



# UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

Differentiated Instruction Strategies in a Disparate Classroom: An Action Research Project

Trabajo de titulación previo a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

**Autor:**

Alex Oswaldo Velasco Sevilla

CI: 1717123606

Correo electrónico: alex.velasco8933@gmail.com

**Directora:**

Ana María Calle Calle

CI: 0102305562

**Cuenca, Ecuador**

3-noviembre-2020



## Resumen

El presente estudio reporta el efecto de estrategias de instrucción diferenciada en el desempeño de la escritura de una clase intacta de estudiantes con niveles de aptitud distintos. El grupo de tratamiento comprende 36 estudiantes hombres ( $n = 15$ ) y mujeres ( $n = 21$ ), quienes recibieron una capacitación en 3 estrategias de instrucción diferenciada para tareas de escritura. Después de 6 semanas de intervención, los resultados de la prueba  $t$  ilustran un efecto significativo del tratamiento en los promedios del grupo experimental ( $t = 2.790$ ,  $p = 0.008$ ), lo que se traduce en un efecto medio ( $d = 0.44$ ) de intervención. Las respuestas de los estudiantes a la encuesta de percepción indicaron una recepción positiva de la estrategia *Picture Series* (como ventajosa para mejorar el proceso narrativo) y la estrategia *Choice Boards* (como útil para motivar a los estudiantes a escribir en función de la libertad de elección del nivel de competencia, formato, tarea, tema, etc.)

Palabras clave : Instrucción diferenciada. Aulas con diferentes niveles de aptitud. Desempeño de la escritura en inglés. EFL en Ecuador



## **Abstract**

This study reports the effects of differentiated instruction strategies on writing performance in a mixed-proficiency classroom. It also considers student perceptions of the instruction strategies utilized. A group of 36 male (n=15) and female (n=21) students were instructed on 3 differentiated instruction strategies for writing assignments. After 6 weeks of intervention, results of the t-test illustrate a significant effect of the treatment on the mean scores for the experimental group. ( $t = 2.790$ ,  $p = 0.008$ ), meaning a medium effect size ( $d=0.44$ ). The students' responses to the perception open-ended survey indicated a positive reception of picture series (as advantageous for text recount) and choice boards (as useful to motivate students based on freedom of choice of level proficiency, format, task, topic, etc.)

**Keywords:** Differentiated instruction. Mixed-ability classrooms. Writing performance. EFL in Ecuador



## Table of Contents

Resumen .....	2
Abstract .....	3
Table of Contents .....	4
CLAUSULA DE LICENCIA Y AUTORIZACION PARA PUBLICACION EN EL REPOSITORIO INSTITUCIONAL .....	6
Cláusula de Propiedad Intelectual .....	7
1. Introduction .....	8
Rationale .....	9
2. Theoretical framework .....	9
2.1. The role of Differentiated Instruction while Teaching linguistically disparate classrooms	9
3. LITERATURE REVIEW .....	11
Studies on differentiated instructional strategies applied as an intervention.....	13
Studies on mixed classrooms and writing proficiency .....	15
Cycles: Action research meets differentiated instruction .....	16
4. METHODOLOGY .....	18
A. <i>Participants and setting</i> .....	18
B. <i>Materials</i> .....	18
Teaching materials .....	18
C. <i>Assessment materials</i> .....	19
Pre assessment tools .....	19
Pretest and posttest tools .....	20
Tools to gather participants' perceptions .....	21
D. <i>Procedure</i> .....	21
E. <i>Data Processing and analysis</i> .....	22
5. RESULTS .....	23
Student self-rating results.....	23
Differences between pretest and posttest .....	24
Student perceptions .....	25
6. DISCUSSION AND CONCLUSIONS .....	30
References .....	34
Anexes.....	38
Appendix A .....	38
Appendix B .....	39



Appendix C ..... 41



## Cláusula de licencia y autorización para publicación en el Repositorio Institucional

---

Alex Oswaldo Velasco Sevilla en calidad de autor/a y titular de los derechos morales y patrimoniales del trabajo de titulación "Differentiated Instruction Strategies in a Disparate Classroom: An Action Research Project", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 03 de noviembre de 2020

Alex Oswaldo Velasco Sevilla

C.I: 1717123606



## Cláusula de Propiedad Intelectual

---

Alex Oswaldo Velasco Sevilla, autor/a del trabajo de titulación “Differentiated Instruction Strategies in a Disparate Classroom: An Action Research Project”, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor/a.

