Point presentations since they improved their learning. This is an important finding because the activities used during the lessons were numerous and varied and they were aimed toward different proficiency students, thus it is important that students appreciated them and saw a value in them.

Also, most of them received constructive criticism and think that the professors tried to consider them as a person and helped them by differentiating according to their needs. Another valuable part of differentiation is treating students fairly and equally, and making students feel as unique individuals should be a priority for every lecturer which was achieved in this case.

Then again most of the students used the opportunity to submit a freewrite of their activity and used the opportunity to revise their activities. A freewrite was used as a way to

help students improve their writing by first submitting one version and them revising it. This was a very useful method to help with differentiation because students were offered help before submitting their final version and were not losing points for submitting a poorer version initially but to the contrary were encouraged to work harder and improve, which should be implemented more often since students can improve without being afraid to make mistakes and without being criticized.

Again, in relation to freewrites all the students strongly agreed that freewrite opportunities and revision opportunities helped improve their grade and learning of course content. Not only that the students reported that freewrites were useful and helped them learn better, but the lecturer also witnessed that there was really a significant progress between the initial and final versions of students' assignments.

Although most students strongly agree that being able to work in pairs for their main assignments was helpful for them, still the experience showed that not all the students used this opportunity although it was very useful. However, weaker students tended to work in pairs for most assignments and pairing them was a form of differentiation to help them work on the task and not to fail it if otherwise done lone. Whereas, some stronger students never wanted to cooperate with another students for the assignments and their decision was appreciated.

Also, **most students stated that they felt motivated in this class, and this coincides with the fact that most of them were provided many opportunities in this class that helped them work at their own pace, level of readiness and interest as well as most of them indicated that they felt free in this class to express their opinion, to participate and not to worry about mistakes because the professors were understandable**. All these characteristics

mentioned by students have an impact on student motivation since students are usually motivated when they are free and can work according to their level of readiness and interest.

All in all, there were many opportunities offered in this class that helped with differentiation, therefore students had a positive opinion about the class and received good results and enjoyed being in class.

V.2 Answering the Research Questions

Below is a list of four proposed research questions that guided this research and each of them is answered separately.

V.2.1 Do students seem more motivated when they can use differentiated tasks?

Since it was recognised that motivation is a key to pushing students to make progress and feel satisfied about their actions made in class regardless of their level and diversity then the need arises to use differentiation to meet those needs in order not to achieve a contrary effect by demotivating students while discriminating them but keeping their motivation high by addressing everyone's needs. As Davis (2009) adds "Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom" (p. 278). This means that if students already are motivated to learn a language and if their needs are not met then their motivation level will start to diminish and will hinder their learning and they will not make any progress. Also, even when students are not motivated, the lecturer should do the utmost to make them more interested by adapting the lesson and activities to suit their needs. Therefore, Ngeow (1998) lists some other strategies that foster motivation and help in the transfer of knowledge such as:

> Encourage learners to take ownership in learning. Promote intentional cognition or mindfulness to learning in various contexts increase authenticity of learning tasks and goals (p. 4).

In terms of the link of this research between motivation and differentiation, **it could be said that students have recognised the effort made to adapt the tasks to suit their different needs and thus make the tasks more appealing and motivating for them**. In this regard, there were eight tasks differentiated by the lecturer to suit every individual learner's needs by having student motivation in mind. Also, in order to verify learners' motivation, in the questionnaires used for this research there was on purpose added a question about students' motivation. As a result, by referring to the findings from students' reactions to the reaction questionnaires, end of course questionnaires, student interviews and from the observation logs that the lecturer recorded after each task was administered, it was revealed that DI tasks were both motivating and interesting for students, and they all liked the differentiated tasks.

Since students' tasks in most cases were divided into weak, midlevel and strong student tasks, they all liked them and felt motivated by those tasks for different reasons and when asked if the activity was *Motivating Interesting* or *Boring,* students in all cases circled either interesting or motivating.

There was a diversity of tasks, interaction patterns, the way the tasks were presented and the nature of the tasks where all language skills were applied.

Regarding all eight differentiated tasks provided, weak, midlevel and strong students who worked on their own differentiated task in most cases they liked the DI tasks provided and felt motivated by them.

- Concerning the reading task, all students commented that it was either motivating or interesting and some said both because they liked its content and the activity which was good, clear and fun.
- The second task, the grammar task 1, was also perceived as motivating and interesting by all three groups of students, weak, midlevel and strong because none of them considered it as a difficult task because it helped them practice the grammatical part, work in peers, have fun and check their progress.
- The third task, vocabulary task, was another task viewed as interesting and motivating by all students because it was easy, interactive and helpful for the revision of the vocabulary part.
- The next task that was speaking and vocabulary was seen as motivating and interesting because some considered it easy and others as right for them and at the same time it was amusing, and they could practice speaking by collaborating with their teams and competing with other teams.
- The fifth task that was another grammar task, was perceived as motivating and interesting by all weak, midlevel and strong students because mostly what student appreciated about this task was the fact that they could choose which activity to work with by themselves, by interacting with others and checking their progress at the end.
- The following task was a jigsaw task that was also viewed as motivating and interesting by all students and they thought that the activity was easy for some and right for some others. The activity was motivating because it was different

from other tasks applied, they could work in groups and learn for themselves by reading and also listening to others and sharing the acquired information. It was also perceived as fun and helpful for learning new facts.

- The seventh task, the writing task, was also motivating for students regardless the fact that some perceived the task as difficult and others as right for them. Students perceived the task as helpful, authentic and productive.
- The last task, the song, was both motivating and interesting for all students although there were different opinions in terms of the level of difficulty where some thought it was easy, others right and some difficult. The students though that the activity was both enjoyable and challenging in some parts with guessing the words from pictures.

Both students who were interviewed also confirmed their motivation and thus the weaker student stated that the many opportunities offered in the classroom that helped her with the learning process was a motivating factor for her. Whereas, the stronger student not only expressed her level of motivation but also has realised everyone else being motivated in class and trying hard to express themselves.

Also, the results from the questionnaire conducted with a side study in a co-teaching situation revealed that students felt motivated in the class because they could work at their own pace, level of readiness and interest as well as most of them indicated that they felt free in this class to express their opinion, to participate and not to worry about mistakes because the professors were understandable.

During the entire teaching/learning process the lecturer was cautious and was observing student actions and reactions towards the DI tasks, therefore lecturers observation compliments all students' responses that students really felt motivated while completing the DI tasks and felt eager to complete them and express themselves in their own ways. Furthermore, it was noted that students liked the different nature of the tasks, the collaboration done and the feedback process where they could check their answers and report them without any hesitation since they were allowed to double check them with their peers or in groups and were given the freedom to express themselves freely.

Taking all students reactions and responses into consideration and lecturers' observation to the events in the classroom, **it could be concluded that DI tasks helped students feel more motivated and thus make more effort to the completion of the tasks, collaboration, achieving success and by being motivated at the same time enjoying the entire learning process**.

V.2.2 How does differentiated instruction help motivate and enhance mixed-level learning?

Having into consideration that this research was done in a diverse classroom, where students' proficiency was mixed, it was a suitable environment for conducting the research and getting the required answers. Although all students were put in a course that was originally designed for advanced students, the level of students' language proficiency was diverse. Moreover, in terms of the diversity existing in the classroom Hall (2009) claims that in the classroom students "form a mosaic of diversity – academically, culturally, linguistically, economically, socially, and motivationally" (p.1). This statement is a confirmation that students

are diverse in different ways including linguistic and motivational diversity; therefore, this research was focused on both aspects in order to help students achieve success by addressing those aspects.

In order to keep the level of motivation and students' learning in a mixed – level classroom at a proper level it is a challenge to do so in cases where students' tasks and the instructions are not differentiated. Therefore, in order to have a group of diverse students all being motivated and achieving success in the same classroom, Sousa & Tomlinson (2011) recommend that "effectively differentiated curriculum is developed with student variances in mind [and] it is planned to account for different levels of reading and writing proficiency, different readiness levels, different interest, and different preferences for learning" (p.59).

Along these lines, so as to meet the needs of diverse students who were already given a specific curriculum that was the same for all, the lecturer differentiated a number of tasks in order to meet all different level students' needs and help them be motivated and achieve success regardless of the diversity existing.

In terms of answering the second question how differentiated instruction helps motivate students, it is explained below as well as partly in the previous question by generating all the results received from different instruments. In all the instances, students indicated that they were motivated by different means offered in the classroom. Weak, midlevel and strong students' responses are summarized below. Weak students were motivated by DI instruction being applied because it helped them with their progress and learning. Although being weaker than others in terms of language proficiency, they could give their opinion as well and they could collaborate with their peers while completing the tasks and in the peer review section.

They also stated that they like the fun part of the lessons, when lessons were turned into games. Midlevel students felt motivated because they liked the DI task being applied in class, the collaboration with their peers and the overall positive atmosphere felt in class. Moreover, stronger students also confirmed that the reason that they felt more motivated was the fact that as stronger students they were more challenged to work on more difficult tasks and working at their own pace.

As explained in the first question, both the interviewed students, and also students from the study conducted in a side study in a co-teaching situation felt motivated by different learning friendly opportunities created in the classroom such as a freer climate in the classroom which functioned as a means to express themselves and enjoy the learning.

Also, the lecturer's observation recorded in the observation log provides insight into how important is the application of DI into the enhancement of student motivation and learning. The lecturer noted that while students were working on DI tasks they all seemed actively engaged in completing the tasks, they enjoyed them and appreciated the tasks, they were eager to complete the tasks and check their progress individually or with their peers. Moreover, students enjoyed collaboration and group work, mastering their information and sharing it with others. Students also appreciated personalised tasks and the ones that offered some kind of support either by peers, more options being offered, multiple choice of a checklist. All in all, the lecturer noticed that students' motivation while completing the DI tasks was present and the progress was noticed not only on stronger students but in weak and midlevel students and their eagerness to achieve more was something that was really noticeable.

Additionally, students' progress regardless their level of language proficiency was noticed not only during the DI tasks, but also the quiz results indicate the progress made. It should be noted that even though the material covered in the second half of the semester when DI was applied was more difficult from the material taught in the first half of the semester, when no differentiation was applied, still quiz results indicate the progress made especially among weaker students. This finding is very important because:

1) differentiation was mostly needed for weaker students in this group since their English proficiency was much lower than the level they were expected to be;

2) also the material they were supposed to study was much more difficult than the one they could manage to accomplish and finally

3) the difficulty to complete the assignments and quizzes was higher for them since the graded assignments were the same for everyone and without the application of differentiation they could have struggled more.

Not only weaker students benefitted from differentiation, but also mid-level and stronger students too since:

1) the tasks were differentiated for all and
2) all made a significant progress and
3) all managed to show higher results in quizzes and efficiency in the completion of differentiated tasks.

This shows that the application of differentiation works for SEEU EFL students and it helps them enhance their learning and in that way get motivated too.

Moreover, the responses from expert interviews give an additional insight into the second research question. One expert states that “for English Learners they cannot access content if the input is not comprehensible. In order to make input comprehensible, teachers need to consider how to differentiate instruction to make the content comprehensible and meet students at their levels of proficiency” (Dr.Laura Kuti). This means that in order to help English learners acquire the content it should be differentiated at their level because otherwise they will not achieve any results.

Another expert focuses on formative assessment as an important component of improving students’ learning and adds that “Formative assessment is critical for identifying students’ need and make relevant adjustments based on students’ progress or lack of progress” (Dr. Yaoying Xu). Dr. Xu also adds that lecturers should act as “facilitators in the process of learning and implement evidence-based instructional strategies based on formative assessment information”.

Additionally, Stephen Hidlaugh adds that since DI is inclusive it “allows learners with different abilities, learning styles, etc. to participate in the learning process in the same classroom. Importantly, it allows them all to experience success and so increases the likelihood of learning being a positive experience.” This tells us that in a DI classroom since all learners differences are considered, learners could make more progress because they feel better about the whole situation. Moreover he adds that “differentiation gives all learners the chance to succeed and be motivated”. This means that if lecturers try a bit more than lecturers will not only be successful learner but will be more motivated too.

Dr. Seonhee Cho regarding this question stated that “all learners are different and how they learn is also varied. Thus, it is teacher’s responsibility to create the optimum condition for them to learn most effectively”. This gives a lecturer an idea that by considering learner differences, the lecturer can create the best learning conditions for students in class.

The answer to the second question as to “How does differentiated instruction help motivate and enhance mixed-level learning?” is provided by the means of many facts starting from students’ level of motivation and interest that remained high throughout the second half of the semester. **When differentiation tasks were applied students enjoyed them. The researcher observed their readiness and eagerness to participate actively in all the DI tasks given and saw their progress made between the first where no differentiation was applied and the second quiz where DI tasks were given**.

V.2.3 What kinds of differentiation activities do EFL learners at SEEU need?

Since there were no textbooks based on differentiated instruction for language learning accessible at SEEU, for the purposes of this research, the available textbooks and the activities present there were adapted and differentiated by the researcher. Provided that the main curriculum was supposed to be followed, the same content was used but the selected activities were differentiated. Tasks should be selected based on lecturer’s knowledge of the learners, their interest and the difficulty of the material in order to make it more doable, amusing, motivating and suitable for learners’ needs. These should include listening, speaking, reading and writing activities that are developed with the specific skill level of the students in mind.

According to this research conducted in this study, all eight tasks that were applied seem to be very helpful.

The reason for choosing each individual task was made on the basis of students' interests, needs, wants, and their readiness.

In summary, the tasks that EFL learners at SEEU need are the tasks that students' can individualize such as Tiered tasks, Words on the wall, and Self-check checklist along the writing task. In the words of the wall they could choose the words themselves that they need to clarify. Regarding the self-check checklist students could discover along the writing task the features that need to be included in the writing before the lecturer checks it.

Then successful tasks are those where they can collaborate and share information such as jigsaw, where students are given a chance to be experts for certain topics and can learn from one another apart from the teacher only by reading a particular story, listening to others and sharing their own story with others. Another task where students can work in groups is a vocabulary and speaking task where students first work together to define the terms themselves and then question other groups and compete with them.

Another task where students could choose a level of the difficulty that is comfortable for them is a Choice board. Through this task the students could differentiate for themselves by choosing themselves the difficulty of the task they wanted to work on.

Tiered task is a reading task that is useful for all level students because it offers more support for those who need it, like weaker students, and less support for stronger students. As a result, it is compared to a triple tiered wedding cake, where different layers are designed for different level student.

Moreover all the tasks that were included offered some kind of support, thus it can be concluded that SEEU students need tasks that offer more choices and support especially in

cases when the content is difficult. Also, varying the interaction patterns along using various tasks is what students need for achieving better results.

Also the tasks that were suggested by experts in their responses can be considered as useful such as "s*caffolded instruction of concepts and vocabulary along with reading passages that are at the students' reading level"* (Dr. Laura Kuti). Another expert said that *different tasks and scaffolding are given on the same topic. This expert suggests that students work on the same topic but with tasks that are differentiated. "Usually, three different tasks can be given to students depending on their levels. The teachers that I work with target at three different groups—advanced, intermediate, and beginner. This doesn't necessary mean "language proficiency" but their "academic literacy proficiency." For beginners, a lot of scaffolding such as visual prompts, simplified words and sentences, hands-on materials are provided. For advanced learners, less prompt and less scaffolding and more challenging tasks can be offered". Also, this expert adds that "teachers can alternate different types of tasks and activities that would address diverse learners through multiple modalities. Teachers can also pay attention to their supplementary resources in terms of whether they are considering learners' diversity or not".* (Dr. Seonhee Cho).

Another expert suggests that lecturers can choose "*appropriate tasks in small groups".* This expert also provided a real life example that he used in his class that is as follows:

> *At the first class, I hide candy bars all around the room—some are up high. I ask a short student to try to get the candy bar and tell that student who cannot reach it, "Just try the candy bar, but some need an accommodation in order to get it.!" Then I would tell the student to use a ladder or a chair to get the candy bar. When the student can now reach the*

candy bar, I explain that is what differentiation is all about! Everyone can have the candy bar, but some will need a scaffold (help) to get it (Dr. Mark Allen).

All in all, the answer to the third question is that tasks which encourage students to interact with the text and with each other as they learn, especially in groups where they feel comfortable, are all necessary for SEEU EFL learners and not only they are necessary for teaching and learning different language skills they are also appreciated by learners who in all cases stated that they like these types of activities because they were helpful for them and helped everyone achieve success regardless of their level of proficiency.

V.2.4 How do EFL lecturers at SEEU perceive and use DI?

The answer to the fourth research question in regards to lecturers' perception and use of DI is mainly extracted from lecturers' responses to the Teacher questionnaire. The received responses showed that there is some attempt to address differentiation in class but it is minimal and probably occasional and not well informed because the instances of DI tasks used in their classes and that were provided as examples were not accurate in most cases and very few lecturers stated to have attempted them. Also, the use of DI in classes if ever done was not done pro-actively; that is, lecturers have not planned in advance to use it. If they applied any strategy that belongs to differentiation, it was not carefully planned but only spontaneous. Moreover, the results from the earlier conducted observations can complement answering the fourth question because the findings from the observation show that **EFL lecturers use of DI was not evident in the observed classes and probably its application was not present because they lack of knowledge about it and do not yet perceive it as an important feature in teaching/learning process**.

V.2.5 Conclusion to Consideration of Research Questions

To conclude, the answers to four research questions reveal that the research was successful in not only responding to the identified research questions, but revealing even more useful information about the importance and usefulness of the application of DI in SEEU EFL classes. The literature consulted and recommendations of authorities on DI are applicable to the research findings because everything that was designed and applied in the classes turned out to be successful and appreciated by students. What is more, the strategies and activities that were indicated by the literature were also useful for this research. Also, after the application of differentiation, students confirmed their preference towards the DI tasks. Also, the applied methods of data collection revealed that differentiation helped them get motivated and enhance their learning too. This confirmation by students should be used as an indication for lecturers that differentiation is needed, desired and appropriate for EFL students, thus lecturers should to consider this and apply differentiation in their teaching. **As a result, it could be concluded that the study was successful because what was planned to be done was efficiently accomplished and the findings will help with the spread of new and useful strategies in an attempt to meeting diverse students' needs.**

V.3 Limitations and Delimitations

Although this research was conducted successfully and the researcher was successful in achieving the aim of trying a new method, that is differentiated instruction, with SEEU EFL students and discovering that it worked well for EFL students since it helped motivate and enhance students learning, still this research had some limitations which are worth mentioning, but which did not hinder the overall quality of the study.

First, one of the limitations is related to the very beginning of this research and it has to do with choosing the group of students that could be used for conducting the study. Mainly, the researcher, who is an English lecturer and teaches English to SEEU students, is usually scheduled to teach English to different students with different English language proficiencies. However, sometimes it happens that the lecturer is scheduled to teach the same level of English language proficiency to different groups of students. Initially, the researcher hoped to be given two groups of EFL students with the same English language proficiency, so the researcher could compare and contrast the results later by applying DI with one group and not applying DI with the other group. However, the decision about scheduling the groups and distributing them to lecturers is decided by the administration, therefore the researcher was not given the groups with the same level of English proficiency and was supposed to come up with another plan in order to conduct the research. The solution to this problem was that the researcher chose a group of students that were EFL students studying to become English lecturers themselves one day, so instead of comparing two groups the researcher decided to use only this group and taught one half of the semester without applying DI and then in the second half of the semester applied DI. Also, the decision of the lecturer to choose exactly this group of students for the research among other groups taught that semester was right, because students were already in their last year of studies and they had seen many other lecturers teaching previously, also they were more proficient and had some background information about English teaching methodology, so asking them questions about differentiation and other teaching strategies was easier than other asking other students who do not know much about methodology, or whose English proficiency is lower and would need translation in order to

complete the questionnaires. Although this was not the perfect setting for applying the research still it made it possible for the research to be conducted successfully.

The second limitation is related to the limited number of students taught, that is, seventeen students participated in the class that functioned as a research laboratory, while the other thirteen students, who took part in the research were part of a side study conducted in a co-teaching situation between the researcher and the mentor of this study. The number of students taught was something that did not depend on the lecturer because the group of students taught by the researcher had only that many students available. However, the solution to this limitation was as mentioned previously that another group of students was used as part of a co-study situation which reinforced the findings of the research and gave more value to it. Also, the decision to do a research with a more advanced group was more appropriate because even though there were not many students, still they were a great research group because they cooperated and did not feel bored to participate in different tasks set by the lecturer.

Along these lines, in relation to a small number of students it could be mentioned that there was also a small number of only two students who participated in the interview. This was so because the interview was conducted at the very end of the semester and it was impossible to meet the students who have left university and most of them have travelled home. As a solution the lecturer decided to ask two students who were always present in class and had information about everything that happened in class, and luckily was able to find one student who belonged to a weaker group and one to a stronger group so the results could be compared later. All in all, it could be said that the lack of the limited number of students was also compensated by the extensive methods of data collection used that accompanied the research

and enabled the researcher to gather results from different perspectives and also compare and contrast the findings by using many different valuable means.

As a third and a final limitation that could be mentioned for this research is that the researcher was obliged to teach according to a pre-set syllabus and follow a textbook that was already chosen for that group of students. However, the solution to this problem was done by making a compromise from a researcher's side by trying not to hinder students from following the chosen textbook and by not dispelling from the syllabus, but by adapting and modifying lessons and tasks to meet the needs of the research as well. As a result, the researcher followed the syllabus and the main textbook and used the textbook as a basis for creating the DI tasks by adapting the activities that were already provided in the textbook in order to meet students' individual needs.

V. 4 Conclusions

The objectives of this research were met because the researcher discovered important findings that are not only relevant to the field of English language teaching methodology, but to the researcher as an EFL lecturer who constantly seeks new and useful ways of teaching to meet the needs of all students. EFL and other lecturers at SEEU and elsewhere can apply what has been found in their classrooms. Although the number of students who took part in this research was not too big, still the eleven methods of data collection used complemented one other and helped achieve the desired outcomes and the most important finding that differentiated instruction as a method that was not tested and tried previously with SEEU students was welcomed by them and enhanced students' motivation and learning.

What is more, there were responses provided to all four research questions that guided this research and it all started by first reviewing the wide-ranging literature on differentiated instruction mainly that served as a first step towards learning and discovering new and useful information about DI. Then it was proven that in cases when DI tasks were used students liked them a lot and felt motivated by doing them because those tasks offered them fun, collaboration with their peers, helped them revise and master the material and enhance their learning that was shown by their progress in the quiz results. The tasks that were adapted by the researcher and were differentiated for the purposes of this research were all welcomed and liked by SEEU EFL students, and it means that students at SEEU are ready for new things and they embrace everything that helps them learn better and especially the tasks that suit their needs, like DI tasks. Also, the research revealed the SEEU EFL lecturers' perceptions towards DI and showed that EFL lecturers were not aware of differentiation and have not proactively tried to use differentiation in class. Their responses showed that even if they used any strategy that belongs to differentiation they did it incidentally and did not plan in their lesson plans to apply differentiation as a method.

In addition, the study lists many strengths starting from the personal written contact with the leader in differentiation Dr. Carol Ann Tomlinson, and the contact with the experts on EFL & DI through the interviews who were a very important asset for this research because the information gathered from all these EFL and DI practitioners was used as a valuable guide for this research.

Another strength is that all the instruments that were created by the researcher for the purposes of this study could be used by other lecturers and adapted for their classes when

applying DI in order to identify students' needs, interests, their reactions and opinions in relations to the attended lessons. Consequently, if the lecturers want to know how well they are doing with the application of DI, they can use the end of course questionnaire, students reaction questionnaires and course evaluation questionnaire, all provided as samples in the appendices of this study. Also, the eight DI tasks that were adapted by the lecturer for the purposes of this research are another strong point of this research since those tasks could be used as a model for other EFL lecturers, who can use the tasks as they are presented here or could be adapted furthermore based on their students' needs. What is more, the observation log is a great way for every lecturer to keep track of their own teaching because logs make lecturers reflect on their teaching and record everything that went wrong or right and use the information to improve their future teaching.

The most important thing about this study is that the topic about differentiated instruction is not yet researched among local researchers and practitioners and it is a novice topic in this regard. This fact increases even more the importance of this project because by identifying the need for differentiation in our diverse classes and students' appreciation of these kinds of methods then its application is more than necessary. However, what makes the topic even more significant is its link with motivation because the connection between motivation and differentiation is not sufficiently researched, so it is important to have in mind the value that student motivation adds to their overall performance. It was identified in this research that by using DI tasks, students' motivation is raised and in this way it enhances their learning too because by being motivated they give their best, they participate, are eager to achieve more and benefit from DI tasks too. This claim can be reinforced by Rost (2007) who asserts that "As

teachers, we often forget that all of our learning activities are filtered through our students' motivation. In this sense, students control the flow of the classroom. Without student motivation, there is no pulse, there is no life in the class" (p.1), that is, if students do not feel motivated their presence will not be noticed in class and they will neither participate nor benefit from that class.

The benefits of this study are multidimensional because there are many parties who can benefit from this research. First, it is expected that SEEU as an institution where this study was conducted will benefit from a new research topic and its theoretical and practical propositions hopefully will serve as a model for present and future lecturers' and researchers. Thus, besides the researcher, as a lecturer at SEEU, there are also other EFL lecturers who will hopefully benefit from both theoretical aspect by consulting the literature reviewed and cited here as well as getting practical benefit by applying the suggested strategies and DI tasks and in that way improve not only their teaching and performance as well as their students' condition. It means that students can be the biggest winners in this case because they can benefit in big numbers if the lecturers apply differentiation because it is already clear that our classes are filled with diverse students so addressing them as a group is not of help but what is important is meeting each individual students' needs.

It is worth mentioning that this research differs from other studies in this field because it makes a link between motivation and differentiation, which is a topic that is not researched earlier. Also, this research focuses on university level students, whereas many other studies focus on younger students. Also, this study mainly focuses on mixed-level students who learn in the same class, whereas other studies include other aspects of differentiation.

Although besides many pros there were some cons in regards to differentiation listed in the review of literature chapter, it is worth mentioning that this study was not affected by those problematic aspects pointed out in relation to differentiation. It could be reiterated that cons of DI were mainly linked to the overload for lecturers who would implement it. The counter argument to this criticism might be that while applying differentiation, lecturers strive to do something more than their usual way of teaching in order to meet different level students' needs, so every effort has its cost. In relation to this, it could be said that although differentiation requires lecturers to retreat from their usual way of teaching to the middle and consider students' uniqueness, it does not mean that they need to spend so much time in preparation of individualized lesson plans. That is not necessary because the solution is to adapt the lessons and tasks according to students' needs, which does not take a lot of time, especially for the benefit to the learner.

Another con listed was related to possible distractions by students who might hinder others from progressing since they might be weaker and since everyone learns at their own pace. In contrary to this criticism it could be said that this is the strength of differentiation and not its weakness since the lecturer adapts the lesson to meet everyone's needs in order to help everyone achieve the same objective by following their own way and pace of learning.

There was an objection that stronger students might not give their best if they are not self-motivated to go forward. Again, this study makes this argument ineffective because the results show that when one links differentiation and motivation, the ultimate result is self-motivation. As a result, this study takes into consideration not only the effectiveness of the application of DI in enhancing student learning but also in raising their motivation by trying to suit the lesson to

students needs by making the lessons and the environment more student-friendly, varying the interaction patterns, basing the tasks on students' interest and level of readiness. What is more, this study found that students were motivated by the application of DI and neither weak nor stronger students had any objection to its implementation in their classes, but to the contrary they supported it which was proven through their questionnaire responses and lecturers' observation in the classes where differentiation was applied during the semester.

Regarding the other criticism listed in the literature review chapter that by the application of differentiation the lecturers do not follow any certain schedule, again this was not the case with this study. It was explained in other chapters of this study too that the lecturer followed the main syllabus which was prepared beforehand and also one main textbook was followed since it was decided by the faculty which textbook to be used. Only the specific tasks were adapted according to students' needs, but not the schedule or content. As a consequence, it does not mean that there should not exist a framework to be followed, but it should be flexible, re-consulted and re-designed to meet the needs of current students who might be working with it.

The last criticisms mentioned are related to the role of lecturers. One con is related to the difficulty to evaluate the lecturers since students learn at different levels. In this study, questionnaires were used to evaluate the tasks, lessons and lecturers. There were reaction questionnaires and also end of course questionnaires that were used in two classes, one in the class that functioned as a research laboratory class and the other one in the class that functioned as a side study in a co-teaching situation.

Besides this, there are also options to observe the lecturers as well as students' progress through different assessment methods. Again, this study used students' quizzes as well to measure students' progress before and after the application of DI and through these different means of assessments lecturers' effectiveness can be measured easily and checked if there was any progress made and if the lecturers were effective in their teaching. The final criticism related to the lecturer was related to the training required in order to prepare lecturers to implement differentiation. It could be said that every training is useful and this aspect should not be considered as a criticism of DI but a positive feature since any training that teaches and augments lecturers with new skills is valuable and should be supported and not dismissed.

One of the recommendations of this study is exactly teacher development training in relation to DI and this study supports in large scales the kinds of training that are of an invaluable importance of enriching both experienced and un-experienced lecturers with new valuable skills. As a final support to this argument, it could be added that the idea of conducting this study on the topic of differentiation was born from a valuable training done through an online course the researcher took. Each training opportunity, course or workshop should be taken seriously and not neglected because instructors will realise how to use DI effectively and not find it difficult to implement.

As a summation to the criticisms of DI, it could be said that this study was not faced with any of the problematic aspects related to DI. In fact, because this study was planned carefully for any possible obstacles and its pre-requisites were met, this study offers a solution for many of the difficulties that have been mentioned by scholars in order to help other researchers avoid them and solve them if necessary. In conclusion, it is possible to avoid the problematic

aspects that might exist in relation to DI,; Lecturers should not hesitate to apply DI in their lessons because it should be clear that its benefits are huge and overcome any possible obstacles that are minor and worthless.

V.5 Recommendations

1. Given that the literature does reveal a great deal about differentiated instruction, this information needs to be effectively transferred to teachers of EFL so they can see the benefits of using DI.
2. Perhaps one way to help EFL lecturers realize the benefit is to have them participate in workshops where they are placed in one of two groups and taught either with DI or without. At a second, follow-up workshop, the groups are switched. Then lecturers can compare and discuss the differences.
3. Lecturers need first to learn how to include differentiation and then they do need to include differentiation in their classes by considering all different students in class and respecting their uniqueness.
4. More information and education in terms of DI is needed and at the least, instructors should learn what differentiation is, how important it is in instruction, and what results it can net for student progress.
5. Lecturers should include differentiation in their instruction, endeavouring to form two to three groups (weaker, average, stronger) to study an issue rather than talking at the entire class for an entire lecture.
6. Lecturers should strive to use the tasks provided in this research as a model and also create new DI tasks by identifying their students' needs.

7. Lecturers should prepare activities that are not only differentiated but also require active learning through discussion and group work.
8. Prospective researchers should choose two groups of students and teach them different methods. In one class applying DI and in the other one not and then comparing the results by choosing different assessment techniques, either the ones mentioned here through the quiz or any other assessment technique.
9. The researchers could conduct the research in a longer period of time for at least a full academic year.
10. Students need to be part of the learning process. They should be actively engaged in their learning, and on a level where they can participate.

V.6 Summation

All in all, this research should generally serve as a model and as a means to make researchers and lecturers ponder upon this topic and make them think more deeply beyond the general idea about classroom teaching, that is delivering knowledge to a group of students. This research should serve as a guide and help lecturers identify each student's needs and wants. Instead of addressing students as a group they should consider them as individuals as they really are, with their own needs, wants, interests, personalities and ideas.

We can hopefully have more motivated, more satisfied and more knowledgeable students if we adapt the lessons to their needs, instead of just thinking generally and not specifically about each learner in class. Nobody should suffer because of their differences, neither the weaker, nor the stronger students just because they are put in the same group and have differences. Thus, each student should be treated equally in class when teachers think

proactively and have differentiation in mind. Students should be aided in their endeavour to attain the required level of motivation and achieve higher results in learning.

Lecturers should offer them what they need in a suitable way. By addressing students' uniqueness we can discover something important about them, we can extract their best from them and students will be thankful and will reward and acknowledge our effort with their motivation and progress.

After all, we are in class because of our students and their achievement is every lecturer's achievement, and their failure is lecturers' failure to recognize their uniqueness and talent that is hidden and awaits its moment to bloom.

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APPENDICES

Appendix A - Questionnaires to Determine Students' Awareness of DI

Appendix A1 - Helping Students Think About Differentiation

Think about your English Skills 4 class. Read the following statements and choose the one that applies to you. You can give additional comments for each statement.

	Statements	# of Ticks √	Comments:
1.	**I do not always need the same amount of time to complete work.**		
2.	**I need or want to read different things.**		
3.	**I need to learn things in different ways.**		
4.	**It might be helpful if I could express what I learn in different ways.**		
5.	**Sometimes it is useful if students are able to help one another because of their different strengths.**		
6.	**The teacher needs to teach in different ways to make sure that everyone learns.**		

Adapted from Sousa, D., Tomlinson, C.A. (2011). *Differentiation and the Brain*. Bloomington, IN: Solution Tree Press.

Appendix A2 - Strategies for Helping Students Examine Their Learning Differences

Reorder the following statements in order of importance for you.

Number 1 being the most important and 10 being the least important.

	Statements	Your order 1-10	Comments:
a.	**I learn best by doing grammar exercises.**		
b.	**I learn best by doing vocabulary exercises.**		
c.	**I learn best by reading.**		
d.	**I learn best by listening.**		
e.	**I learn best by writing.**		
f.	**I learn best by speaking.**		
g.	**I learn best by doing things.**		
h.	**I like working alone.**		
i.	**I like working with a partner.**		
k.	**I like working in groups.**		

Adapted from Sousa, D., Tomlinson, C.A. (2011). *Differentiation and the Brain*. Bloomington, IN: Solution Tree Press.

Appendix B - Differentiated Tasks

Appendix B1 - Reading Task (Tiered Task)

The Choking Dog

"Come on, come on, move it, idiot!"

Joanne beat impatiently on the steering wheel of her Mercedes sports car. How stupid to get caught up in the rush hour! She had planned to leave work early this afternoon, at three o'clock, to give herself a chance to relax and have a bath before going out to a meeting of her local tennis club. But just at ten to three a client had arrived, and it was two hours before she had finished dealing with the man. When she came out of her office, all the other staff in the Highlight Advertising Agency had already left. Now she was stuck in a traffic jam in central Birmingham at 5:30, and at 6:30 she was expected to be chairing a meeting of the tennis club. There would be no time for any hot bath.

Ahead of her, the traffic was moving at last, and she swung quickly out into the centre lane to turn right, and raced the last half-mile through the quiet suburban streets to her house. Pulling up on the driveway, she leapt out of the car and ran for the house. As she opened the door, she nearly tripped over Sheba, who was standing behind it.

"Hey, Sheba, hello," she said, bending down to stroke the large alsatian dog's head, "I've got no time for you now, but I'll take you out as soon as I get back from the tennis club."

It was then that she noticed something worrying about the dog. Sheba seemed to be coughing or choking, her stomach pumping repeatedly as if she was trying to vomit something up. She was obviously in real discomfort and could hardly breathe; her sad eyes gazed up at Joanne helplessly.

"Oh damn, this is all I need now," said Joanne to herself, dropping her briefcase and bending down to take a closer look, "a sick dog, today of all days!" On closer examination, Sheba did look very sick, and Joanne realised she would have to take her down to the vet immediately. Luckily, the vet's surgery was only a few streets away, and Joanne quickly loaded the dog, still coughing and choking, into her car for the short drive.

When she got there, the surgery was just about to close for the day. Luckily, Dr. Sterne had not left yet, and when he saw the state of Sheba, he brought her quickly into his office.

"It looks like something is stuck in her throat," said Dr. Sterne. It shouldn't take me too long to get it out."

"Listen, doctor, I'm really in a rush to get to a meeting -- can I leave her with you, and go and get changed? I'll be back in ten minutes to pick her up, then I'll take her on to the meeting with me. Is that OK?"

"Sure," said the doctor. "You get going. I'll see you in ten minutes."

Joanne jumped back into her car again, and made the quick trip round to her house in a couple of minutes. As she was once more entering the hallway, the phone on the table by the door began to ring. She picked it up, annoyed by this additional interruption to her plans.

"This is Dr. Sterne," said an anxious voice. "Is that you, Joanne?"

"Of course it's me," said Joanne, surprised at the sound of his voice, "no-one else lives here."

"I want you to get right out of that house immediately," said the doctor's voice. "Right now. I'm coming round right away, and the police will be there any time now. Wait outside for us." The phone went dead. Joanne stared at it. She was confused, but she was also a little frightened by the obvious fear in the voice of the doctor. She replaced the receiver, then quickly backed out of the door and ran into the street.

At that moment, a police car with its lights flashing swung round the corner and screeched to a stop outside the house. Two policemen got out. After briefly checking that she was the owner of the house, they ran into the house through the still open door, without explaining anything. Joanne was by now completely confused and very frightened. Then the doctor arrived.

"Where's Sheba? Is she OK?" shouted Joanne, running over to his car.

"She's fine, Joanne. I extracted the thing which was choking her, and she's OK now."

"Well what's this all about? Why are the police in my house?"

Just then, the two policemen reappeared from the house, half-carrying a white-faced figure, a man in a dark grey sweater and jeans, who, it seemed, could hardly walk. There was blood all over him.

"My God," said Joanne, "how did he get in there? And how did you know he was there?"

"I think he must be a burglar," said the doctor. "I knew he was there because when I finally removed what was stuck in Sheba's throat, it turned out to be three human fingers. I don't think he's a very happy burglar."

MDH 1994 -- From a common urban legend

Adapted from: Study Zone (1998). The choking dog: reading comprehension. University of Victoria. http://web2.uvcs.uvic.ca/elc/studyzone/410/reading/dog.htm

I Differentiated Reading Task for Weak Students

Read the text and then match the questions to the answers. All answers are given below in a jumbled order.

1. Where did Joanne work? _____
2. Why was she angry at the beginning of the story? _____
3. Why did she take the dog to Dr. Sterne's surgery? _____
4. Why did she leave the dog at the surgery and drive home again? _____
5. How long did it take Joanne to drive home from the surgery? _____
6. What happened as she arrived home for the second time? _____
7. Why did the doctor tell her to get out of the house? _____
8. Why did the burglar look very sick? _____
9. The story says that the dog "gazed up at Joanne helplessly". "Gazed" means _____.
10. A "vet's surgery" is probably _____.

Joanne wanted to change her clothes.	He knew there was a burglar inside.	Two minutes.
An animal doctor's office.	An advertising agency.	The dog had bitten off his fingers.
She was stuck in a traffic jam.	The phone rang.	The dog couldn't breathe properly.
Stared.		

II Differentiated Reading Task for Mid-level Students

Read the text carefully and then choose the correct answer A, B, C, or D.

1. Where did Joanne work?

    e. an advertising agency

    f. a vet's surgery

    g. a Mercedes dealer's office

    h. the text does not say

2. Why was she angry at the beginning of the story?
    a. She was lost.

    b. She had lost a client at work.

    c. She was stuck in a traffic jam.

    d. Her dog was sick.

3. Why did she take the dog to Dr. Sterne's surgery?
    a. It was time for Sheba's checkup.

    b. The dog couldn't breathe properly.

    c. She wanted to get her out of the house.

    d. The doctor had asked to see her.

4. Why did she leave the dog at the surgery and drive home again?
    a. She wanted to catch a burglar.
    b. The dog was too sick to come home.
    c. The doctor wanted to keep her.
    d. Joanne wanted to change her clothes.
5. How long did it take Joanne to drive home from the surgery?
    a. two minutes
    b. ten minutes
    c. an hour
    d. the text does not say
6. What happened as she arrived home for the second time?
    a. The police arrived.
    b. The phone rang.
    c. The dog died.
    d. A burglar was just escaping.
7. Why did the doctor tell her to get out of the house?
    a. There was a dangerous dog in there.
    b. It was on fire.
    c. He knew there was a burglar inside.
    d. He wanted to meet her outside.
8. Why did the burglar look very sick?
    a. The police had caught him, and he would probably have to go to prison.
    b. He had caught a disease from the dog.
    c. He hadn't found any valuable things to steal.
    d. The dog had bitten off his fingers.

9. The story says that the dog "gazed up at Joanne helplessly". "Gazed" means _____.
    a. stared
    b. cried
    c. barked
    d. laughed
10. A "vet's surgery" is probably _____.
    a. a serious operation
    b. a minor operation
    c. an animal doctor's office
    d. a police station
    e.

III Differentiated Reading Task for Strong Students

Read the text carefully and then answer the following questions.

1. Where did Joanne work?

2. Why was she angry at the beginning of the story?

3. Why did she take the dog to Dr. Sterne's surgery?

4. Why did she leave the dog at the surgery and drive home again?

5. How long did it take Joanne to drive home from the surgery?

6. What happened as she arrived home for the second time?

7. Why did the doctor tell her to get out of the house?

8. Why did the burglar look very sick?

9. The story says that the dog "gazed up at Joanne helplessly". "Gazed" means _____.

10. A "vet's surgery" is probably _____.

Appendix B1.1 - Words on the Wall

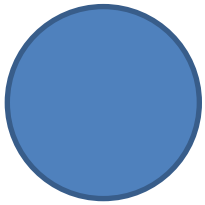
Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww Words on the wall	Xx	Yy
Zz				

Appendix B2 - Grammar Task 1 (Choice board)

I Differentiated Grammar Task for Weak Students

Match 1-5 with a-e to make complete sentences.

1. Although john played really well…	a. we would know the best places to see.
2. We downloaded travel app so that…	b. avoid the traffic.
3. He went for a walk in spite of…	c. he lost in the end.
4. We left early in order to…	d. I still went to work.
5. Even though I wasn't feeling very well…	e. the fact it was raining.



II Differentiated Grammar Task for Mid-level Students

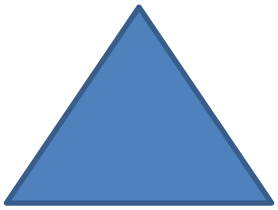
Tick (✓) A, B, or C to complete the sentences.