Cuenca, 03 de noviembre de 2020

Alex Oswaldo Velasco Sevilla

C.I: 1717123606



## 1. Introduction

This paper reports an intervention in a different proficiency- level classroom with some instructional strategies from the differentiated instruction approach. The effects of this intervention and activities were applied and assessed through formative reflection and summative evaluation. The impact of differentiated instruction in this work focused on the writing skill, specifically on the process to create written products instead of the products themselves (process writing approach).

From the categories stated by Mertler (2017) as desirable research topics, this action research can be categorized within either “instructional methods” or “the relation of human growth patterns to education” (p. 109). Consequently, it intends to analyze the effect of certain teaching method on the learning process, or instill in the students a self-regulated way of learning based in their individual interests and needs.

Thus, disparate classrooms as a research problem was theoretically approached as an intervention with action research (Burns & Hood, 1997), as an intervention with a pedagogical framework to tailor instruction to meet individual needs known as differentiated instruction (Kirkey, 2005), and as an actual issue within English classrooms (Shanta, 2014). The concept and practice of differentiated instruction as a means to reduce the proficiency gap existing in the process of writing within a mixed-level classroom was introduced from the insights provided in Tomlinson and Moon (2013; 2014), Watanabe (2008), Levy (2008) and Fabre, Calero, and Albán (2016). Furthermore, literature that contests differentiated instruction (Ashton, 2017; Taylor, 2017) has been reviewed to provide a balanced state of literature.





By the end of this inquiry, the researcher expects not only to trigger pedagogical discussions concerning the importance of differentiation at some levels of the teaching process (planning, assessment, evaluation, and students' perceptions.), but also to encourage students to be active participants in the classroom, by helping low-proficiency learners to overcome their linguistic difficulties and empowering high-proficiency students.

### *Rationale*

The rationale of this research deals with the necessity of an adequate teaching approach for mixed-level groups of learners (hereafter, this concept may be referred as 'mixed-ability groups' 'disparate classrooms' or 'heterogeneous classrooms') that reaches the students' individual needs. According to literature, the strategies and activities proposed by differentiated instruction are designed taking into account the students' readiness, and learning styles (Tomlinson, 2014).

## **2. Theoretical framework**

### **2.1. THE ROLE OF DIFFERENTIATED INSTRUCTION WHILE TEACHING**

#### **LINGUISTICALLY DISPARATE CLASSROOMS**

In a group of learners with mixed-abilities in English, teachers may encounter a wide range of difficulties involving each student in the learning process (Watanabe, 2008). For instance, while some students find themselves struggling with the meaning of words, with the mechanic use of the language, or even with comprehending instructions, others can get bored doing tasks that do not challenge their skills, and may finish the activities in advance (Burns, 2010; Quinn, 1997).



An English classroom can be considered disparate or mixed-ability if the learners differ in aspects such as age, gender, literacy in their mother tongue, preferred learning pace, proficiency in a specific English skill (Brown, Burns, Macquarie University, & National Centre for English Language Teaching and Research, 1999) which is the one that concerns the present research.

The proficiency differences existing in a classroom may represent a significant problem to teachers in the sense that they may prevent students from being exposed to content in a significant way (Shanta, 2014). Snow (2007) has found that this issue may be overcome by trying to individualize aspects of the learning process, so that the English classroom shifts from a teacher-centered to a student-centered approach.