1. I went to the Tourist Information office _____ ask for a map.
   A for ☐ B to ☐ C in order ☐
2. The company are expanding _____ increase their market share.
   A for ☐ B so that ☐ C in order to ☐
3. _____ it rained, we had a great time.
   A Even though ☐ B However ☐ C In spite of ☐
4. The company is opening overseas offices _____ they can access the global market.
   A for ☐ B so that ☐ C in order ☐
5. _____ that I'm not keen on ice-skating, I quite enjoyed myself.
   A Despite the fact ☐ B Although ☐ C Even though ☐

III Differentiated Grammar Task for Strong Students

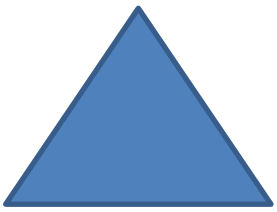
Write 5 sentences using clauses of **contrast** (*although, even though, though, in spite of, despite*) and **purpose** (*to, in order to, so as to, for, so that, so as not to*)

1. _____
2. _____
3. _____
4. _____
5. _____



Rewrite the sentences using the words in brackets so that both sentences mean the same.

1. A lot of companies have reduced staff numbers so that they can save money. (in order to)
   _____.
2. Nick didn't tell Louisa the truth because he didn't want to hurt her feelings. (so as)
   _____.
3. She didn't get the job in spite of being a strong candidate. (though)
   _____.
4. The company has a big market share even though they do very little advertising. (in spite of)
   _____.
5. They had to leave the hotel early. If not, they would have missed the train. (so that)
   _____.



Appendix B3 - Vocabulary Task (Flexible grouping)

I Differentiated Vocabulary Task for Weak Students

Match the word in brackets to the appropriate prefix. - Add a prefix

1. The bill has been less than this. I think the waiter has _____ us. **(charged)**
   a. sub b. over
2. Teachers do not earn enough. They are definitely _____ . **(paid)**
   a. anti b. under
3. My cousin won a fortune on the lottery. She's a _____now. **(millionaire)**
   a. multi b.mis
4. Do you prefer watching a dubbed film or the one that is _____? **(titled)**
   a. under b. sub
5. Is that dictionary _____ or is it French – English? **(lingual)**
   b. mono b. mega
6. Famous people often write their _____ when they are still quite young. **(biographies)**
   a. bi b. auto
7. You should always install good _____software to protect your computer. **(virus)**
   a. under b. anti
8. You must have _____ Steve when he gave you the directions. We're lost. **(understood)**
   a. mis b. over
9. Much of London was rebuilt in the _____ era. **(war)**
   a. post b. mono
10. My first computer only had half a _____ of memory. **(byte)**
    a. bi b. mega

Match the word in brackets to the appropriate suffix. - **Add a suffix**

1. I like to wear _____ clothes when I'm at home. **(comfort)**
   a. –ful b. –able
2. We had a _____ night last night. The baby just wouldn't stop crying. **(sleep)**
   a. –ness b. –less
3. My mum's one of the most_____ people I know. She's always happy! **(cheer)**
   a. –ful b. - hood
4. One of the most easily _____ symptoms of an allergic reaction is rash. **(recognize)**
   a. – ism b. –able
5. One of the main problems facing governments today is _____. **(terror)**
   a. –ence b. –ism

6. Since Jane's been going to the gym she's noticed a definite _____ in the way she looks and feels. **(improve)**
   a. –ment b. - hood
7. The rate of _____ has been very low in my country this year. **(inflate)**
   a. –ion b. –(a)tion
8. Martin's biggest _____ is that he can't concentrate for very long. **(weak)**
   a. – ism b. –ness
9. Kathy always dresses with such _____ . **(elegant)**
   a. –ance b. –ence
10. Medicine bottles have to be _____ so that young children can't open them. **(child)**
   a. –ism b. –proof

II Differentiated Vocabulary Task for Mid-level Students

Match the word in brackets to the appropriate prefix.

Add a prefix

1. The bill has been less than this. I think the waiter has _____ us. **(charged)**
   b. sub b. over c. post
2. Teachers do not earn enough. They are definitely _____ . **(paid)**
   b. anti b. mono c. under
3. My cousin won a fortune on the lottery. She's _____now. **(millionaire)**
   b. multi b.mis c.mega
4. Do you prefer watching a dubbed film or the one that is _____? **(titled)**
   b. under b. mono c. sub
5. Is that dictionary _____ or is it French – English? **(lingual)**
   c. mono b. mega c. post
6. Famous people often write their _____ when they are still quite young. **(biographies)**
   b. bi b. auto c. over
7. You should always install good _____software to protect your computer. **(virus)**
   b. under b.sub c. anti
8. You must have _____ Steve when he gave you the directions. We're lost. **(understood)**
   b. over b. bi c.mis
9. Much of London was rebuilt in the _____ era. **(war)**
   b. post b. mono c. multi
10. My first computer only had half a _____ of memory. **(byte)**
   b. bi b. mega c. over

Match the word in brackets to the appropriate suffix.

Add a suffix

1. I like to wear _____ clothes when I'm at home. **(comfort)**
   b. –ful b. –able c. –ion
2. We had a _____ night last night. The baby just wouldn't stop crying. **(sleep)**
   b. –ment b. – ness c. –less
3. My mum's one of the most_____ people I know. She's always happy! **(cheer)**
   b. –ful b. - hood c. –ence
4. One of the most easily _____ symptoms of an allergic reaction is rash. **(recognize)**
   b. – ism b. –able c. (a)tion
5. One of the main problems facing governments today is _____. **(terror)**
   b. –ence b. – ness c. –ism
6. Since Jane's been going to the gym she's noticed a definite _____ in the way she looks and feels. **(improve)**
   b. –ment b. - hood c. –ion
7. The rate of _____ has been very low in my country this year. **(inflate)**
   b. –ion b. –ence c. –(a)tion
8. Martin's biggest _____ is that he can't concentrate for very long. **(weak)**
   b. – ism b. –ness c. –ment
9. Kathy always dresses with such _____ . **(elegant)**
   b. –ance b. –ence c. –hood
10. Medicine bottles have to be _____ so that young children can't open them. **(child)**
    b. –ism b. –proof c. –able
    c.

III Differentiated Vocabulary Task for Strong Students

Complete the sentences with an appropriate prefix. - Add a prefix

1. The bill has been less than this. I think the waiter has _____ us. **(charged)**
2. Teachers do not earn enough. They are definitely _____ . **(paid)**
3. My cousin won a fortune on the lottery. She's _____now. **(millionaire)**
4. Do you prefer watching a dubbed film or the one that is _____? **(titled)**
5. Is that dictionary _____ or is it French – English? **(lingual)**
6. Famous people often write their _____ when they are still quite young. **(biographies)**
7. You should always install good _____software to protect your computer. **(virus)**
8. You must have _____ Steve when he gave you the directions. We're lost. **(understood)**
9. Much of London was rebuilt in the _____ era. **(war)**
10. My first computer only had half a _____ of memory. **(byte)**

Complete the sentences with an appropriate suffix. - **Add a suffix**

1. I like to wear _____ clothes when I'm at home. **(comfort)**
2. We had a _____ night last night. The baby just wouldn't stop crying. **(sleep)**
3. My mum's one of the most_____ people I know. She's always happy! **(cheer)**
4. One of the most easily _____ symptoms of an allergic reaction is rash. **(recognize)**
5. One of the main problems facing governments today is _____. **(terror)**
6. Since Jane's been going to the gym she's noticed a definite _____ in the way she looks and feels. **(improve)**
7. The rate of _____ has been very low in my country this year. **(inflate)**
8. Martin's biggest _____ is that he can't concentrate for very long. **(weak)**
9. Kathy always dresses with such _____ . **(elegant)**
10. Medicine bottles have to be _____ so that young children can't open them. **(child)**

Appendix B4 - Speaking and Vocabulary Task (Readiness and interest)

I Differentiated Speaking and Vocabulary Task for Weak Students

The Body
An ankle Hips To wave To shake hands To stare To scratch

Sleep
To yawn To snore To oversleep Insomnia Pillow Blanket

II Differentiated Speaking and Vocabulary Task for Mid-level Students

Business
A multinational A colleague A profit A branch To do market research To set up a company

Crime and Punishment
To burgle A judge A witness To bribe Jury Blackmail Hacking

Differentiated Speaking and Vocabulary Task for Strong Students

Word - Building
Overcrowded Homeless Multicultural Bullet-proof Neighbourhood Bilingual

The Media
A newsreader Biased Censored A presenter Paparazzi A critic

Appendix B5 - Grammar Task 2 (Self – evaluation)

I Differentiated Grammar Task for Weak and Mid-level Students

GRAMMAR articles *a, an, the* or *x(no article)*

Choose the correct option a or b to complete the sentences.

1. The Kremlin is probably ___ most famous building in ___ Moscow.
   a) a ….. x b) the ….. x
2. James had ___ accident while he was skiing in Austria and now he's in ___ hospital.
   a) an…. x b) x……x
3. ___first state in___ USA where ___women could vote was Wyoming.
   a) The…..the….x b) The….the…..the
4. ___population of ___ South Africa is approximately 47 million.
   a) x___the b) the ……x
5. I went to ___ university the year after I finished school. First, I worked as ___ au – pair in Italy for six months.
   a) an…. an b) x…..an
6. ___ River Ebro in Spain flows into ___Mediterranean Sea.
   a) The….the b) x……x
7. We couldn't visit _____village church yesterday because there was ___ wedding taking place.
   a) a…..the b)the….. a
8. ___quickest way to get from London to Oxford by ___ car is to take ___M40 motorway.
   a) The….x…the b) A…..x…..a
9. ___Lake Superior, in ___ Canada, is ___biggest lake in ___world.
   a) The….the….x….x b) x….x….the….the
10. I'm not usually frightened of ___spiders, but ___spiders in___ zoo were enormous.
    a) x….the…the b) the….the….x

Check your progress

19 – 26 Excellent. You can use articles very well.

8 – 18 Good. But check the rules in the Grammar Bank (Student's Book p.151) for any questions that you got wrong.

0 – 7 This is difficult for you. Read the rules in the Grammar Bank (Student's Book p.151). Then ask your teacher for another photocopy and do the exercise again at home.

II Differentiated Grammar Task for Strong Students

GRAMMAR articles *a, an, the* or *x (no article)*

Complete the sentences with *a, an, the* or *x (no article)*

1. The Kremlin is probably ___ most famous building in ___ Moscow.
2. James had ___ accident while he was skiing in Austria and now he's in ___ hospital.
3. ___first state in___ USA where ___women could vote was Wyoming.
4. ___population of ___ South Africa is approximately 47 million.
5. I went to ___ university the year after I finished school. First, I worked as ___ au – pair in Italy for six months.
6. ___ River Ebro in Spain flows into ___Mediterranean Sea.
7. We couldn't visit _____village church yesterday because there was ___ wedding taking place.
8. ___quickest way to get from London to Oxford by ___ car is to take ___M40 motorway.
9. ___Lake Superior, in ___ Canada, is ___biggest lake in ___world.
10. I'm not usually frightened of ___spiders, but ___spiders in___ zoo were enormous.

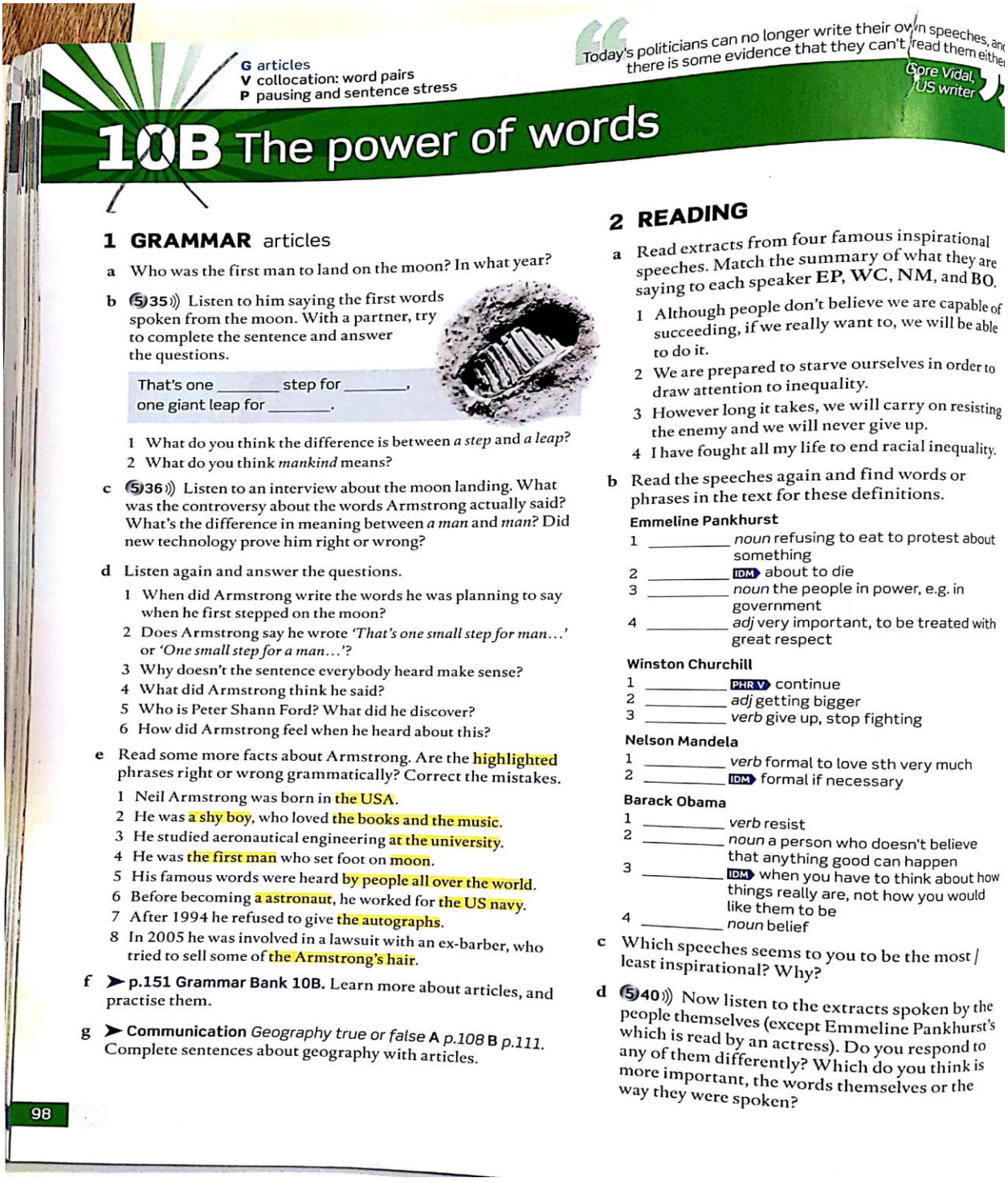
Check your progress

19 – 26 Excellent. You can use articles very well.

8 – 18 Good. But check the rules in the Grammar Bank (Student's Book p.151) for any questions that you got wrong.

0 – 7 This is difficult for you. Read the rules in the Grammar Bank (Student's Book p.151). Then ask your teacher for another photocopy and do the exercise again at home.

Appendix B6 - Jigsaw Task (Cooperative learning)



G articles
V collocation: word pairs
P pausing and sentence stress

"Today's politicians can no longer write their own speeches, and there is some evidence that they can't read them either."
Gore Vidal, US writer

10B The power of words

1 GRAMMAR articles

a Who was the first man to land on the moon? In what year?

b 35 Listen to him saying the first words spoken from the moon. With a partner, try to complete the sentence and answer the questions.

That's one _____ step for _____, one giant leap for _____.

1 What do you think the difference is between *a step* and *a leap*?
2 What do you think *mankind* means?

c 36 Listen to an interview about the moon landing. What was the controversy about the words Armstrong actually said? What's the difference in meaning between *a man* and *man*? Did new technology prove him right or wrong?

d Listen again and answer the questions.

1 When did Armstrong write the words he was planning to say when he first stepped on the moon?
2 Does Armstrong say he wrote *'That's one small step for man…'* or *'One small step for a man…'*?
3 Why doesn't the sentence everybody heard make sense?
4 What did Armstrong think he said?
5 Who is Peter Shann Ford? What did he discover?
6 How did Armstrong feel when he heard about this?

e Read some more facts about Armstrong. Are the highlighted phrases right or wrong grammatically? Correct the mistakes.

1 Neil Armstrong was born in the USA.
2 He was a shy boy, who loved the books and the music.
3 He studied aeronautical engineering at the university.
4 He was the first man who set foot on moon.
5 His famous words were heard by people all over the world.
6 Before becoming a astronaut, he worked for the US navy.
7 After 1994 he refused to give the autographs.
8 In 2005 he was involved in a lawsuit with an ex-barber, who tried to sell some of the Armstrong's hair.

f ➤ **p.151 Grammar Bank 10B.** Learn more about articles, and practise them.

g ➤ **Communication** *Geography true or false* **A** *p.108* **B** *p.111.* Complete sentences about geography with articles.

2 READING

a Read extracts from four famous inspirational speeches. Match the summary of what they are saying to each speaker **EP**, **WC**, **NM**, and **BO**.

1 Although people don't believe we are capable of succeeding, if we really want to, we will be able to do it.
2 We are prepared to starve ourselves in order to draw attention to inequality.
3 However long it takes, we will carry on resisting the enemy and we will never give up.
4 I have fought all my life to end racial inequality.

b Read the speeches again and find words or phrases in the text for these definitions.

Emmeline Pankhurst
1 _____ *noun* refusing to eat to protest about something
2 _____ IDM about to die
3 _____ *noun* the people in power, e.g. in government
4 _____ *adj* very important, to be treated with great respect

Winston Churchill
1 _____ PHR V continue
2 _____ *adj* getting bigger
3 _____ *verb* give up, stop fighting

Nelson Mandela
1 _____ *verb* formal to love sth very much
2 _____ IDM formal if necessary

Barack Obama
1 _____ *verb* resist
2 _____ *noun* a person who doesn't believe that anything good can happen
3 _____ IDM when you have to think about how things really are, not how you would like them to be
4 _____ *noun* belief

c Which speeches seems to you to be the most / least inspirational? Why?

d 40 Now listen to the extracts spoken by the people themselves (except Emmeline Pankhurst's which is read by an actress). Do you respond to any of them differently? Which do you think is more important, the words themselves or the way they were spoken?

98

Source: Oxenden, C. & Latham-Koenig, Ch. (2014). New English File–Upper-intermediate. Student's book. Oxford: OUP

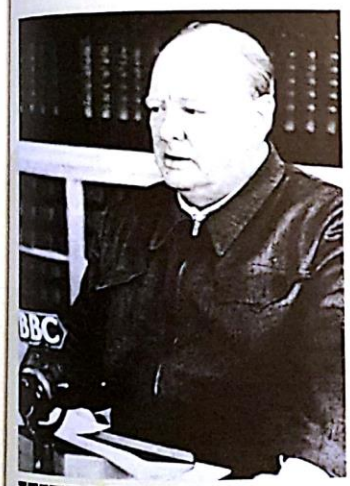
EMMELINE PANKHURST

She was leader of the suffragette movement. In 1913, when women were campaigning for the right to vote. She gave the speech after several suffragettes had been imprisoned for attacking a policeman and chaining themselves to railings outside the Prime Minister's house in London.

"I have been in audiences where I have seen men smile when they heard the words "hunger strike", and yet I think there are very few men today who would be prepared to adopt a "hunger strike" for any cause. It is only people who feel an intolerable sense of oppression who would adopt a means of that kind. Well, our women decided to terminate those unjust sentences at the earliest possible moment by the terrible means* of the hunger strike. It means you refuse food until you are at death's door, and then the authorities have to choose between letting you die, and letting you go.

Human life for us is sacred, but we say if any life is to be sacrificed it shall be ours; we won't do it ourselves, but we will put the enemy in the position where they will have to choose between giving us freedom or giving us death."

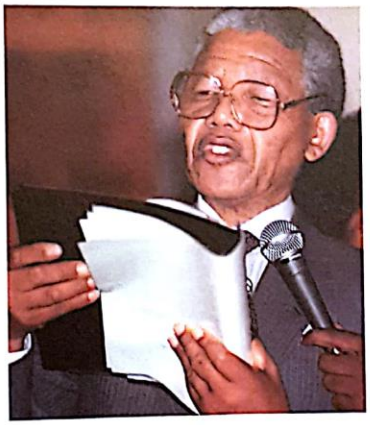
*means = method



WINSTON CHURCHILL

He was British Prime Minister during the second World War. He gave this speech to the House of Commons in 1940 when a German invasion of Britain was expected at any moment.

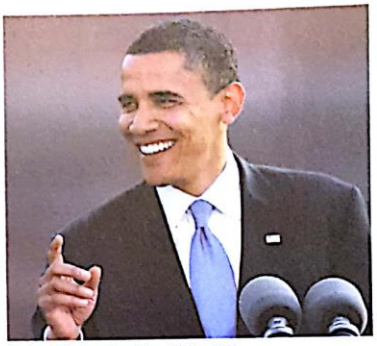
"We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender"



NELSON MANDELA

He made this speech in 1990 on his release from jail, where he had spent 27 years for being an activist in the fight against apartheid. He later became the first black president of South Africa.

"In conclusion, I wish to go to my own words during my trial in 1964. They are as true today as they were then. I wrote: I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and...and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die."



BARACK OBAMA

He made this speech during his first presidential campaign in 2008, which he won to become the first ever black president of the United States.

"We know the battle ahead will be long, but always remember that no matter what obstacles stand in our way, nothing can stand in the way of the power of millions of voices calling for change.

We have been told we cannot do this by a chorus of cynics, and they will only grow louder and more dissonant in the weeks and months to come. We've been asked to pause for a reality check. We've been warned against offering the people of this nation false hope.

But in the unlikely story that is America, there has never been anything false about hope. For when we have faced down impossible odds*; when we've been told we're not ready, or that we shouldn't try, or that we can't, generations of Americans have responded with a simple creed that sums up the spirit of a people.

Yes, we can! Yes, we can! Yes, we can!"

**faced down impossible odds* = had to deal with very difficult situations*

Source: Oxenden, C. & Latham-Koenig, Ch. (2014). New English File –Upper-intermediate. Student's book. Oxford: OUP

Appendix B7 - Writing Task (Writing a report)

Appendix B7.1 Writing a report outline

Topic: _____

Heading #1 _____

_____

_____

_____

_____

_____

_____

Heading #2 _____

_____

_____

_____

_____

_____

_____

Heading #3 _____

_____

_____

_____

_____

_____

_____

Heading #4 _____

_____

_____

_____

_____

_____

_____

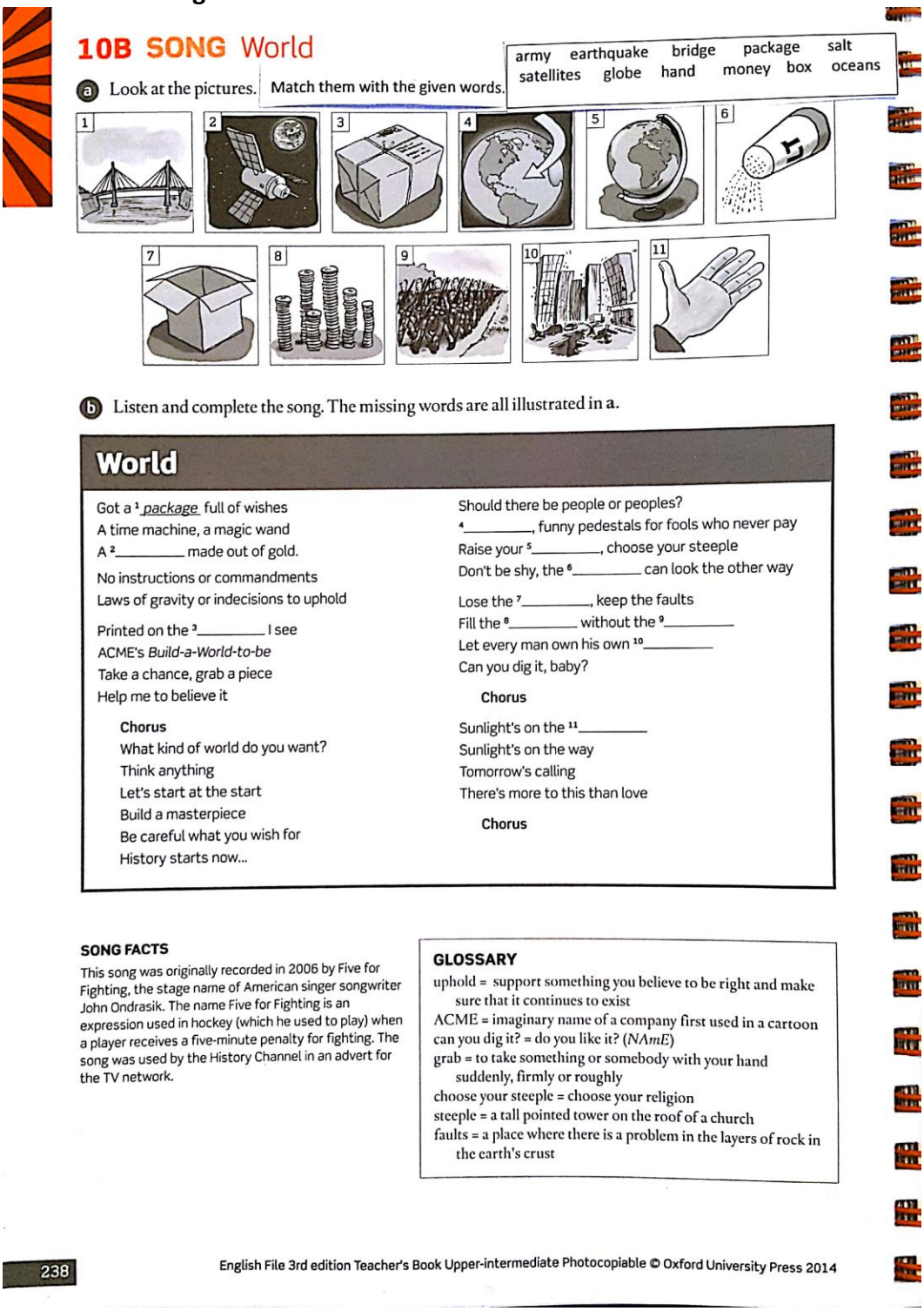
Appendix B7.2 Writing Checklist

Features of a Report	Student Notes
Does it have a **title** to tell you what the writing is about?	
Is there a general **opening statement**?	
Are there **separate paragraphs** and **headings** about different parts of the report?	
Is there **technical vocabulary** or words specific to the subject of the report?	
Is it in the same **tense** all the way through? (past, present or future)	
Is it in an **impersonal style**?	
Is it in a **neutral/formal style**?	
Are there any **grammar, punctuation and spelling mistakes**?	

Adapted from A. Gill (Mosborough School) and J. O'Neill (Whiteways School) June 2005
Sheffield Learning Network

Appendix B8 - Listening Task (Song)

I Differentiated Listening Task for Weak and Mid-level Students



10B SONG World

army earthquake bridge package salt satellites globe hand money box oceans

ⓐ Look at the pictures. Match them with the given words.

ⓑ Listen and complete the song. The missing words are all illustrated in a.

World

Got a [1] *package* full of wishes
A time machine, a magic wand
A [2]_____ made out of gold.
No instructions or commandments
Laws of gravity or indecisions to uphold

Printed on the [3]_____ I see
ACME's *Build-a-World-to-be*
Take a chance, grab a piece
Help me to believe it

Chorus
What kind of world do you want?
Think anything
Let's start at the start
Build a masterpiece
Be careful what you wish for
History starts now...

Should there be people or peoples?
[4]_____, funny pedestals for fools who never pay
Raise your [5]_____, choose your steeple
Don't be shy, the [6]_____ can look the other way

Lose the [7]_____, keep the faults
Fill the [8]_____ without the [9]_____
Let every man own his own [10]_____
Can you dig it, baby?

Chorus

Sunlight's on the [11]_____
Sunlight's on the way
Tomorrow's calling
There's more to this than love

Chorus

SONG FACTS

This song was originally recorded in 2006 by Five for Fighting, the stage name of American singer songwriter John Ondrasik. The name Five for Fighting is an expression used in hockey (which he used to play) when a player receives a five-minute penalty for fighting. The song was used by the History Channel in an advert for the TV network.

GLOSSARY

uphold = support something you believe to be right and make sure that it continues to exist
ACME = imaginary name of a company first used in a cartoon
can you dig it? = do you like it? (*NAmE*)
grab = to take something or somebody with your hand suddenly, firmly or roughly
choose your steeple = choose your religion
steeple = a tall pointed tower on the roof of a church
faults = a place where there is a problem in the layers of rock in the earth's crust

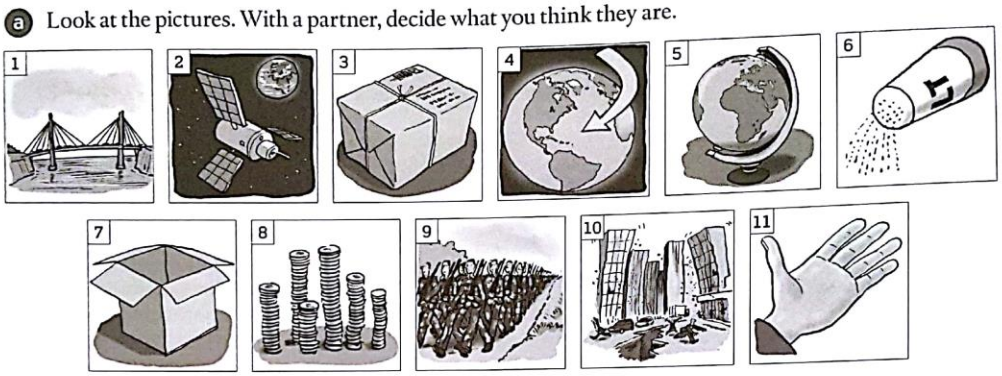
English File 3rd edition Teacher's Book Upper-intermediate Photocopiable © Oxford University Press 2014

Source: Oxenden, C. & Latham-Koenig, Ch. (2014). New English File–Upper-intermediate. Teacher's book. Oxford: OUP

II Differentiated Listening Task for Strong Students

10B SONG World

ⓐ Look at the pictures. With a partner, decide what you think they are.



ⓑ Listen and complete the song. The missing words are all illustrated in **a**.

World

Got a [1] *package* full of wishes
A time machine, a magic wand
A [2]_____ made out of gold.

No instructions or commandments
Laws of gravity or indecisions to uphold

Printed on the [3]_____ I see
ACME's *Build-a-World-to-be*
Take a chance, grab a piece
Help me to believe it

Chorus
What kind of world do you want?
Think anything
Let's start at the start
Build a masterpiece
Be careful what you wish for
History starts now...

Should there be people or peoples?
[4]_____, funny pedestals for fools who never pay
Raise your [5]_____, choose your steeple
Don't be shy, the [6]_____ can look the other way

Lose the [7]_____, keep the faults
Fill the [8]_____ without the [9]_____
Let every man own his own [10]_____
Can you dig it, baby?

Chorus

Sunlight's on the [11]_____
Sunlight's on the way
Tomorrow's calling
There's more to this than love

Chorus

SONG FACTS

This song was originally recorded in 2006 by Five for Fighting, the stage name of American singer songwriter John Ondrasik. The name Five for Fighting is an expression used in hockey (which he used to play) when a player receives a five-minute penalty for fighting. The song was used by the History Channel in an advert for the TV network.

GLOSSARY

uphold = support something you believe to be right and make sure that it continues to exist
ACME = imaginary name of a company first used in a cartoon
can you dig it? = do you like it? (*NAmE*)
grab = to take something or somebody with your hand suddenly, firmly or roughly
choose your steeple = choose your religion
steeple = a tall pointed tower on the roof of a church
faults = a place where there is a problem in the layers of rock in the earth's crust

Source: Oxenden, C. & Latham-Koenig, Ch. (2014). New English File–Upper-intermediate. Teacher's book. Oxford: OUP

Appendix C - Student Reaction Questionnaire

_____ Task

1. **Rate this activity:**

1	2	3	4	5
did not like it				**liked it very much**

Why?_____

_____

2. **This activity was**

Easy	Right for me	Difficult

3. **This activity was**

Motivating	Interesting	Boring

Appendix D – Observation Log

Observation Log
Date:
Differentiation task observed:
Lecturer notes:

Appendix E – Quizzes

Appendix E1 - Quiz 1 (Files 6 & 7)

GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: We can't afford _____ on holiday this year.
A to go ☑ B going ☐ C go ☐

1 My new job involves _____ with customer complaints.
A to deal ☐ B deal ☐ C dealing ☐

2 We managed _____ the whole house before my parents arrived home.
A to clean ☐ B clean ☐ C cleaning ☐

3 Please don't make me _____ to that song again!
A to listen ☐ B listen ☐ C listening ☐

4 I know you're very tired, but please try _____.
A to concentrate ☐ B concentrate ☐ C concentrating ☐

5 My bedroom needs _____. It's in a terrible mess.
A tidy ☐ B to tidy ☐ C tidying ☐

6 I _____ play video games every day, but now I only play them at weekends.
A am used to ☐ B used to ☐ C got used to ☐

7 Remember _____ the electrician this afternoon.
A ring ☐ B to ring ☐ C ringing ☐

8 I'd rather _____ the bus than go by train tomorrow.
A get ☐ B to get ☐ C getting ☐

9 Sally can't help _____ when she watches romantic films.
A to cry ☐ B cry ☐ C crying ☐

10 I _____ meet friends for coffee on Saturday mornings.
A 'm used to ☐ B usually ☐ C use to ☐

11 Try _____ your laptop off and then on again. That might fix the problem.
A turn ☐ B to turn ☐ C turning ☐

12 The new operating system is quite different, but you'll soon _____ it.
A get used ☐ B get used to ☐ C used to ☐

13 I'll never forget _____ your face when you heard you'd won the lottery!
A seeing ☐ B to see ☐ C see ☐

14 I watch a lot of foreign films so I _____ reading subtitles.
A used to ☐ B get used ☐ C 'm used to ☐

15 Zoe _____ be good at tennis, but now she plays really well.
A wasn't used to ☐ B didn't use to ☐ C 'm used to

16 My parents used _____ me do my homework before I could watch TV.
A make ☐ B making ☐ C to make ☐

17 When I was young, I _____ have a lot of toys.
A would ☐ B used to ☐ C was used to ☐

18 We can't get used _____ in a bungalow. We keep wanting to go upstairs!
A live ☐ B to live ☐ C to living ☐

19 Erik promised _____ harder and to try to get into university.
A to study ☐ B studying ☐ C study ☐

20 After a year in the US I've finally _____ driving on the left.
A got used to ☐ B been used to ☐ C used to ☐

VOCABULARY

a Tick (✓) the correct word, A, B, or C.

Example: It's a musical instrument that you hit with sticks.
A piano ☐ B drums ☑ C trumpet ☐

1 It's a large group of people who sing together.
A chorus ☐ B choir ☐ C orchestra ☐

2 It's the extra piece that performers do when the audience asks them to come back.
A genre ☐ B concerto ☐ C encore ☐

3 It's somebody who sings or plays an instrument on their own.
A solo artist ☐ B cellist ☐ C conductor ☐

4 It's an instrument you play by blowing into it.
A a violin ☐ B a flute ☐ C a cello ☐

5 It's a person who writes music.
A conductor ☐ B composer ☐ C performer ☐

6 It's a woman who sings with a very high-pitched voice.
A soprano ☐ B choir ☐ chorus ☐

b Tick (✓) A, B, or C to complete the sentences.

Example: Most _____ work for magazines, not newspapers.
A paparazzi ☑ B photographs ☐ C conductors ☐

7 I think my mum's _____ – she seems to know what I'm thinking sometimes.
A psychological ☐ B sympathetic ☐ C psychic ☐

8 I'd love to have a _____ to drive me everywhere.
A chauffeur ☐ B chef ☐ C barista ☐

9 Country and western isn't my favourite musical _____.
A encore ☐ B genre ☐ C ballet ☐

10 The soloist was presented with a _____ of flowers.
A macchiato ☐ B croissant ☐ C bouquet ☐

11 You look very _____ in that skirt and those shoes.
A chic ☐ B romantic ☐ C lucid ☐

c Tick (✓) A, B, or C to complete the sentences.

Example: The doctor gave me _____ to help me sleep.
A sleeping tablets ☑ B sheets ☐ C a duvet ☐

12 I really mustn't _____ tomorrow morning – I've got an early flight.
A oversleep ☐ B sleepy ☐ C awake ☐

13 I never share a room with my brother – he _____ so loudly during the night!
A snores ☐ B yawns ☐ C naps ☐

14 I went straight to sleep as soon as my head hit the _____.
A blanket ☐ B pillow ☐ C sheet ☐

15 I flew from New York yesterday and I'm still _____.
A jet-lagged ☐ B fast asleep ☐ C awake ☐

16 My dad often has a _____ in the afternoon, and is always wide awake after it.
A yawn ☐ B nap ☐ C nightmare ☐

17 Don't forget to _____ your alarm clock – we've got an early start tomorrow.
A do ☐ B set ☐ C put ☐

18 The bed was so comfortable that I slept like a _____.
A stone ☐ B horse ☐ C log ☐

19 If I drink coffee too late I find it difficult to _____ asleep.
A keep ☐ B drop ☐ C fall ☐

20 I like to sleep under a thick _____ in winter.
A pillow ☐ B sheet ☐ C duvet ☐

GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: I _____ left my bag in the car. I definitely had it when I got in.
A can't have ☐ B must have ☑ C should have ☐

1 You _____ spent so long in the sun. You look as if you've got sunburn.
A might not have ☐ B couldn't have ☐ C shouldn't have ☐

2 I _____ some Indian food. Shall we get a takeaway?
A feel like ☐ B feel as if ☐ C feel ☐

3 I suppose Jane _____ just forgotten it was your birthday, but it's not like her.
A should have ☐ B could have ☐ C ought to have ☐

4 I think I _____ lost that CD Jack lent me. I'll look for it again tonight.
A may have ☐ B must have ☐ C should have ☐

5 This duvet _____! It makes me want to have a sleep now!
A feels like so soft ☐ B feels as if so soft ☐ C feels so soft ☐

6 You _____ asked before you borrowed my car! I thought it had been stolen!
A must have ☐ B ought to have ☐ C may have ☐

7 I think the kids _____ gone swimming. They've taken towels from the bathroom.
A must have ☐ B should have ☐ C couldn't have ☐

8 You _____ picked a worse time to call – I'm in the middle of making dinner!
A shouldn't have ☐ B may not have ☐ C couldn't have ☐

9 This shirt _____ it's made of really good quality cotton.
A feels ☐ B feels as if ☐ C feels that ☐

10 I think we're lost! I _____ my satnav with me.
A should bring ☐ B should brought ☐ C should have brought ☐

11 You _____ seen Helen. She was standing right next to you at the party!
A must have ☐ B can't have ☐ C couldn't have ☐

12 You _____ you've had some bad news. Are you OK?
A look like ☐ B look ☐ C look as like ☐

13 They _____ have got lost. I gave them very clear directions.
A might ☐ B mustn't ☐ C can't ☐

14 That cake _____ delicious. Can I try a piece?
A smells like ☐ B smells ☐ C smells as if ☐

15 Suzy's flight _____ cancelled. There's a lot of fog in the London area this morning.
A might have been ☐ B can't have been ☐ C may not have been ☐

16 I _____ bought so many clothes. I don't get paid until next week.
A shouldn't have ☐ B can't have ☐ C might not have ☐

17 Fred _____ gone out. His car is in the garage.
A must have ☐ B can't have ☐ C might have ☐

18 You look freezing! You look _____ you've been in the Arctic!
A if ☐ B as if ☐ C as ☐

19 These shoes aren't stylish but they _____ very comfortable.
A feel as if ☐ B feel ☐ C feel like ☐

20 This jacket looks exactly _____ the one I used to have when I was a teenager!
A like ☐ B as if ☐ C as ☐

VOCABULARY

a Tick (✓) A, B, or C to complete the sentences.

Example: A healthy lifestyle can _____ some illnesses.
A prevent ☑ B avoid ☐ C expect ☐

1 I wish you wouldn't _____ all the time.
A deny ☐ B discuss ☐ C argue ☐

2 How do you _____ people downloading your photos illegally?
A avoid ☐ B prevent ☐ C refuse ☐

3 I've used the gym twice and it _____ really good.
A seems ☐ B looks ☐ C notices ☐

4 I _____ you would stop tapping your fingers on the table!
A hope ☐ B expect ☐ C wish ☐

5 I think my team have a good chance of _____ yours this year.
A winning ☐ B beating ☐ C losing ☐

6 Kevin _____ that he'd broken the window.
A refused ☐ B argued ☐ C denied ☐

7 Unless they _____ my salary I'm going to look for another job.
A rise ☐ B raise ☐ C higher ☐

8 He _____ a bank in that film, but of course, he's a good guy really.
A robs ☐ B thieves ☐ C steals ☐

9 Could you _____ me how to apply for a place on that course?
A warn ☐ B discuss ☐ C advise ☐

10 _____ me to email Danny. I need to give him directions to your house.
A Remind ☐ B Remember ☐ C Notice ☐

b Tick (✓) A, B, or C to complete the sentences.