The chart by Tomlinson (2014) in table 1 compares general aspects of both traditional classrooms and differentiated classrooms. Given that the author invites the reader to highlight aspects that may be encountered in a daily teaching practice, we will draw on the comparisons that best fit the scope of this work:

**Table 1: Comparison between traditional classrooms and differentiated classrooms**

THE TRADITIONAL CLASSROOM	THE DIFFERENTIATED CLASSROOM
Student differences are often masked or acted upon when problematic.	Student differences are valued and studied as basis for planning.
Assessment is most common at the end of learning to see who “got it.”	Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner needs.
A relatively narrow sense of intelligence prevails.	Focus on a range of intelligences is evident.
Student interest is infrequently tapped.	Students are frequently guided and supported in making interest-based



	choices.
Relatively few approaches to learning are offered.	Many approaches to teaching and learning are consistently evident.
Whole-class instruction dominates.	Many instructional groupings are used.
Single-option assignments are the norm.	Multi-option assignments are common.
Time is relatively inflexible.	Time is used flexibly and in accordance with student needs.
A single text prevails.	Multiple materials and other resources are provided.
Grading communicates only performances, not process or progress.	Grading reflects student performance, work processes, and growth.

Tomlinson, Carol Ann. *Differentiated Classroom: Responding to the Needs of All Learners* (p. 24), ASCD, 2014. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/ucuenca-ebooks/detail.action?docID=1709534>.

### 3. LITERATURE REVIEW

Formal research on differentiated instruction as an intervention strategy in disparate classrooms has been carried out as a means to achieve effective education with quality and equity (Valiandes, 2015), to intersect curricular objectives from educational frameworks (Hall, Vue, Strangman, & Meyer, 2003), to promote freedom of choice in tasks (McCarrin, 2007) and to design a scale that assesses the use of instructional adaptations and academic progress of students with convergent validity (Roy, Guay, & Valois, 2014).

Roberts (2016) and Burns (2010) agree with the fact that students may perceive that being part of a disparate classroom could be more advantageous rather than problematic. These authors argue that collaborative approaches carried out in the classroom as strategies, and by teachers as researchers, not only can prompt an outlook shift regarding this topic,



but mainly establish positive and complementary rapports among students with disparate abilities. Furthermore, as the authors state, this ‘shift in perceptions did not deny the fact of disparateness’ (Burns & Hood, 1997, p. 19), which should be considered as a challenging classroom reality rather than an obstacle that blocks the learning process.

Regarding these challenges, the differentiated instruction approach has been thought to counteract the customary tendency of standardizing instruction in a “one-size-fits-all” classroom, (Kirkey, 2005, p. 1; Levy, 2008; Roy, et al., 2014) by means of adapting (differentiating) instructional procedures to challenge students through activities according to their skills, learning styles, and intelligences (Tomlinson, 2014). An important insight provided by Roy, Guay, and Valois (2014) sheds light on a distinction between differentiated instruction and individualized instruction, where the latter refers more to the special education for students with disabilities and learning difficulties.

Aside from the voices that advocate for the use of differentiated instruction, a wide range of literature also suggests that differentiated instruction encounters serious limitations because of time constraints (Ashton, 2017), lack of teacher training and insufficient equipment (Wan, 2016), excessive workload for teachers to develop differentiated resources (Taylor, 2017; Tomlinson, 2014) (mainly if they are not appropriately trained to carry out the pertinent adaptations.) Contrary to this argument, Roy et al. (2014) have found that teachers are more likely to adapt instructional processes that do not need much preparation or personalized teaching.

Nevertheless, the literature presents very little evidence (Fabre et al., 2016) on the effects that differentiated instruction may have on mixed-ability classrooms in Ecuadorian



settings, where this issue is also a patent reality given the “diversity of cognitive abilities and learning styles” (Espinosa, 2017, p. 9) of Ecuadorian students. Consequently, this work aims to explore how differentiated instruction functions as an intervention in the Ecuadorian disparate classroom, particularly in higher education courses of elementary English (A2), with a specific focus on writing skills.

*Studies on differentiated instructional strategies applied as an intervention*

Three differentiated instructional strategies were applied as an intervention for the present study. These strategies included Role Audience Format Topic (RAFT hereafter) (Senn, McMurtrie, & Coleman, 2013), pictures series (Gutiérrez, Puello, & Galvis, 2015), and choice board (Tomlinson, 2014).