Example: I often _____ interesting things with my friends.
A argue ☐ B speak ☐ C discuss ☑

11 Your _____ are important for keeping your blood clean and healthy.
A thighs ☐ B brains ☐ C kidneys ☐

12 I'm not very fit or flexible. I certainly can't touch my_____.
A elbow ☐ B toes ☐ C wrist ☐

13 Don't _____ your finger at me – it's rude!
A raise ☐ B hold ☐ C point ☐

14 I can't stop _____ my nails – I don't know I'm doing it most of the time.
A biting ☐ B sucking ☐ C combing ☐

15 The man I asked for directions _____ his shoulders and said he couldn't help.
A shook ☐ B waved ☐ C shrugged ☐

16 My dad raised his _____ when I said I was going to another party.
A eyebrows ☐ B heels ☐ C hand ☐

17 You need to _____ this meat for a while, it's pretty tough.
A scratch ☐ B chew ☐ C shake ☐

18 I've been sitting for too long. I need to _____ my legs.
A stretch ☐ B shake ☐ C scratch ☐

19 I forgot to _____ my hair before I left the house – it looks a mess, doesn't it?
A blow ☐ B brush ☐ C raise ☐

20 I used to suck my _____ a lot at school until the teacher stopped me.
A nose ☐ B thumb ☐ C fist ☐

Appendix E2 - Quiz 2 (Files 9 & 10)

GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: _____ it rained, we had a great time.
A Even though ☑ B However ☐ C In spite of ☐

1 I went to the Tourist Information office _____ ask for a map.
A for ☐ B to ☐ C in order ☐

3 The company are expanding _____ increase their market share.
A for ☐ B so that ☐ C in order to ☐

3 _____ it being pretty cold, we decided to have a picnic on the beach!
A In spite of ☐ B Although ☐ C Even though ☐

4 The company is opening overseas offices _____ they can access the global market.
A for ☐ B so that ☐ C in order ☐

5 I booked the tickets online _____ I could get a cheaper price.
A so as ☐ B so that ☐ C for ☐

6 _____ the mosquitoes, we had a good night's sleep.
A Although ☐ B In spite of ☐ C Even though ☐

7 _____ we went in Sweden, everyone spoke really good English!
A Wherever ☐ B Whatever ☐ C Whoever ☐

8 _____ that I'm not keen on ice-skating, I quite enjoyed myself.
A Despite the fact ☐ B Although ☐ C Even though ☐

9 I like reading books on philosophy, _____ I sometimes find them difficult.
A in spite of ☐ B though ☐ C despite ☐

10 Gary came into college at nine o'clock _____ a meeting with his tutor.
A for ☐ B so as to ☐ C to ☐

11 _____ cleaned this kitchen deserves a medal!
A Whatever ☐ B However ☐ C Whoever ☐

12 Tina left work slightly early _____ miss the start of the talk.
A to not ☐ B so as not to ☐ C in order not ☐

13 The beach resort was a bit disappointing, but our accommodation _____ very good.
A are ☐ B were ☐ C was ☐

14 _____ in my grandmother's house was sold at auction when she died.
A A furniture ☐ B The furnitures ☐ C The furniture ☐

15 Could you give me _____ advice on what kind of bike I should buy?
A an ☐ B some ☐ C some pieces of ☐

16 I need to buy _____ to go with this jacket.
A a new trousers ☐ B a new trouser ☐ C some new trousers ☐

17 There were two _____ left on the baggage reclaim, but neither of them were mine.
A luggage ☐ B luggages ☐ C pieces of luggage ☐

18 I'll have to get _____ for my interview – I haven't got anything suitable.
A a new cloth ☐ B a new clothing ☐ C some new clothes ☐

19 A member of staff _____ going to phone you shortly.
A is ☐ B are ☐ C will ☐

20 I read the news online these days so I rarely buy_____.
A some papers ☐ B paper ☐ C a paper ☐

VOCABULARY

a Tick (✓) the correct word, A, B, or C.

Example: sell something using advertising
A launch ☐ B export ☐ C market ☑

1 to recommend and promote a product as a celebrity
A campaign ☐ B market ☐ C endorse ☐

2 to give people the wrong idea and make them believe something that's not true
A mislead ☐ B airbrush ☐ C retouch ☐

3 someone who receives a professional service
A owner ☐ B client ☐ C colleague ☐

4 a number of shops in different locations owned by the same company
A chain ☐ B branch ☐ C multinational ☐

5 the group of people that work for a company
A directors ☐ B staff ☐ C customers ☐

6 a person you work with
A employer ☐ B client ☐ C colleague ☐

7 a business agreement between two people or companies
A decision ☐ B profit ☐ C deal ☐

8 to buy materials / products from other countries
A import ☐ B expand ☐ C manufacture ☐

9 an office or shop that is part of a larger organization
A branch ☐ B chain ☐ C firm ☐

10 the main office of a company
A first office ☐ B head office ☐ C top office ☐

b Tick (✓) A, B, or C to complete the sentences.

Example: I like the fact that this area is _____.
A multicultural ☑ B overcultural ☐ C megacultural ☐

11 Your _____ amazes me sometimes – you know so little about the world.
A ignorantness ☐ B ignorance ☐ C ignorement ☐

12 I sometimes think that my attempts to improve are _____.
A hopeproof ☐ B hopeless ☐ C hopeable ☐

13 I think you've _____ us – we had four coffees, not three.
A overcharged ☐ B underpaid ☐ C undercharged ☐

14 I was surprised by Jeff's_____ – he must work out at the gym a lot.
A strongness ☐ B strength ☐ C strength ☐

15 The societies meetings are biannual, i.e. we hold them_____ a year.
A once ☐ B twice ☐ C three times ☐

16 The _____ meals from this supermarket are surprisingly good.
A overcooked ☐ B pre-cooked ☐ C undercooked ☐

17 I'm feeling a bit _____-social at the moment so I don't go out much.
A auto ☐ B anti ☐ C semi ☐

18 Some _____ students doing Ph.Ds teach classes to get some extra money whilst they are studying.
A postgraduate ☐ B undergraduate ☐ C ex-graduate ☐

19 I've got a really good _____ coat so I don't mind if it rains.
A waterproof ☐ B waterless ☐ C anti-water ☐

20 Tony says very little, and it's usually _____ when he does speak.
A monosyllabic ☐ B multisyllabic ☐ C megasyllabic ☐

GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: We've just bought a dog and a cat. _____ is called Ben.
A The dog ☑ B A dog ☐ C Dog ☐

1 _____ interested the festival, so you can have the tickets.
A None of us are ☐ B None is ☐ C No-one of us is ☐

2 Mark _____ swims nor runs – he doesn't do any exercise at all.
A either ☐ B neither ☐ C both ☐

3 You can have _____ you want to eat and it doesn't cost anything.
A anything ☐ B nothing ☐ C all things ☐

4 _____ in the painting class is really nice.
A All ☐ B Everybody ☐ C All the people ☐

5 Helen and Alice _____ play badminton very well.
A either ☐ B neither ☐ C both ☐

6 He's eaten _____!
A all ☐ B all of the biscuits ☐ C all biscuits ☐

7 I've got _____ work to do this morning!
A none ☐ B no ☐ C any ☐

8 **A** Is there coffee left?
B No, there _____.
A is no ☐ B isn't any ☐ C isn't none ☐

9 I'm hoping to study _____ Geology or Engineering at university.
A neither ☐ B both ☐ C either ☐

10 _____ Andes is the highest mountain range in South America.
A The ☐ B Some ☐ C (–) ☐

11 _____ is one of the easiest materials to recycle.
A Paper ☐ B The paper ☐ C A Paper ☐

12 My ex-boss has been sent to _____ for fraud.
A a prison ☐ B the prison ☐ C prison ☐

13 I'm going to _____ on a work trip.
A the Czech Republic ☐ B a Czech Republic ☐ C Czech Republic ☐

14 I went to _____ to see an exhibition of old manuscripts.
A a university ☐ B the university ☐ C university ☐

15 _____ make very good pets because they're so loyal.
A Dogs ☐ B The dogs ☐ C A dog ☐

16 You need to turn left and go down _____.
A the Queen Street ☐ B a Queen Street ☐ C Queen Street ☐

17 I've always wanted to do a cruise down _____.
A River Nile ☐ B the River Nile ☐ C a River Nile ☐

18 I'm sorry to hear your mother is in _____. Is she feeling better now?
A hospital ☐ B the hospital ☐ C a hospital ☐

19 I keep going _____ too late, that's why I'm so tired.
A to the bed ☐ B to my bed ☐ C to bed ☐

20 I'm not really interested in _____.
A politics ☐ B the politics ☐ C a politics ☐

VOCABULARY

a Tick (✓) the correct word, A, B, or C.

Example: the study of how we inherit characteristics.
A physics ☐ B genetics ☑ C chemistry ☐

1 the finding of something natural for the first time
A invention ☐ B research ☐ C discovery ☐

2 putting blood from one living thing into another
A radiation ☐ B operation ☐ C transfusion ☐

3 testing new drugs on people before they are sold to the public
A clinical trials ☐ B clinical experiments ☐ C clinical research ☐

4 the undesirable results of using a drug to treat a medical condition
A guinea pigs ☐ B side effects ☐ C pharmaceutical trials ☐

5 a chemical which stops feelings
A nuclear ☐ B fatal ☐ C anaesthetic ☐

6 a type of gas
A lead ☐ B nitrogen ☐ C polio ☐

7 someone who gives part of their body to be used in someone else's body
A volunteer ☐ B guinea pig ☐ C donor ☐

8 to take air or gas into your body
A exhale ☐ B inhale ☐ C inspire ☐

9 an illness you can get from a mosquito
A tuberculosis ☐ B malaria ☐ C polio ☐

10 an idea
A test ☐ B theory ☐ C discovery ☐

b Tick (✓) A, B, or C to complete the sentences.

Example: There were some odds and _____ in the garage that I didn't want to throw out.
A ends ☑ B bits ☐ C pieces ☐

11 Sooner or _____ you'll realize you've made the wrong decision.
A never ☐ B later ☐ C less ☐

12 I'm looking for a good _____ for a couple of nights.
A breakfast and bed ☐ B room and breakfast ☐ C bed and breakfast ☐

13 I'm really sick and _____ of never having enough money.
A fed up ☐ B bored ☐ C tired ☐

14 We have plenty of ups and _____ in our relationship, but we're still together.
A lows ☐ B downs ☐ C highs ☐

15 The park near my house is a lovely place to get some _____.
A peace and quiet ☐ B quiet or peace ☐ C quiet and peace ☐

16 I like my job on the whole, but _____ I wonder if I should look for a new one.
A now or again ☐ B now and again ☐ C again and now ☐

17 I have to ask her out today – it's now or _____.
A later ☐ B never ☐ C nothing ☐

18 I found some interesting _____ in the attic that belonged to my grandparents.
A pieces and bits ☐ B pieces or bits ☐ C bits and pieces ☐

19 The children were missing for six hours but turned up safe and _____.
A sound ☐ B well ☐ C alive ☐

20 You can't have everything your way. Life is all about give and _____.
A allow ☐ B let ☐ C take ☐

Appendix F - End of Course Questionnaire on Differentiated Instruction

Please provide suggestions and comments where necessary.

1. Did you realize that the professor was practicing differentiation? Yes ___ No___

2. If you realized, what did you think/feel about it?
   _____
   _____

3. If you did not realize and now you do, what do you think/ feel now?
   _____
   _____

4. Do you think that differentiation helped you understand the lesson/tasks better?
   Yes __ No__

   Comment:
   _____
   _____

5. Do you consider that applying differentiation was motivating? Yes __ No__
   Comment:
   _____
   _____

6. Which differentiation tasks did you like the most?
   _____
   _____

Appendix G - Student Interviews

1. Did you realize that the professor was practicing differentiation?/ Have you realized DI being applied in any other classes?
2. If you realized it in your skills class, what did you think/feel about it?
3. In what ways did differentiation helped you understand the task?
4. What assignments did you like best?
5. Did you like the way the tasks were presented in class?
6. Do you think that the professor treated you as a person and helped you by differentiating according to your needs?
7. Are you aware of needs, learning style, strategies and did the teacher help you meet your needs?
8. Which interaction pattern was more helpful to you: individual, pair or group work?
9. Was it motivating for you to be in this class? Why? Why not?
10. Were there any opportunities provided in this class that helped you work at your own pace, level of readiness and interest?
11. Did you feel free in this class to express your opinion, to participate and not to worry about mistakes? Give more explanation.
12. What do you think about the atmosphere that was present in the class?
13. Why do you think that differentiation is important?

Appendix H – Expert interviews

Appendix H1 - Sample permission email

Dear Sir / Madam,

I am a PhD candidate at South East European University, Tetovo, Macedonia. I have just completed my doctoral proposal on the topic "Enhancing Mixed-level EFL Learners' Motivation and Learning Through Differentiated Instruction at South East European University" and I am about to start working on my doctoral thesis under the supervision of my mentor Dr. Judy S. Richardson (Professor Emerita at Virginia Commonwealth University).

The reason why I am writing to you is because I need your contribution as an expert to the field of DI and EFL. Dr. Richardson has suggested that I contact you; she has previously asked if you would be willing to converse with me and you indicated that you would do so.

First, I would kindly ask you if you could read the brief paragraph I have attached that explains my proposal. Then I would be extremely grateful if you could answer the questions sent as an attachment.

Second, after I receive your responses I would like to ask you if I could follow-up by sending some additional questions to you in case there is a need for that.

Third, I would also like to get your permission for citing your comments (giving full credit to you) within my dissertation. This might include any or all the parts of your responses.

It would be helpful if you could send the responses by the end of November, but if you cannot reply by that time, then please reply at your own convenience.

I am looking forward to your responses.

Best regards,
Iranda Bajrami

Appendix H2 - Expert Interview Questions

Please answer the following questions related to the implementation of Differentiated Instruction in EFL classrooms.

1. Suggest one or more pieces of literature/research about DI that you think are most important in this field of study.

_____
_____
_____

2. Describe what you think is the most important one change a teacher could make to incorporate DI into the classroom.

_____
_____
_____

3. If you had to explain the importance of DI in about 3 sentences, what would you say?

_____
_____
_____

4. If you were going to observe in a classroom, what kinds of DI would you hope to observe?

_____
_____
_____

5. What do you think is the most important point you would make to teachers that know nothing about DI?

_____
_____
_____

6. Additional comments or suggestions:

_____
_____
_____

Appendix I - Teacher Questionnaire

Please answer the following questions related to differentiation in reading classes. Your contribution is appreciated.

1. Are you aware of the term differentiation? Yes, a lot __ Yes, a little__ Not at all__
2. In what ways do you know about differentiation?
   Workshop__ Conference__ The Internet__ Formal education__ Other (specify)_____
3. If you answered question 1 with yes, then answer this question.
   Could you give a brief definition of differentiation?
   _____
   _____
4. Do you attempt to differentiate in your class? Yes, a lot __ Yes, a little__ Not at all__

5. If you answered question 4 with yes, then answer this question.
   If you attempt to differentiate, what tasks would you give in different ways?
   _____
   _____
6. Do you attempt to differentiate in your reading classes? Yes, a lot __ Yes, a little__ Not at all__

7. If you answered question 6 with yes, then answer this question.
   If you attempt to differentiate, what reading tasks would you give in different ways?
   _____
   _____
8. Below are provided 3 scenes of a reading class. Match the scenarios I-III with the type of a lesson a-c.
   b. No differentiation b. Little differentiation c. A lot of differentiation

I. The teacher has a passage about reading and uses a PowerPoint including images, illustrations and lecture notes to explain the main points to students. Students read the passage and then they are given one set of closed questions related to the text. _____

II. The teacher has a passage about reading and uses a PowerPoint including images, illustrations and lecture notes to explain the main points to students. Students read the passage and then they are given 3 activities that fit each student's reading ability; students participate. _____

III. The teacher has a passage about reading. Students read the passage and then they are given one set of closed questions related to the text. _____

Appendix J – Side Study in a Co-teaching Situation
(Course Evaluation Questionnaire)

Please provide suggestions and comments for any of the items.

1. I liked the way the classes were presented, using handouts and Power Points plus engaging us in doing activities together in class.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

2. I received constructive criticism of my work in the course.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

3. I used the opportunity to submit a Freewrite of my activity;\

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

4. I used the opportunity to revise my activities.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

5. Freewrite opportunities and revision opportunities helped improve my grade and learning of course content.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

6. I think the professors tried to consider me as a person and helped me by differentiating according to my needs.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

7. Being able to work in pairs for our main assignments was helpful for me.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

8. Being in this class was motivating for me.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

9. There were many opportunities provided in this class that helped me work at my own pace, level of readiness and interest.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

10. I felt free in this class to express my opinion, to participate and not to worry about mistakes because the professors were understandable.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable

Comment:

Appendix K
Appendix K1 – Helping Students Think About Differentiation

Think about your English Skills 4 class. Read the following statements and choose the one that applies to you. You can give additional comments for each statement.

Weak Students' Responses

	Statements	# of Ticks √	Comments:
1.	**I do not always need the same amount of time to complete work.**		
2.	**I need or want to read different things.**	**1 Ss**	**1. I need to read different things because it helps me enhance the language.**
3.	**I need to learn things in different ways.**	**1 Ss**	**1.Because it will help me learn grammar and vocabulary better.**
4.	**It might be helpful if I could express what I learn in different ways.**	**1 Ss**	
5.	**Sometimes it is useful if students are able to help one another because of their different strengths.**	**1 Ss**	**1.I think it is useful for Ss to be able to help one another and work in groups.**
6.	**The teacher needs to teach in different ways to make sure that everyone learns.**		**1.I agree that the teacher should teach in different ways and use different methods to help everyone understand.**

Adapted from Sousa, D., Tomlinson, & C.A. (2011). *Differentiation and the Brain*. Bloomington, IN: Solution Tree Press.

Midlevel Students' Responses

	Statements	# of Tick s √	Comments:
1.	**I do not always need the same amount of time to complete work.**		
2.	**I need or want to read different things.**	**3 Ss**	**1.I need to read different texts to enrich my vocabulary.** **2. Reading helps me improve my grammar.** **3. Because it helps us enrich our knowledge in different fields, e.g. science, history, etc.**
3.	**I need to learn things in different ways.**	**2 Ss**	**1.I understand things better when the teacher explains us in different ways.** **2. Because I can easily forget new things. That's why I need to learn in different ways.**
4.	**It might be helpful if I could express what I learn in different ways.**	**1 Ss**	**1.By writing essays.**
5.	**Sometimes it is useful if students are able to help one another because of their different strengths.**	**3 Ss**	**1.We need to help others when they don't understand anything. Also, we should work together.** **2. I think that it is good to help each other when someone doesn't understand anything.** **3. Everyone has different ideas and sharing them is useful for Ss.**
6.	**The teacher needs to teach in different ways to make sure that everyone learns.**	**3 Ss**	**1.The teacher should use different methods of teaching when students don't understand anything, to make it easier for them.** **2. It is better if the teacher helps everyone Learn by teaching them in different ways.**

Adapted from Sousa, D., Tomlinson, C.A. (2011). *Differentiation and the Brain*. Bloomington, IN: Solution Tree Press.

Strong Students' Responses

	Statements	# of Ticks √	Comments:
1.	**I do not always need the same amount of time to complete work.**	**1 Ss**	**1. Sometimes I find myself having done the exercises before my colleagues.**
2.	**I need or want to read different things.**	**3 Ss**	**1.Being able to read the book in this class was something new introduced to us. The handouts were really helpful to focus on the main things.**
3.	**I need to learn things in different ways.**	**1 Ss**	**1. It is much easier when the teacher comes up with different methods of teaching. In that way I can easily memorise the new lesson.**
4.	**It might be helpful if I could express what I learn in different ways.**		
5.	**Sometimes it is useful if students are able to help one another because of their different strengths.**	**3 Ss**	
6.	**The teacher needs to teach in different ways to make sure that everyone learns.**	**4 Ss**	**1.Not every Ss needs to do the same exercises .**

Adapted from Sousa, D., Tomlinson, C.A. (2011). *Differentiation and the Brain*. Bloomington, IN: Solution Tree Press.

Appendix K2 - Strategies for Helping Students Examine Their Learning Differences

Reorder the following statements in order of importance for you.

Number 1 being the most important and 10 being the least important.

Weak Students' Responses

	Statements	Your order 1-10			Comments:
		Ss 1	Ss2	Ss3	
a.	I learn best by doing grammar exercises.	1	1	1	
b.	I learn best by doing vocabulary exercises.	2	2	2	
c.	I learn best by reading.	5	5	6	
d.	I learn best by listening.	9	10	10	
e.	I learn best by writing.	7	7	9	
f.	I learn best by speaking.	8	6	7	
g.	I learn best by doing things.	6	8	5	
h.	I like working alone.	10	9	8	
i.	I like working with a partner.	3	3	4	
k.	I like working in groups.	4	4	3	

Adapted from Sousa, D., Tomlinson, C.A. (2011). *Differentiation and the Brain*. Bloomington, IN: Solution Tree Press.

Midlevel Students' Responses

	Statements	Your order 1-10					Comments:
		Ss 1	Ss2	Ss3	Ss4	Ss5	
a.	I learn best by doing grammar exercises.	1	2	1	3	4	Ss2:I can improve my language by learning grammar.
b.	I learn best by doing vocabulary exercises.	2	3	5	1	7	
c.	I learn best by reading.	6	4	9	4	2	
d.	I learn best by listening.	3	9	3	6	9	
e.	I learn best by writing.	5	6	10	2	5	Ss 2: Everything can be learned by speaking.
f.	I learn best by speaking.	4	1	2	9	8	
g.	I learn best by doing things.	9	7	6	7	1	
h.	I like working alone.	10	8	8	10	3	
i.	I like working with a partner.	8	5	7	5	10	
k.	I like working in groups.	7	10	4	8	6	

Strong Students' Responses

	Statements	Your order 1-10					Comments:
		Ss 1	Ss2	Ss3	Ss 4	Ss 5	
a.	I learn best by doing grammar exercises.	1	1	1	3	1	
b.	I learn best by doing vocabulary exercises.	2	4	6	4	2	
c.	I learn best by reading.	3	3	2	1	5	
d.	I learn best by listening.	5	6	7	2	7	
e.	I learn best by writing.	4	2	5	6	3	
f.	I learn best by speaking.	7	5	4	5	8	Ss3: By debates and sharing different ideas.
g.	I learn best by doing things.	8	8	9	7	4	
h.	I like working alone.	6	9	10	10	6	
i.	I like working with a partner.	9	7	3	9	9	
k.	I like working in groups.	10	10	8	8	10	Ss3: I don't like much learning in groups because the members of the group that are lazy are not usually active. They wait for others to do the job. Ss5: Because not everyone is dedicated to learn and wok in the same way.