First, RAFT is a strategy that involves students in flexible writing tasks from a wide range of positions as writers (Tomlinson, 2014). According to their choices, students have to write from a *role*, to address to an *audience*, in a certain *format*, about a certain *topic* (Doubet & Hockett, 2015). The analysis and explanation of RAFT have been included in books about differentiated instruction, and most literature cites Tomlinson (2014) to define it. Empirical articles have explored the use of RAFT in science classes to intersect them with literacy in History/Social Studies, Science and Technical Subjects, concluding that it offers flexibility while differentiating at any level and at any topic (Senn et al., 2013). Likewise, Groenke and Puckett (2006) found that the RAFT strategy links the prior knowledge that students have with new content, bridging, for instance, a science class with environmental literacy and citizenship values. As seen, RAFT is used as a strategy to



involve students in meaningful assignments, as they assume a writer's role to perform in a purposeful manner.

The second strategy is Picture Series, which aims to use sequential or isolated pictures to trigger a written description or narrative. Students are given samples of pictures, and are asked to write about them. According to previous research, an intervention with this strategy allows a group of students to improve their writing skills in terms of text recount (Yusnita, Clarry, & Novita, 2012), to enhance the learning and teaching of cohesive device (Gutiérrez et al., 2015), and to improve students' ability to write descriptive texts (Sa'diyah, 2017).

Finally, according to Gregory and Chapman (2013) Choice Boards are a differentiated strategy that provides students with multiple options to rehearse, process, and produce information. These tic-tac-toe grids are made up of (generally) six squares with adapted tasks for students to choose randomly, moving to the next activity or organized in a specific way. This set of adapted strategies is student centered as it offers multiple possibilities to students, and allows teachers to organize the activities based on criteria such as learning styles and multiple intelligences (Tomlinson & McTighe, 2006). Research on the use of Choice Boards has been carried out by Kondor (2007), where talented and gifted learners were proposed a set of activities for visual, kinesthetic, and auditory students. The results of this dissertation state that the opinion to make their own decisions increased the motivation and engagement of these students.

These instructional strategies are a means for teachers to build a differentiated classroom by providing a "proactive response to learner needs" (Tomlinson & Moon, 2013,



p. 2), meaning that flexibility and goal clarity become main principles of their teaching practice. Thus, with a framework based on action research, teachers might help students to become empowered as long as they adapt the classrooms, consider results, and become more susceptible to new ideas (Mertler, 2017).

Most of the reviewed literature that focuses on writing strategies from differentiated instruction, intervenes with a range from 1 to 3 strategies per study. Nevertheless, as a broad conclusion regarding the research gap that this action research study aims to fill, it is possible to say that the previous literature on this topic lacks empirical studies on differentiated strategies as an intervention to bridge an existing breach on writing skills within mixed-ability classrooms, especially in the Ecuadorian setting.

#### *Studies on mixed classrooms and writing proficiency*

In the context of English proficiency, mixed level classrooms are a recurrent issue in higher education contexts (Brown, Burns, Macquarie University, & National Centre for English Language Teaching and Research, 1999). In the particular setting of the Instituto Académico de Idiomas de la Universidad Central de Ecuador (in Spanish and hereafter IAI-UCE) in Quito, this heterogeneity is patently observable during the classes and in the assignments that students hand in. Given that they are supposed to achieve a B1 level (CEFRL) of English proficiency as a mandatory prerequisite to graduate from university, their motivation might be conditioned by the need to obtain the minimum required score to pass the level, instead of carrying out an accountable learning process. This might lead to academic dishonesty (Tomlinson, 2014), dropping out (Hattie, 2012), and an increase in the proficiency gap among students. For instance, as seen during the pretest for this



intervention, writing assignments from non-proficient students might be the result of cheating off of someone else's work, or an abuse of online resources like Google Translate, by which students write in Spanish, and copy and paste the automatic translation.

The linguistic heterogeneity existing in certain classrooms at IAI-UCE leads to issues that should be taken into consideration by teachers. In appearance, this may be considered a normal situation that is part of being a teacher (Nursat, 2017); however, the argument is that if students do not fulfill the required skills of a course, they may bring this proficiency gap from previous levels. This gap is an inconsistency between the current level of English that students have and the basic skills that they must have in order to carry out the new course in a satisfactory way. Thus, non-proficient students may feel frustrated or lost as they have to face difficult linguistic challenges which seem impossible to overcome; while proficient students may lose interest.