Appendix L - Student Reaction Questionnaire
Appendix L1 – Student Reaction Questionnaire for Reading Task (Tiered Task)

Weak Students' Responses

1. Rate this activity**:**

1 2 3 4 **(1 Ss)** 5 **(3 Ss)**
did not like it liked it very much

Why? ***1. Because it wasn't a boring story, but was very interesting. 2. Because the dog ate burglar's three fingers. The vet found the fingers in the dog's mouth. The dog protected Joanne's house. 3. Because the pet Sheba took care of the house.***

2. This activity was

Easy **(3 Ss)** Right for me **(1 Ss)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(3 Ss)** Boring

Midlevel Students' Responses

1. Rate this activity:

1 2 3 4 **(2 Ss)** 5 **(2 Ss)**
did not like it liked it very much

Why?_**1.** ***I liked it because it was interesting and all students were participating. It was a good activity. 2. Because I liked the part of the text when the dog bit the burglar's three fingers. I liked this story because it was so interesting. 3. Because it was clear and understandable.***

2. This activity was

Easy Right for me **(4 Ss)** Difficult

3. This activity was

Motivating **(1 Ss)** Interesting **(4 Ss)** Boring

Strong Students' Responses

1. Rate this activity:

1 2 3 4 **(1Ss)** 5 **(5 Ss)**
did not like it liked it very much

Why? ***1. It was very interesting. 2. It was interesting and fun. 3. Because it was very interesting. 4. Fun as well as easy. It also helped us learn how to use dictionaries during reading.***

2. This activity was

Easy **(5 Ss)** Right for me **(1 Ss)** Difficult

3. This activity was

Motivating **(1 Ss)** Interesting **(6 Ss)** Boring

Appendix L2 - Student Reaction Questionnaire for Grammar Task 1 (Choice board)

Weak Students' Reponses

1. Rate this activity**:**

1 2 3 4 **(2 Ss)** 5
did not like it liked it very much

Why? ***1. I liked it because it wasn't difficult. The exercises were a good practice in class. 2. I liked them because there were many rules and we should know them. They helped me understand how much I learned during the lesson and what I remembered.***

2. This activity was

Easy **(1 Ss)** Right for me **(1 Ss)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting Boring

Midlevel Students' Responses

1. Rate this activity**:**

1 2 3 4 **(3 Ss)** 5 **(1 Ss)**
did not like it liked it very much

Why? ***1. Because the exercises were about grammar and they helped us. Also, the activity was easy and motivating, and I practiced grammar. 2. Because the exercises weren't very difficult. They were grammar exercises that helped us practice grammar. They were also motivating. 3. They were understandable and interesting. 4. The activities were interesting because afterwards we checked together everything we learned.***

2. This activity was

Easy **(3 Ss)** Right for me **(1 Ss)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(2 Ss)** Boring

Strong Students' Responses

1. Rate this activity**:**

1 2 3 4 **(1Ss)** 5 **(4 Ss)**
did not like it liked it very much

Why? ***1. It was easy and interesting. Students could choose the activity that suits them better. 2. It is good for us. We could check our progress. 3. They were easy and interesting. 4. Because they were easy and interesting. 5. It was easy for me. I could do all the exercises and we had enough time.***

2. This activity was

Easy **(5 Ss)** Right for me Difficult

3. This activity was

Motivating **(1 Ss)** Interesting **(5 Ss)** Boring

Appendix L3 - Student Reaction Questionnaire for Vocabulary Task (Flexible grouping)

Weak Students' Responses

1. Rate this activity**:**

1	2	3	4	5 **(4 Ss)**
did not like it				liked it very much

Why? ***1.It was very understandable. 2. I liked this activity because it was very interesting. 3. For me it was very easy and motivating because I don't have problems doing exercises with suffixes and prefixes. 4. I liked it because we have revised the lesson.***

2. This activity was

Easy **(2 Ss)** Right for me **(2 Ss)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(2 Ss)** Boring

Midlevel Students' Responses

1. Rate this activity**:**

1	2	3	4 **(1Ss)**	5 **(3 Ss)**
did not like it				liked it very much

Why? ***1. It was helpful. 2. I liked it very much because I had a chance to do more practice on suffixes and prefixes.3. It was helpful because we revised the things that we learned last time.***

2. This activity was

Easy **(4 Ss)** Right for me Difficult

3. This activity was

Motivating **(1 Ss)** Interesting **(3 Ss)** Boring

Strong Students' Responses

1. Rate this activity**:**

1	2	3	4	5 **(3 Ss)**
did not like it				liked it very much

Why? ***1. It was easy and interactive. 2. It was easy. 3. Because it was very helpful and interesting.***

2. This activity was

Easy **(3 Ss)**	Right for me	Difficult

3. This activity was

Motivating	Interesting **(3 Ss)**	Boring

Appendix L4 - Student Reaction Questionnaire for Speaking and Vocabulary Task (Readiness and Interest)

Weak Students' Responses

1. Rate this activity**:**

1 2 3 4 5 **(4 Ss)**
did not like it liked it very much

Why? ***1. It was interesting. 2. I liked it very much because it was fun. 3. It was interesting and amusing.4. I liked it because we worked in teams to find the definitions for our chosen words.***

2. This activity was

Easy **(2)** Right for me **(2)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(3 Ss)** Boring

Midlevel Students' Responses

1. Rate this activity**:**

1 2 3 4 **(1 Ss)** 5 **(3 Ss)**
did not like it liked it very much

Why? ***1. The activity was right for me because we practiced speaking and revised the lessons that we learned before. 2. It was interesting. 3. We revised the things that we have studies. 4. Because it helped me get reminded of the previous material that we have learned.***

2. This activity was

Easy Right for me **(4 Ss)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(3 Ss)** Boring

Strong Students' Responses

1. Rate this activity**:**

1	2	3	4	5 **(4 Ss)**
did not like it				liked it very much

Why? ***1. It was fun and good because it helped us revise the material for the exam. 2. Since the activity as designed as a competition I would say that it's good when you win. 3. It was easy and interesting. 4. I liked it very much because it was fun and our group was the best.***

2. This activity was

Easy **(3 Ss)** Right for me **(1 Ss)** Difficult

3. This activity was

Motivating **(3 Ss)** Interesting **(1 Ss)** Boring

Appendix L5 – Student Reaction Questionnaire for Grammar Task 2 (Self-evaluation)

Weak and Midlevel Students' Responses

1. Rate this activity**:**

1 2 3 4 **(2 Ss)** 5 **(4 Ss)**
did not like it liked it very much

Why? ***1. Because it was very helpful. 2. I don't have difficulties with articles, so I like doing exercises on articles. 3. I like it because it can improve my grammar.4. I liked it very much because the activity teaches us how to use the articles. 5. I liked it because I had options to choose from when deciding about the answer and I could check progress at the end.***

2. This activity was

Easy **(3 Ss)** Right for me **(3 Ss)** Difficult

3. This activity was

Motivating **(5 Ss)** Interesting **(1 Ss)** Boring

Strong Students' Responses

1. Rate this activity**:**

1 2 3 4 **(2 Ss)** 5 **(3 Ss)**
did not like it liked it very much

Why? ***1. Because it was very interesting and helpful. 2. It was interactive and an easy way to study the articles. Also, progress check was helpful to measure our mastery of articles. 3. It was easy and really helpful. 4. It was easy and interesting.***

2. This activity was

Easy **(5 Ss)** Right for me Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(5 Ss)** Boring

Appendix L6 - Student Reaction Questionnaire for Jigsaw Task (Cooperative learning)

Weak Students' Responses

1. Rate this activity**:**

1 2 3 4 **(2 Ss)** 5 **(2 Ss)**
did not like it liked it very much

Why? ***1. Because it was helpful and we learned new facts about famous people. 2. This activity was interesting because we received information about some famous people. 3. I liked it because we had a chance to learn about protecting women's rights. 4. It was different and fun.***

2. This activity was

Easy **(3 Ss)** Right for me **(1 Ss)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(3 Ss)** Boring

Midlevel Students' Responses

1. Rate this activity**:**

1 2 3 **(1Ss)** 4 5 **(3 Ss)**
did not like it liked it very much

Why? ***1. Because it made me read and also listen from others about the speeches of the most popular people and their political views. 2. Because it was interesting to work in groups. 3. We shared different information. 4. It was very interesting because in groups we gave our opinion about all different speeches.***

2. This activity was

Easy **(2 Ss)** Right for me **(2 Ss)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(3 Ss)** Boring

Strong Students' Responses

1. Rate this activity**:**

1 2 3 4 **(2 Ss)** 5 **(2 Ss)**
did not like it liked it very much

Why? ***1. It was fun placing us in groups, where each of us are given the opportunity to explain our own reading part. 2. Group work was helpful because everyone participates. 3. Because it was easy and cooperative. 4. Because we had a chance to learn something more from each other about these four famous people.***

2. This activity was

Easy **(2 Ss)** Right for me **(2 Ss)** Difficult

3. This activity was

Motivating **(2 Ss)** Interesting **(2 Ss)** Boring

Appendix L7 - Student Reaction Questionnaire for Writing Task (Writing a report)

Weak Students' Responses

1. Rate this activity**:**

1 2 3 4 **(2 Ss)** 5
did not like it liked it very much

Why? ***1. Although writing is difficult for me it was very helpful for me. 2. I liked it because it was motivating.***

2. This activity was

Easy **(1 Ss)** Right for me Difficult **(1 Ss)**

3. This activity was

Motivating **(2 Ss)** Interesting Boring

Midlevel Students' Responses

1. Rate this activity**:**

1 2 3 4 **(1 Ss)** 5 **(1 Ss)**
did not like it liked it very much

Why? ***1. It was motivating but a bit difficult for me because never in my life I have written a report about eating in my town. 2. I liked it because it puts me in a position to explain how to present my country to the world.***

2. This activity was

Easy Right for me **(1 Ss)** Difficult **(1 Ss)**

3. This activity was

Motivating **(1 Ss)** Interesting **(1 Ss)** Boring

Strong Students' Responses

1. Rate this activity**:**

1 2 3 4 **(1 Ss)** 5 **(2 Ss)**
did not like it liked it very much

Why? ***1. It helped me keep track of my writing through the checklist. 2. The activity makes the student think on more detailed things related to writing and in this we can be more productive. 3. I liked the activity very much because the topic I chose was interesting.***

2. This activity was

Easy Right for me **(3 Ss)** Difficult

3. This activity was

Motivating **(1 Ss)** Interesting **(3 Ss)** Boring

Appendix L8 - Student Reaction Questionnaire for Listening Task (Song)

Weak and Midlevel Students' Responses

1. Rate this activity**:**

1 2 3 4 **(1 Ss)** 5 **(3 Ss)**
did not like it liked it very much

Why? ***1. It was a little bit difficult for me but I liked both the song and the exercise. 2. I liked the activity but it was a little bit difficult. 3. It was fun to find the words and listen to music too. 3. It was interesting because we learned new words and listened to music.***

2. This activity was

Easy **(1 Ss)** Right for me **(1 Ss)** Difficult **(2 Ss)**

3. This activity was

Motivating **(2 Ss)** Interesting **(4 Ss)** Boring

Strong Students' Responses

1. Rate this activity**:**

1 2 3 **(1 Ss)** 4 **(2 Ss)** 5 **(1 Ss)**
did not like it liked it very much

Why? ***1. It was great since we had to find the words for the song. 2. Even though it was a little bit difficult for me to guess the words, I really liked and enjoyed the activity. 3. I liked it because we had to guess the right words. 4. Finding the right words was a challenging and interesting part although a bit difficult.***

2. This activity was

Easy Right for me **(2 Ss)** Difficult **(2 Ss)**

3. This activity was

Motivating **(1 Ss)** Interesting **(4 Ss)** Boring

Appendix M – Observation Log
Appendix M1 - Observation Log for Reading Task (Tiered task)

Date: 23 March, 2015
Class: Skills 4

Lecturer's Notes:

By having a mixed level group in class, it was decided to differentiate a reading text in order to help every student understand the text and do the follow- up activities suited for their level, in contrast to what they had done so far, since the activities in their textbooks were not differentiated. Differentiation was more than needed in this group because the class consisted of students who were of different proficiency level, although they were all supposed to be at an upper-intermediate level according to their curriculum. However, there were students who were almost elementary level, some of them intermediate, and the rest were of an advanced level and there were even native English students.

So as to choose the right activity for the reading task, the lecturer chose the text that was not in the textbook but the content corresponded to the material covered so far. The title of the reading text was *The Chalking Dog*. This text was chosen because its topic was related to some previous texts taken in class that were about news stories, whereas one of the texts was also about the dog which called the police by itself. Moreover, another similarity was the vocabulary met in the text that was about burglaries and the one that was already taught in class about crime and punishment. As a result, this text was a follow up to these previous occurrences. What is more, the level of the text seemed not too challenging when the lecturer decided to use it, but afterwards when students did *Words on the Wall* activity to explain the unknown words that they chose themselves, it appeared that even stronger students did not understand every word in the text, therefore the decision to use *Words on the Wall* along with the text proved to be successful. The selection and the clarification of the unknown words were done in groups and afterwards when each group explained their words, other groups could add more words and definitions to their walls.

The lesson started with a brainstorming activity, where students were supposed to guess the content by looking at the title only and all their ideas were jotted down on the board. Then students were given the text and were asked to read for gist for the first time in order to check if their guesses were correct. At this point the lecturer added their new ideas about the text on the board, which were based on their reading this time. Afterwards, students were put in groups that consisted of different

level students and they were asked to read the text again and underline the unknown words. At this stage, the handout *Words on the Wall* was given to each group where students were supposed to jot down the unknown words and then as a group try to guess the meaning from the context and if this did not help them, they were allowed to check for the unknown words in the dictionary. When each group has finished with the clarification of their unknown words, they were shared with the rest of the class.

As an extra challenge, the complete text was not given to students, but the last three sentences from the text were removed. Students were asked to guess in their groups what really happened at the end of the story and in this way their curiosity was increased. After students speculated and shared different ideas, they still could not guess correctly the ending and as a result they received and read the missing pat of the text which revealed the truth.

Finally, students were asked to work individually to answer the questions about the text. The lecturer had differentiated the task that was available with the text for different level students. There were three set of questions that were adapted for weak, midlevel and advanced students. Students were not told explicitly that they will be doing different activities and that some of them were less and others more challenging. All the questions were the same for everyone, but the level of the difficulty was different. Weak students had all the answers provided but in a mixed order. Midlevel students had multiple choice questions, whereas stronger students had only questions without any support. It seemed that the activities were well-suited for each group of students because although the activities for stronger students seemed more challenging they did them without a problem, whereas it was obvious that weaker students really needed this extra support with all the answers provided because some of them were still struggling to match the questions with their answers and they spent a lot of time until they matched all the questions.

It can be said that both the text and the activities chosen were successful because students were engaged from the beginning until the end of the lesson and it was noted by the lecturer that students enjoyed doing the tasks.

Appendix M2 - Observation Log for Grammar Task 1 (Choice board)

Date: 20, April 2015
Class: Skills 4

Lecturer's Notes:

Another task that was differentiated by the lecturer is a grammar task. Although during the semester there were different grammar topics covered, the lecturer chose to differentiate the grammar task related to *clauses of contrast and purpose* because during the lessons it was noticed that students had difficulties with different rules about using the clauses and their application. At the beginning, when easier tasks were available, students were able to incidentally choose the correct answers, but when they were faced with more complicated rules about using each clause, they were confused. Especially, students had difficulties when they had to work on exercises where they had to complete the send half of the sentence by using the correct clause and rewrite the sentences by using a different clause of contrast and purpose.

First, for the differentiated grammar task 1, the lecturer worked on inference activity in order to elicit the rules from students. Afterwards, the students focused on the rules and did the accompanying activities from their textbook. When students were acquainted with the rules and did some exercises, then they were given the differentiated grammar task. At this point, they were told that the lecturer had prepared three sets of activities with different level of difficult which were all related to the clauses of contrast and purpose. Unlike other cases when the lecturer decided which student will work on which task, in this case students were allowed to choose themselves the task they felt more comfortable working with. Students were informed that easier tasks were marked with a circle, medium difficulty tasks with a square, whereas difficult tasks with a triangle. Afterwards, the lecturer placed all the tasks on a desk and asked students to pick a task they liked and thought was appropriate for them. The lecturer observed that the tasks that were chosen for the first time were mostly of a medium difficulty. Out of eleven students present in class, six of them chose the medium difficulty task, two chose difficult tasks and three of them the easy task. However, it was realized that the second time more students opted for an easier rather than difficult tasks. This time seven students all weak, midlevel and strong chose the easiest tasks, three of them chose the medium difficulty task whereas none of them chose the most difficult task for the second time. This situation indicates that by choosing easier tasks students want to be on a safer side and do not want to be challenged a lot. Whenever students finished any of

the two the activities, they were supposed to make a group with students who had the same activity in order to check their answers together.

The activities went really well because students were independent for most of the time, since they were allowed to choose by themselves the desired activity and then they did not rely on the lecturer for the correct answers but checked with their peers who did the same activity marked either with a circle, square or the triangle according to its difficulty. The lecturer was monitoring all the time while students were doing and checking their tasks and helped where necessary.

This activity was different from what students were used to doing so far, and there was a sort of skepticism from the lecturer's side at the beginning about its acceptance from students. Fortunately, students seemed to accept really well the task and they enjoyed when they were supposed to choose the task themselves since it made them feel independent and not only that but they appreciated the whole process. Also, it was surprising that students accepted well the differentiated tasks because previously while doing the activities from their textbook they were not really looking forward to them. As a result, it appeared that differentiated tasks were not too difficult for students since they were adapted and thus they were enjoyable for them.

Appendix M3 - Observation Log for Vocabulary Task (Flexible Grouping)

Date: 4, May 2015
Class: Skills 4

Lecturer's Notes:

Another task in the series of differentiated tasks given to students was the one related to vocabulary and it was named as flexible grouping because students were grouped both in homogeneous and heterogeneous groups according to their level for the purposes of this activity. The decision for differentiating a vocabulary task was made because previously when the activities from the book were completed on the same topic, students had difficulties in choosing the right prefix or suffix.

Before the differentiated task was given to students, they were first presented with a text where they were faced with many prefixes and suffixes. Then after being presented to different examples of prefixes and suffixes, students were supposed to add an appropriate prefix or suffix to certain words shown to them. Afterwards, students did some exercises from the book, which were more as a guided discovery where they had to match some prefixes and suffixes with their meaning. Next, students did some other activities from their textbooks on prefixes and suffixes and then they were provided with a differentiated task.

The differentiated task students received was adapted from the teacher's book used for this group, The activity provided in the book asked students to guess the correct prefix or suffix without offering any cues for them. Having into consideration that students had difficulties in choosing the correct prefix or suffix it was obvious that not all the students, apart from some strong students, could complete the activity effectively. Therefore, there were three separate activities created for weak, midlevel and strong students, which were adapted from the one provided in the book. In order to give each student the right activity, the lecturer, who knew each student's level, had already decided who is doing what. As a result, weak students received a handout labelled as student A, midlevel students received handout labelled as B, whereas strong students were labelled as C.

First, students were asked to complete the activity individually in order to test their abilities themselves. Weak students completed an activity which had a sentence and two choices provided for them with either a prefix or suffix. Offering two choices meant that the activity was less challenging for students because they had to choose from only two of the options provided. The midlevel students were offered the same activity, but instead of two choices they had three multiple choice examples for

more challenge. Whereas, strong students also received the same sentences but they were not offered any choices at all and were supposed to come up with the appropriate prefix or suffix by themselves.

The activity was finished at approximately the same time by all students. Then students were asked to form groups. Students who were labelled as A were put together as a group to check their answers and the same was done with students B and C who were gathered with their groups. There were four students in each group. Afterwards, students were re-grouped by having one student from each A,B or C group in the new group. The reason for doing this was to help everyone double check their answers with the new group because some members of the group had some cues in their exercises and others not and in this way everyone could check if they still had any wrong answers. Re-grouping students also meant that mixed-level students would collaborate together for extra support and both weak and strong students could benefit from each other by sharing their answers.

The students were in the center while doing the exercise, whereas the lecturer organized them in groups and monitored all the time. While monitoring, the lecturer realized that not only weaker students could benefit from stronger ones because usually this is the case, but in this situation it was the opposite since stronger and midlevel students needed to double check their answers with weaker students who had only two options available. The lecturer realized that students were still correcting their answers at this point although they had previously checked answers within their groups. It was concluded that flexible grouping was very helpful for students and students admitted that they profited from it. Finally, some of the questions that the lecturer noted as more problematic during monitoring were checked and explained as a whole class.

Taking into consideration students' engagement and active participation during the lesson, it can be said that the lesson was successful because by considering students' different proficiency level and knowledge the activity was well-planned beforehand therefore it was successful and what is more students enjoyed it.

Appendix M4 - Observation Log for Speaking and Vocabulary Task (Readiness and Interest)

Date: 8, May 2015

Class: Skills 4

Lecturer's Notes:

In order to provide students with a speaking practice, another activity from the teacher's book was differentiated for students. Since speaking is an important skill for students and since in a mixed-level group mostly stronger students are louder it was decided that everyone in the class was supposed to be given a chance to participate in a speaking task. In order to make it possible for everyone to participate, the speaking task was linked with a vocabulary task. The vocabulary topics included were the ones that students had already covered in previous lessons and in this way everyone was able to say something about the provided topics, since they were not new and unknown to them.

For the purposes of this activity there were homogeneous groups formed in order to allow each level student collaborate with the peers from the same level on certain topics. There were three groups of four students created consisting of homogenous groups that were weak, midlevel and strong. The activity is based on students' readiness and interest, where readiness meant that the level of the difficulty of topics was based on their readiness level, whereas interest meant that students were allowed to choose which vocabulary items they liked to explain to the other groups. The choice of the topics for each group was made by the lecturer who knew beforehand which topics required more complex vocabulary and based on that she chose the topics for students based on their readiness. Therefore, two sets of cards were given to each group. The readiness level of students for this activity was also supported by the fact that the lecturer offered more help to weaker students by aiding them with formulating the definitions.

When student received their sets of cards then they were asked to choose the subtopics they liked to explain to others, which was based on their interest. When all the groups were set and students had their cards and chosen subtopics, then they were allowed around fifteen minutes to come up with definitions for their words.

In the meantime while the students were working on their tasks, the lecturer was monitoring and mostly helped weaker students by offering them extra support. Although they had the easiest topics still it was noticed that they needed most help. Also, very rarely the midlevel group was assisted, whereas strongest level group did not require any help. When the time was up and all the students had their definitions ready, then they were supposed to communicate them to other groups and whichever

group answered more quickly that group received points. The competitive nature of the activity was done with a purpose to add an extra challenge to the activity and make it possible for everyone to participate and compete with each other. The communication was additionally promoted through this activity because students were not only supposed to share their definitions but they were expected to ask for additional information and as a result provide further explanation.

The lecturer as in most cases functioned as a facilitator and was organizing the groups and was keeping order and was listing the points, whereas students were the ones who were mostly active and they seemed eager to ask and answer the questions since they were motivated to win. When all the definitions were shared and explained then the winner was announced. The stronger students were the ones who won, which could be expected but it can still be considered as a success for all students because the main aim of this activity was speaking and it was achieved by all of them. Although weaker students could not win, they still had a chance to communicate their definitions and guess some words, whereas if they were mixed with stronger students in that case they would not have done the entire job by themselves as they did it for this activity and would have relied on them.

All in all, it could be said that although weaker students did not manage to win the task besides being given easier topics and receiving more support, still it can be considered an achievement for them because some of the weaker students in this group were equal to elementary level and making them communicate with others is a success because if the activity was not well planned and differentiated to meet their needs they would not have been able to function as equal participants in the communicative task as they did. What is more, students were all engaged and eager to participate and seemed to enjoy the task since they were all involved and active.

Appendix M5 - Observation Log for Grammar Task 2 (Self-evaluation)

Date: 12, May 2015
Class: Skills 4

Lecturer's Notes:

The reason to differentiate another grammar task was made taking into consideration students' need and requirement for more grammar tasks as stated in the *Questionnaire to Determine Students' Awareness of DI.* Also, specifically articles were chosen because they were a bit confusing for students. Before the DI activity was given to students, there were several activities done related to articles including the exercises done through listening and different activities from the books as well as the rules were elicited from students and an additional explanation was provided.

In order to do the differentiated activity the students were first divided into two big groups. One was consisting of weak and midlevel students, whereas the other one of strong students. This was done because there were two DI activities created by the lecturer which were adapted from the additional activities on articles from the teacher's book. The original activity available from the book offered only sentences and required form students to come up with the appropriate article which seemed more challenging for weaker and even midlevel students. Therefore, weak and mid-level students received an activity where two options were provided for each task whereas strong students were not given any options and did the task as it was available in the book.

Initially all the students were asked to do the activity individually in order everyone to assess their knowledge and understanding of the articles. At the end of the task, they could check their individual progress through the answer key and *Check your Progress* chart which was provided along with the activity. Students were not able to know their correct answers until the end of the lesson when the answer key was received. However, after they did the task individually, weak and midlevel students were paired with other weak and midlevel students to check their answers and also strong students were paired with other strong students and they were asked to highlight the answers which were different among them so they know which were their original answers and not to correct them until the answer key was received. Afterwards, since students were not sure yet if their answers were correct then weak/midlevel students were paired with a strong student and in this way weaker students could benefit from the broader knowledge that strong students had, whereas stronger students could benefit from the options provided in weak/midlevel students' tasks. Both first and second peer reviews were

helpful because students could discuss about their possible mistakes and speculate about the correct answers.

Finally, when students double-checked their answers and had some time to ponder upon the possible correct options, each of them received the answer key and could count how many correct answers they had initially before the peer review because they were asked to highlight any answer which was different than their peers in order to know their original answers. In this case, students were supposed to count their correct answers and then read *Check your Progress* chart which revealed how many points they had and understand their level of mastery of the articles. The chart consisted of the following points and description

19 – 26 Excellent. You can use articles very well.

8 – 18 Good. But check the rules in the Grammar Bank (Student's Book p.151) for any questions that you got wrong.

0 – 7 This is difficult for you. Read the rules in the Grammar Bank (Student's Book p.151). Then ask your teacher for another photocopy and do the exercise again at home.

By considering the nature of the activity and the way it was managed, it could be said that students were in the center of the tasks, whereas the lecturer only organized the groups and pairs and gave instructions to them what to do next. Students were in charge of completing the task, checking their answers and progress as well as providing additional explanation to their peers where necessary.

Lastly, the lecturer who was monitoring all the time, addressed some problematic parts which were recognized earlier and where students had more dilemma while peer reviewing. However, since students had many opportunities to check their answers with several partners, there were not any major difficulties encountered.

The lecturer observed that the activity went well, although initially differentiating a grammar task related to articles seemed more challenging because it was difficult to decide how to differentiate an activity with articles when the given options would be again articles only. Therefore, it seemed more suitable to create the same DI task with options provided for weak/midlevel students and keep the original activity without any options for stronger students who were also given a chance to look at the provided options in the peer-review part. Also, students throughout the lesson seemed to enjoy the task because everyone was engaged, active, participating as well as motivated to check their answers and see their progress which turned out to be generally pretty high.

Appendix M6 - Observation Log for Jigsaw Task (Cooperative Learning)

Date: 15, May 2015
Class: Skills 4

Lecturer's Notes:

The jigsaw task was another important task in the series of differentiated tasks because it helps everyone get involved by being given a role as well as make every student not only cooperate with other members of the group but also feel an equal participant of the group. Having a mixed level group it was more than important to make everyone feel valuable, important and allow everyone to participate almost evenly.

In order to administer the jigsaw task, four reading passages about four famous people were chosen since the topics were interesting and it meant that students would be motivated to read and listen about the famous speeches held by those famous personalities. The passages were part of students' textbook and the lecturer did not make any changes to the content, but the way it was administered was chosen by the lecturer, that is, a jigsaw task. For this task to function properly there were four groups created. Initially, the groups made were homogeneous consisting of the same level students just to let students know that this was their home group and then there were expert groups formed which were heterogeneous groups, consisting of different level students. Each expert group consisted of different level students, that is, one weak, one midlevel and one strong student who functioned as experts for their topic.

First, students from different levels were put into four groups and each group had a different passage to study about a famous person and they were supposed to share information about their passage as a group and complete some activities that came along with the reading passage. When students read their passages, then they first described their passage within their group, clarified the unknown parts and did the accompanying activities together. Since this part was done in heterogeneous groups, weaker students had a chance to cooperate with stronger students and be in the same group with them and have the same responsibility as others. However, if they needed more assistance with unknown words or had any unclear parts, they could clarify them with their peers from the same group. When all students felt ready and were clear about their passage then they were regrouped and put in their home groups. Now each member was an expert about a certain topic and was supposed to share the information about their famous person with other members of the group. When everyone shared their information other members were allowed to ask questions and get additional information. Also,

each member of the group was now supposed to complete the accompanying activities about other passages that they hadn't completed previously. Every member had only one activity completed that was related to their passage but not about the other three passages. Students were firstly asked to complete the activity themselves, and then they received help from experts who had the correct answers. In this way everyone was supposed to aid the other members and felt more valuable since experts knew more about their topic.

All in all, students were very cooperative and active during the lesson because this lesson was based only on students' findings about their passages, whereas the lecturer only introduced the lesson, organized the groups, monitored and summarized the lesson. Students also seemed very focused and motivated to master their part properly because they knew that each of them was supposed to share the acquired information in their home groups. There was not much space for weaker students to hide behind stronger students because in their home groups the responsibility lied on them. Cooperation was visible both in expert and in home groups because first they needed to master the material, whereas afterwards they needed to share the information and help others acquire it which resulted in high participation from students' side. At the end, the lecturer summarized the main points from the passages, asked some additional questions related to the passages and addressed some parts from the follow up activities that seemed as more confusing for certain students.

Appendix M7 - Observation Log for Writing Task (Writing a report)

Date: 18, May 2015

Class: Skills 4

Lecturer's Notes:

Another activity differentiated was related to the writing skill, which was considered as an important skill to be included as well as differentiated. In order to differentiate a writing task, the lecturer as in other cases, initially relied on the available activities from the textbook in order to exploit it as much as possible and then provided differentiation tasks suited for mixed-level students. Since the writing task was related to writing a report, first students were given a chance to see a sample of a report and were asked to do some available activities related to reports in their textbooks. Some of the activities were done in pairs where students were supposed to come up with a suitable heading for some paragraphs in which a heading was missing. Afterwards, when students were introduced and given enough explanation about writing reports, they were then focused on the main task, which was the actual writing. In order to help them write based on their interest, students were allowed to choose a topic from the ones provided in the textbook that they would like to write about, but they were also allowed to choose a different topic if they had a better idea, and in some cases students chose their own topics. After the topics were chosen, they were given instructions and were told to write a three to four paragraphs report on either the topics from the textbook that were *Good Places for Eating Out* or *Entertainment in Your Town* or their own topics for an English magazine.

As part of differentiation, apart from allowing students to decide on the topic, they were offered additional support and help with the layout of the report which was not provided in the textbook. The lecturer created an outline for students of how the report should look like and how it should be organized in order to remind students of the main parts of the report that need to be included in their writing. Moreover, before students started writing, they were given additional support with a checklist that they received, which consisted of the main features of a report. Students were asked to use the checklist throughout their writing process in order to make sure that they are conscious and try to include the important features of a report in their writing. Instead of giving the checklist at the end to check if they have included or not the main features of a report, it was decided that students receive the checklist beforehand, so they can be conscious throughout the whole process of what needs to be included. Also, the idea of providing students with a checklist from the beginning and make them use it while writing was to help them use the checklist to differentiate for themselves and make them refer to

it whenever they felt it. In relation to the checklist, the students were asked to put a “check (√)” or a “plus (+) each time they referred to it. Afterwards, when students submit their writing parts and their checklists, their checks would help the researcher realize how often students used the aid provided by the lecturer and if stronger or weaker students referred to it more often.

While monitoring the writing process, it was realized that stronger students tried to refer to the checklist throughout the entire process of writing and checked their writing against the checklist, whereas weak and midlevel students referred to it only after they finished their writing.

The lecturer, while planning the lesson was a little bit sceptic if this activity would go well because the requirements were different from what they were used to do in their writing tasks. Instead of the lecturer providing more hints for weaker students as it was initially planned, by providing the checklist for everyone as an alternative the lecturer wanted to let students differentiate for themselves by asking them to use the checklist instead of some other possible options like making some of them work alone, others in pairs, or by modifying the tasks as in other cases.

It was noticed that students mostly liked that this task was personalized in relation to the selection of its topic and asking them to write about a magazine as well as making them more focused on the main parts and features of the tasks through the checklist was another motivation for them to get concentrated on the task.

Appendix M8 - Observation Log for Listening Task (Song)

Date: 22, May 2015
Class: Skills 4

Lecturer's Notes:

The listening task was the last task differentiated for the purposes of this research. Since listening is another important skill for English learners, it was not neglected either. In order to differentiate a listening task, a song which was available in the teacher's book was adapted for different level students. A song, instead of another listening task was chosen because it was assumed that students would be more motivated to listen to a song because it is not a common occurrence in other classes. The lyrics of the song were available and there were already some pictures provided which functioned as cues for students to complete the gaps in the lyrics. However, some of the photos were ambiguous and they seemed as challenging especially for weaker student. As a result, differentiating this activity meant that some additional support was needed particularly for weak and midlevel students. In addition, weak and midlevel students received an additional support by offering them a list of words and asked them to match them with the pictures, whereas strong students were supposed to only guess the words by looking at the pictures only.

First, students received the handouts and they were all asked to work individually to complete the first task, which was matching or guessing the words. Then each weak or midlevel student was paired with a strong student and they were asked to check their answers together. The decision to do so proved to be successful because both parts needed help and benefited from this peer review. While monitoring it was noticed that strong students who did not have any additional cues provided apart from the pictures had not guessed all the words correctly or have left them blank, whereas weak/midlevel students had made some wrong matching. During the peer review stage, stronger students could see the available cues and in this way the matched the words and pictures more easily and also helped weak or midlevel students correct their mistakes. Then in pairs, when everybody had correct words, they tried to fill in the missing words in the lyrics based on the context. Next, students listened to the song and checked their answers and tried to correct the possible mistakes. Afterwards, they listened for the second time and double checked their answers again.

Generally, the listening task went well although it was not a popular and a current song that would match students' preferences. However, a listening task and particularly a song was chosen because the textbook offered many songs and it was useful to show how a listening task can be

differentiated by providing support for students through additional cues or through a peer review. Since the activity was a relaxing one because the song made their mood, students seemed to enjoy the task and cooperation with their peers. It could be concluded that it was a successful task because the songs are usually enjoyable although students have different tastes when it comes to music and it was another way to show how the material provided in the textbook can be exploited and adapted in different ways to suit mixed- level students' needs without a need to change the entire textbook or the available tasks.

Appendix N - Quizzes

Quiz 1 Results

Weak Ss – WSs 1 (2%); WSs 2 (5%); WSs 3 (2%); WSs 4 (5%); WSs 5 (5%).

Midlevel Ss – MSs 1 (6%); MSs 2 (7%); MSs 3 (7%); MSs 4 (7%), MSs 5 Florime (8%).

Strong Ss – StSs 1 (10%); StSs 2 (8.5%); StSs 3 (7.5 %); StSs 4 (8%),; StSs 5 Edona (8%).

Quiz 2 Results

Weak Ss – WSs 1 (6%); WSs 2 (7%); WSs 3 (4%); WSs 4 (6%); WSs 5 (5%).

Midlevel Ss – MSs 1 (7%); MSs 2 (7%); MSs 3 (7%); MSs 4 (8%); MSs 5 Florime (8%).

Strong Ss - StSs 1 (10%); StSs 2 (10%), StSs 3 (8%); StSs 4 (8.5%); StSs 5 (9%).

Appendix O - End of Course Questionnaire on Differentiated Instruction

Please provide suggestions and comments where necessary.

Weak Students' Responses

1. Did you realize that the professor was practicing differentiation? Yes **4 Ss** No___

2. If you realized, what did you think/feel about it?

   I. *I think it was good because it helped us learn better.* II. *I felt happy during classes because I learned many things through different exercises and with the help of my colleagues*. III. *I think it was a good way to teach us new lessons.* IV. *The professor was practicing differentiation and I think that she was trying to explain to us the lessons in a clearer way and helped us to learn better by using different methods.*

3. If you did not realize and now you do, what do you think/ feel now?
   _____
   _____

4. Do you think that differentiation helped you understand the lesson/tasks better?
   Yes **4 Ss** No__

   Comment:
   I. *Yes, because I learned many new things and much more new words.* II. *I think that differentiation helped us to finish exercises more easily, express ourselves better because we had plenty opportunities to practice.*

5. Do you consider that applying differentiation was motivating ? Yes **4 Ss** No__
   Comment:
   I. *It was motivating because I learned better.* II. *For me it was motivating because I could give my opinion and everyone could give their opinion and then at the end of the exercises we could check our answers together in groups.* III. *I liked the lessons because I considered them like a game.* IV. *It was motivating because we were given opportunities to work together.*

6. Which differentiation task did you like the most?
   I. *I liked all of them*. II. *I liked the grammar exercises mostly and especially when we worked in groups.* III. *I liked the tasks when we were working in groups.* IV. *The tasks when all students worked in groups.*

Midlevel Students' Responses

1. Did you realize that the professor was practicing differentiation? Yes **5 Ss** No___

2. If you realized, what did you think/feel about it? I. *I think it was a good idea because practicing differentiation helped us to see how much each of us knows and how much we can do*. II. *I think it was good for us because we were given different exercise that we could do without a problem*. III. *There were various types of exercises given to us that helped us learn such as homework, reading, writing, speaking grammar and vocabulary as well as games*. IV. *I felt that the professor was trying to understand our feelings and needs and then planned the course accordingly*. V. *I think that the professor was practicing differentiation because she tried to teach us how to use new expressions and when.*
3. If you did not realize and now you do, what do you think/ feel now?
   _____
   _____

4. Do you think that differentiation helped you understand the lesson/tasks better?
   Yes **5 Ss** No__

   Comment: I. *It helped me because I could practice grammar part better*. II. Yes, it helped me understand every lesson better. III. *Yes, it helped me through different exercises and I think that I made progress in the lessons that we studied*. IV. *It was helpful for us to understand especially grammar which is more difficult for us and we were given a chance to do more practicing in class by cooperating with our colleagues.* V. *Yes, because we learned step by step from the easiest to the hardest.*

5. Do you consider that applying differentiation was motivating? Yes **5 Ss** No__
   Comment: I*. I was more motivated because the exercises were right for us.* II*. For me applying differentiation was so much motivating and I wanted being in class and felt nice.* III. *It was motivating because students were offered various situations to think and also cooperate.* IV. *It was motivating for all students because everyone was involved during the lessons.* V. *It was motivating because by applying differentiation the lessons were more engaging.*

6. Which differentiation task did you like the most?
   I. *Grammar parts, working in groups etc*. II. *All kinds of exercises given were okay*. III. *I cannot separate any because all of them were excellent and I truly liked them all.* IV. *I liked it mostly when we were involved in doing exercises, listening to the song, speaking tasks and working in groups.* V. *When we were allowed to choose ourselves which exercise we wanted to do and thought that we were good at.*

Strong Students' Responses

1. Did you realize that the professor was practicing differentiation? Yes **5 Ss** No___

2. If you realized, what did you think/feel about it? I. *Yes, I realized it and I thought that it was a good idea because some students needed more support and cannot do some difficult tasks without differentiation which was very helpful*. II. *The professor is taking each of her students into consideration. She focuses on equity as well as making all students succeed*. III. *Considering that different students have different levels of English, without differentiation it would have been more difficult for some students working with more advanced students in the same class.* IV. *I think it was very useful and helped us understand things better*. V. *I think it was good that different methods were used in teaching.*

3. If you did not realize and now you do, what do you think/ feel now?
   _____
   _____

4. Do you think that differentiation helped you understand the lesson/tasks better?
   Yes **5 Ss** No__

   Comment:
   I. *It helped me in different ways*. II. *Yes, because I would not prefer easier tasks.* III. *By going through different tasks, our performance was dynamic as wel*l. IV. *The tasks that I had to do were right for my level because they were more challenging and I was trying to do them on my own.* V. *By being given different opportunities to learn, I felt that I learned more and it was also fun*.

5. Do you consider that applying differentiation was motivating? Yes **5 Ss** No__
   Comment: I. *Yes, a lot because we were given multiple choice questions, writing and also discussion on different topics that were all motivating and interesting*. II. *It was motivating because I always did the most difficult parts and that was motivating since it pushed me to learn even more*. III. *It was motivating because everyone was involved, hence class participation improved for many*. IV. *I think it was motivating because there were exercises and activities for every type of student, some were easier and others a little harder*. V. *Everything was motivating because everyone learned in their own way*.

6. Which differentiation task did you like the most? I. The speaking task where different students were given different vocabulary, so they felt more comfortable to use it and communicate more easily. II. Grammar tasks were useful for me. III. All of them were effective. IV. I liked all of them. V. I liked the tasks where we had to answer different questions and I really like to be given more questions.

Appendix P - Student Interviews

Weak Student's Responses

1. Did you realize that the professor was practicing differentiation?/ Have you realized DI being applied in any other classes?

   Student: *Yes, I realized it being practiced and all the lessons were very helpful.*

   I did not realize differentiation in any other class and this was the first time I was introduced to differentiation.

2. If you realized it in your skills class, what did you think/feel about it?

   Student: *I felt nice by being involved all the time and as part of a class. I never felt being left aside.*

3. Do you think that differentiation helped you learn more and in what way?

   Student: *Yes, I do because during the lessons I managed to learn a lot especially when we were presented difficult tasks in an easier way. I realized it after I was put in group and my task was more understandable for me than other students' tasks that seemed more difficult.*

4. What assignments did you like best?

   Student: *The tasks when we worked in groups and prepared the speaking activity. It was interesting because we all worked together and we tried to compete with all students from other groups*.

5. Which tasks did you like most? DI tasks or other tasks from the book? Why/Why not?

   Student: *I liked the DI tasks more because they were more appealing to me and they were motivating. DI tasks were clearer and more doable for me than the ones from the book that did not offer much support*. *Also, DI tasks were more appealing and varied*.

6. Did you like the way the tasks were presented in class? Why/Why not?

   Student: *The tasks were clearly presented and although the teacher left us to do the tasks ourselves in most of the cases we were able to finish them because she instructed us clearly how to do them and which steps to follow*.

7. Do you think that the professor treated you as a person and helped you by differentiating according to your needs?

   Student: *I felt that I was treated fairly and equally as other students and I was never sidelined. During the lessons, I also felt that I was given a chance to participate, to be involved and communicate through differentiated tasks.*

8. Are you aware of your needs, learning style, strategies and did the teacher help you meet your needs?

   Student: *I am aware of my needs and I think that teacher met my needs by offering me more help during the lessons*. *I learn better when I can cooperate with someone and the teacher offered many opportunities for this which helped me learn the new lessons.*

9. Which interaction pattern was more helpful to you: individual, pair or group work?

   Student: *Working in groups was the best way for me*. *It was easier for me when I could work with students from different levels and we could complete the tasks more easily and achieve success. Also, working in pairs was helpful because again I could work with different level students and shared our ideas because always our tasks were different and we could aid each other*.

10. Was it motivating for you to be in this class? Why? Why not?

    Student: *I was motivated to be in this class because as I mentioned earlier there were many opportunities given to me that helped me attain knowledge by working with different students as well as alone and I felt good when I could finish the tasks effectively.*

11. Were there any opportunities provided in this class that helped you work at your own pace, level of readiness and interest?

    Student: *There were many opportunities given, either when I was working individually or in groups because I always felt at ease while completing the tasks and never felt stressed out in this class. I was never rushed and pushed beyond my limits but in almost every lesson there was something that suited my needs and interest*.

12. Did you feel free in this class to express your opinion, to participate and not to worry about mistakes? Give more explanation.

    Student: *Yes, I felt free because the lecturer was understandable and planned the lesson to make us feel relaxed. I could always check my answers with my peers before showing them to the lecturer. This was very helpful because I never felt under the pressure or ashamed to participate*

because the lecturer enable us to cooperate and help each other and in this way I felt more comfortable.

13. What do you think about the atmosphere that was present in the class?

Student: *There was always a working atmosphere present because everyone was engaged. There was constant interaction among student-student and teacher-student. Also, all the students were in a relaxed mode and feeling free to express their opinion because they had the comfort of making mistakes and not being criticized. The lessons were well organized which enabled a room for everyone to give their own input.*

14. Why do you think that differentiation is important?

Student: *It is important because it enables weak and strong students to work together, to make progress and gain knowledge at their own pace. It encourages everyone to do their best because the lessons are suited to everyone's needs. By being involved in different asks (reading, writing, listening, speaking, vocabulary and grammar) all students are offered the same opportunity to succeed no matter their proficiency*.

Strong Student's Responses

1. Did you realize that the professor was practicing differentiation?/ Have you realized DI being applied in any other classes?

   Student: *Yes. I realized it when we were especially working in pairs or groups. It was obvious that the teacher gave some students more difficult or to others easier tasks. Also, I realized it during the grammar task (choice board), when we were asked to choose the task ourselves*. *Differentiation has not been applied in any other classes so far.*

2. If you realized it in your skills class, what did you think/feel about it?

   Student: *I think that it was a good idea because in our group we had different level students. I felt better working on questions that suited my level rather than wasting time on easier/basic questions. In this way we can all learn at our level of proficiency.*

3. Do you think that differentiation helped you learn more and in what way?

   Student: *Yes, because some of the questions that I did were at a more advanced level. This was one of the reasons that made me feel that I learned more.*

4. What assignments did you like best?

   Student: *I liked the vocabulary task when we were given different exercises with a different level of difficulty. It was helpful when we were paired with other students who were given more options for their answers then we could check ourselves without the help of the teacher if our answers were correct. Students were in the center and the teacher was observing the situation. I liked this because it required more communication. Also, I liked the grammar task when we could choose ourselves the task that we thought was more appropriate for us.*

5. Which tasks did you like most? DI tasks or other tasks from the book? Why/Why not?

   Student: *I would prefer more difficult questions that are differentiated for me. Generally speaking, the tasks in the book are more challenging for some students and other tasks seem easier. As an ambitious student, I would prefer differentiated tasks which are more challenging for me. However, easier tasks help weaker students to raise their self-esteem when they can do exercises that suit their level*. *That is why differentiated tasks are better for all of us*.

6. Did you like the way the tasks were presented in class? Why/Why not?

   Student: *What I liked best about those tasks was that the teacher did not mention to us explicitly that the tasks were different for different students*.

7. Do you think that the professor treated you as a person and helped you by differentiating according to your needs?

   Student: *I felt good that the professor acknowledged my proficiency level and thus I was given more difficult tasks. I never felt left aside. I always felt comfortable because the exercises were always exactly at the level I felt I am in and they were appropriate for me*.

8. Are you aware of your needs, learning style, strategies and did the teacher help you meet your needs?

   Student: *I was aware that in the classroom there were more diverse students and that we were all different. I usually realized that I needed more difficult tasks because there were cases when doing some exercises from the book that I didn't learn much from the exercises that were easy. I never knew that there was a solution to this and that I could be offered more challenging tasks as in the case of differentiation. Usually other classes are more static because those who know do the tasks quickly while others struggle*.

9. Which interaction pattern was more helpful to you: individual, pair or group work?

   Student: *I prefer individual work more because from my experience in pair/group work some students expect others to do the job. During Skills 4 class I liked pair and group work when it was applied for peer checking because it was helpful for all students*.

10. Was it motivating for you to be in this class? Why? Why not?

    Student: *Yes, it was motivating for everyone because there were some cases when students were trying their best to expose themselves in front of the professor and their colleagues. My colleagues, when they were given an opportunity, they were trying to challenge themselves by doing more difficult tasks than they would usually do*. *I always felt motivated to give my best and succeed in every task that we were doing*.

11. Were there any opportunities provided in this class that helped you work at your own pace, level of readiness and interest?

    Student: *Yes, there were many opportunities provided for all of us to work according to our needs. There were cases when we were offered tasks that suited our level and they were chosen by our teacher, but also sometimes we were allowed to choose the level of the task we wanted to work with. Also during the speaking ad reading tasks we could choose the topics that we wanted to write or talk about.*

12. Did you feel free in this class to express your opinion, to participate and not to worry about mistakes? Give more explanation.

Student: *I always felt free in this class. Generally speaking, I am not a shy person and I am not ashamed of making mistakes. Since this was a skills class, participation is a basic thing and I had many opportunities to participate freely. Also, I think that this class was suitable for weaker students as well because they could work on easier tasks and thus were able to participate.*

13. What do you think about the atmosphere that was present in the class?

    Student: *Everybody was engaged and we were on our comfortable zones. Although we were working on different tasks, we could all finish the exercises at approximately the same time. We were never passive and we were always busy doing different exercises. We enjoyed the speaking activity that was like a game and a competition at the same time. We were especially active that day because we had fun while looking for definitions, explaining the words and trying to guess words that other groups shared.*

14. Why do you think that differentiation is important?

    Student: *Differentiation is important because we were enabled to work on levels we belong to. We never felt left aside. I think that although we all study English and want to become English teachers in the future, still it is more fair to express our real level of English proficiency rather than pretend that we are all perfect. Differentiation, is also important because the classes are more lively since everybody is working and is active. Also, the teacher by knowing students' different levels can give everyone a chance to pass the course more easily by helping them during the lessons through differentiation*

Appendix Q - Expert interviews

(Dr. Laura Kuti)

Expert Interview 1 responses

Please answer the following questions related to the implementation of Differentiated Instruction in EFL classrooms.

1. Suggest one or more pieces of literature/research about DI that you think are most important in this field of study.

I don't think there is any one primary source document, but Center for Applied Linguistics does have a lot of great literature on differentiated instruction for ELs and certainly SIOP strategies for lesson delivery highlight differentiated instruction as well.

2. Describe what you think is the most important one change a teacher could make to incorporate DI into the classroom.

Consider DI during planning. Intentional planning with specific students in mind allows for effective DI.

3. If you had to explain the importance of DI in about 3 sentences, what would you say?

For English Learners they cannot access content if the input is not comprehensible. In order to make input comprehensible, teachers need to consider how to differentiate instruction to make the content comprehensible and meet students at their levels of proficiency.

4. If you were going to observe in a classroom, what kinds of DI would you hope to observe?

Scaffolded instruction of concepts and vocabulary along with reading passages that are at the students' reading level.

5. What do you think is the most important point you would make to teachers that know nothing about DI?

It is critical to differentiate instruction for students at different levels in order to meet their needs.

Additional comments or suggestions:

_____
_____
_____

(Dr. Yaoying Xu)

Expert Interview 2 responses

Please answer the following questions related to the implementation of Differentiated Instruction in EFL classrooms.

1. Suggest one or more pieces of literature/research about DI that you think are most important in this field of study.

   Reis, S. M., McCoach, D. B., Little, C. A., Muller, L. M., & Kaniskan, R. B. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. *American Educational Research Journal, 48*(2),462-501.

   Jones, R. E., Yssel, N., & Grant, C. (2012). Reading instruction in tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. *Psychology in the Schools, 49*(3),_210-218.

2. Describe what you think is the most important one change a teacher could make to incorporate DI into the classroom.

   The most important one change a teacher could make is to apply evidence-based interventions at the tier I level for all that are available for all students, within the Response to intervention (RTI) model.

3. If you had to explain the importance of DI in about 3 sentences, what would you say?

   Identify the diverse needs of students from different backgrounds, which should the essential component of effective instruction; Formative assessment is critical for identifying studentss need and make relevant adjustments based on students' progress or lack of progress; variability is the norm instead of exceptionality in the process of learning and instruction.

4. If you were going to observe in a classroom, what kinds of DI would you hope to observe?

   I would expect to observe teacher and students collaborate as a team with students being the center in the learning process. I would also expect to observe teacher working as facilitators in the process of learning and teachers implement evidence-based instructional strategies based on formative assessment information.

5. What do you think is the most important point you would make to teachers that know nothing about DI?

   Regardless the background of the teachers, the most important point I would make to teachers is to help teachers identify students' individual needs and develop appropriate learning objectives to address students' needs using evidence-based instructional strategies.
   Additional comments or suggestions: *The implementation of DI should consider the cultural factors through which the instruction occurs, including the students' and teachers' own cultural backgrounds.*

(Stephen Hindlaugh)

Expert Interview 3 responses

Please answer the following questions related to the implementation of Differentiated Instruction in EFL classrooms.

1. Suggest one or more pieces of literature/research about DI that you think are most important in this field of study.

I'm a practitioner rather than an academic, so I feel unable to answer this question.

2. Describe what you think is the most important one change a teacher could make to incorporate DI into the classroom.

In my opinion, the single most important change a teacher could make in order to incorporate DI make would be to make provisions for it in all his/her lesson plans. Teachers need to think about what they will differentiate, why they will differentiate, and how they will differentiate it. This needs planning.

3. If you had to explain the importance of DI in about 3 sentences, what would you say?

The importance of DI lies in the fact that it's inclusive, as it allows learners with different abilities, learning styles, etc. to participate in the learning process in the same classroom. Importantly, it allows them all to experience success and so increases the likelihood of learning being a positive experience. It also provides a principled tool for teachers to cope with the challenges posed by heterogeneous classes.

4. If you were going to observe in a classroom, what kinds of DI would you hope to observe?

There might be differentiation by task, by content or by response, depending on the needs of the learners.

5. What do you think is the most important point you would make to teachers that know nothing about DI?

Differentiation gives all learners the chance to succeed and be motivated. Although it might require more effort at the planning stage, it actually makes classroom management easier, as all the learners are more likely to be engaged.

Additional comments or suggestions:

_____
_____
_____

(Dr. Seonhee Cho)

Expert Interview 4 responses

Please answer the following questions related to the implementation of Differentiated Instruction in EFL classrooms.

1. Suggest one or more pieces of literature/research about DI that you think are most important in this field of study.

   First of all, I think your study will be quite original and a much needed area in EFL context. Most of literature that I encountered in relation to EFL focuses on only contextual and cultural differences in comparison with ESL contexts rather than differentiated instruction for individual learners in the classroom.

   Differentiated instruction has not been the focus of TESOL. I have very little knowledge of important works in this field. What I'm going to share here is not from research or literature review but from my own experience in working with in-service teachers in U.S.

2. Describe what you think is the most important one change a teacher could make to incorporate DI into the classroom.

   This question assumes that teachers need to change their instruction. Although my suggestions are addressed in number 3 and 4, one change that teachers can make is different scaffolding.

3. If you had to explain the importance of DI in about 3 sentences, what would you say?

   Differentiated instruction involves not only cultural and linguistic differences but also their learning styles, academic abilities, their literacy backgrounds, and schooling experiences. All learners are different and how they learn is also varied. Thus, it is teacher's responsibility to create the optimum condition for them to learn most effectively.

4. If you were going to observe in a classroom, what kinds of DI would you hope to observe?

   I would check whether different tasks and scaffolding are given on the same topic. I'm not suggesting watering down curriculum or providing different topics. All students will work on the same topic but with differentiated tasks. Usually, three different tasks can be given to students depending on their levels. The teachers that I work with target at three different groups—advanced, intermediate, and beginner. This doesn't necessary mean "language proficiency" but their "academic literacy proficiency." For beginners, a lot of scaffolding such as visual prompts, simplified words and sentences, hands-on materials are provided. For advanced learners, less prompt and less scaffolding and more challenging tasks can be offered.

5. What do you think is the most important point you would make to teachers that know nothing about DI?

It appears that teachers have misconception that differentiated instruction is to create entirely different lesson plans. DI, for me, is not to create entirely different lesson plans but to create different tasks on the same topic as I mentioned above. Since I hear often teachers complaining that they don't have time to do so, I additionally suggest teachers can alternate different types of tasks and activities that would address diverse learners through multiple modalities. Teachers can also pay attention to their supplementary resources in terms of whether they are considering learners' diversity or not.

6. Additional comments or suggestions:

I'm not an expert in DI at all. But I've seen my students (mostly they are practicing school teachers) incorporating differentiated instruction to accommodate diverse learners. What diverse learners mean in U.S. context is not limited to English language proficiency and academic ability. It also includes different learning styles, cultural diversity, gifted/special education, different first language literacy skills, struggling readers etc. I learned all these from my own students (practicing teachers). Currently, teacher evaluation in U.S. includes how teachers respond to the needs of diverse learners. Therefore, differentiated instruction became increasingly critical in U.S. education. Some use, "multiple entry points" for "differentiated instruction," though DI is more widely recognized term.

(Dr. Mark Allen)

Expert Interview 5 responses

Dr. Mark Allen is Director of Licensure for the Virginia Department of Education
The Office of Licensure is responsible for the process of licensing school personnel required by the Board of Education

Please answer the following questions related to the implementation of Differentiated Instruction in EFL classrooms.

1. Suggest one or more pieces of literature/research about DI that you think are most important in this field of study.

Dr. Tomlinson is the person I recommend most highly. In addition. Howard Gardner has done excellent work about multiple intelligences. The other individual is Roger Taylor. See his Web site at: http://www.rogertaylor.com/.http://www.rogertaylor.com/.

Be sure to explore the free curriculum units on the site. They are awesome and chalked full of actual ideas for differentiation and engagement!

2. Describe what you think is the most important one change a teacher could make to incorporate DI into the classroom.

Make sure that you you're your students and your content; building relationships is extremely important. There has to be a trust level.

3. If you had to explain the importance of DI in about 3 sentences, what would you say?

DI is about providing all students with access and to content and curriculum opportunities,

4. If you were going to observe in a classroom, what kinds of DI would you hope to observe?

DI does not mean one plan per student. Look at how the students are the same as well as different. Chose appropriate instruction such as appropriate tasks in small groups. I would look for student engagement with the content and with the environment. I would look to see that the teacher is scaffolding the learning.

5. What do you think is the most important point you would make to teachers that know nothing about DI?

First of all, they often know more than they think they do! They might say, "I'm doing that and I didn't realize it was DI"!
So give yourself credit.
Every lesson can include DI, but start with ONE lesson and then find ways to differentiate. In that way, classroom management is more effective.

Additional comments or suggestions:

At the first class, I hide candy bars all around the room—some are up high. I ask a short student to try to get the candy bar and tell that student who cannot reach it, "Just try the candy bar, but some need an accommodation in order to get it.!" Then I would tell the student to use a ladder or a chair to get the candy bar. When the student can now reach the candy bar, I explain that is what differentiation is all about! Everyone can have the candy bar, but some will need a scaffold (help) to get it.

Look at this site to see more about what the Virginia Department of Education has posted about differentiation:
http://www.doe.virginia.gov/doesearch.shtml?cx=000783915327965917031%3Aq7b_x3vkchk&cof=FORID%3A10&ie=UTF-8&q=differentiation&sa=Search&siteurl=http%3A%2F%2Fwww.doe.virginia.gov%2Fspecial_ed%2Findex.shtml

Appendix R - Teacher Questionnaire

Teacher Questionnaire Responses

Please answer the following questions related to differentiation in reading classes. Your contribution is appreciated.

1. Are you aware of the term differentiation? Yes, a lot **(2)** Yes, a little **(6)** Not at all **(8)**
2. In what ways do you know about differentiation?
   Workshop **(5)** Conference **(5)** The Internet **(5)** Formal education **(1)** Other (specify)_____
3. If you answered question 1 with yes, then answer this question.
   Could you give a brief definition of differentiation?

1. *The efforts of the teacher to respond to variances of learners' needs in the classroom*. **2.** *Using a various range of pre and post reading techniques according to students' proficiency level*. **3.** *Instruction that is tailored to meet specific students' needs.* **4.** *Adjusting your teaching to meet the students' needs*. **5.** *Using a wide variety of teaching strategies for different students*. **6.** *Using different activities, adapting to students' needs and proficiency level*.

4. Do you attempt to differentiate in your class? Yes, a lot **(2)** Yes, a little **(5)** Not at all **(9)**

5. If you answered question 4 with yes, then answer this question.
   If you attempt to differentiate, what tasks would you give in different ways?

1. *Tasks with more open outcomes are given, so each student can do the task at the level of ability and knowledge they have*. **2.** *Activities in the introductory stage when presenting new grammar or vocabulary item by exemplifying in more than one way and in the production stage not expecting or insisting on the same outcome from students*.

6. Do you attempt to differentiate in your reading classes? Yes, a lot **(2)** Yes, a little **(2)** Not at all **(12)**

7. If you answered question 6 with yes, then answer this question.
   If you attempt to differentiate, what reading tasks would you give in different ways?

1. *Adapting reading comprehension questions to students level of proficiency*. **2**. *Different reading comprehension questions*. **3.***Reading for gist and detail to less proficient readers. Reading for gist, detail, inference, summarizing to more proficient learners*.

8. Below are provided 3 scenes of a reading class. Match the scenarios I-III with the type of a lesson a-c.

No differentiation b. Little differentiation c. A lot of differentiation

I. The teacher has a passage about reading and uses a PowerPoint including images, illustrations and lecture notes to explain the main points to students. Students read the passage and then they are given one set of closed questions related to the text. _____

II. The teacher has a passage about reading and uses a PowerPoint including images, illustrations and lecture notes to explain the main points to students. Students read the passage and then they are given 3 activities that fit each student's reading ability; students participate. _____

III. The teacher has a passage about reading. Students read the passage and then they are given one set of closed questions related to the text. _____

There were thirteen correct answers, whereas there were only three incorrect answers.

Appendix S – Side Study in a Co-teaching Situation (Course Evaluation Questionnaire)

Student Questionnaire Responses
Please provide suggestions and comments for any of the items

1. I liked the way the classes were presented, using handouts and Power Points plus engaging us in doing activities together in class.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
10	**2**			

Comment: I. ***Using handouts was very helpful, especially for our activities.*** **II.** ***The handouts were really helpful*****. III.** ***They were very good and improved my learning*****.**

2**.** I received constructive criticism of my work in the course.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
10	1	1		

Comment:

3. I used the opportunity to submit a Freewrite of my activity.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
10	**2**			

Comment:

4. I used the opportunity to revise my activities.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
11	**1**			

Comment:

5. Freewrite opportunities and revision opportunities helped improve my grade and learning of course content.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
12				

Comment: I. ***Having the opportunity of a freewrite was very useful because sometimes I was in a doubt whether I was doing the activity correctly*****. II.** ***I focused on improving my mistakes and learned by them.*** **III.** ***In most of the cases I didn't send a freewrite, but yes it helps to have that opportunity. It helps most of the students.***

6. I think the professors tried to consider me as a person and helped me by differentiating according to my needs.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
10	**2**			

Comment:

7. Being able to work in pairs for our main assignments was helpful for me.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
10	**2**			

Comment: I. ***It is always helpful to work in pairs, but not always do the students show appreciation and participate.***

8. Being in this class was motivating for me.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
11	**1**			

Comment:

9. There were many opportunities provided in this class that helped me work at my own pace, level of readiness and interest.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
10	**2**			

Comment: I. ***The lessons were inventive and catered for different type of students.***

10. I felt free in this class to express my opinion, to participate and not to worry about mistakes because the professors were understandable.

Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Not Applicable
11	**1**			

Comment: I. ***It was a very helpful course***.