In both cases (proficient and non-proficient students), the existing problem deals with a lack of consciousness regarding the individual needs and learning styles that students have (Shanta, 2014). For this, an endeavor of adapting some aspects of the learning process should be carried out, analyzed, and discussed by means of a formal research inquiry.

Thus, this study aims to address and answer the following two research questions:

- (1) In a classroom of students with different English proficiency levels, to what extent will the integration of differentiated instructional strategies affect students' writing skill? and
- (2) what are students' perceptions regarding the differentiated strategies used in the class?

*Cycles: Action research meets differentiated instruction*





Action research displays some differences from more traditional research approaches (McNiff & Whitehead, 2010). As a matter of fact, one of the clearest contrasts deals with the researcher profile. While in traditional positivist inquiries the researchers are professionals with formal studies in research theory and praxis, in action research those who begin, develop and write the final report of an inquiry process are practitioners, people who work in a certain field (EFL teachers in this particular case) and are exposed to a daily professional praxis. Along with their educational training, this exposure makes them prone to identify problems that may arise, but foremost they become able to propose systematic solutions to these specific in-classroom concerns (Mertler, 2017).

In this sense, some theoretical aspects of differentiated instruction, coincided with the cyclical methodology of action research during this work. As a matter of fact, the researchers carried out an assessment process to have an accurate idea about students' readiness, interests and preferences, and responded by differentiating strategies and materials. They also were involved in a reflecting process to outline further actions, which increased the effectiveness of some strategies and built a continuous awareness of students' strengths and needs (EduGAINS, 2010). To fulfill this continuum, the systematic nature of action research provided a constant monitoring through the integration of formative and summative evaluations to determine the extent to which the differentiated strategies had been effective (Mertler, 2017).



#### 4. METHODOLOGY

##### A. *Participants and setting*

Fifty-six students, whose ages ranged between 18 to 29 years old, participated voluntarily in this study by signing an informed consent (Appendix A). The research involved an experimental and a control group, both linguistically disparate intact classrooms enrolled in A2.2 level at IAI-UCE.. The experimental group included 36 students: 15 males (42%) and 21 females (58%); meanwhile the control group involved 20 students: 13 females (65%) and 7 males (35%).

Universidad Central del Ecuador (hereafter UCE) is located at the core of the Ecuadorian capital, Quito, and it is one of the most traditional and largest universities in the country. It offers bachelor diplomas and master's degrees in several professional careers, comprising approximately 50.000 enrolled students. Given that UCE does not include English as a mandatory subject in the curriculum of the offered careers, IAI-UCE is the academic branch in charge of every process of training in foreign and second languages.

IAI-UCE organizes, teaches, and carries out English courses, by using the Cambridge online platform. The institute starts its weekday English courses with a basis of 10 students minimum and 25 students maximum per class.

##### B. *Materials*

###### *Teaching materials*

This study adapted its activities to the consuetudinary materials used by IAI-UCE to teach its A2 level courses. It involved units 7-12 from Touchstone 2, more specifically, the



writing section of each unit was used as a class assignment for strategies to be taught. The session's activities were adapted to the teacher's lesson plans, meaning that content was covered or complemented during the intervention.

### *C. Assessment materials*

#### *Pre assessment tools*

Literature on differentiated instruction recommends to start with pre-assessment to shape an idea of the current status of students (Karadag & Yasar, 2010; Roy et al., 2014). This formal strategy known as the *student self-rating tool* (Appendix B), which was adapted from Tomlinson and Moon, (2013) according to the level objectives, is “a list of topics, concepts, or skills for an upcoming unit” (p. 37) for students to rate their proficiency on a scale from 1 to 5. It was given to students in their mother tongue (Spanish) in order to get more accurate and reliable answers (Sarhandi; 2012), which allowed the researchers to have an overview of students' readiness and learning styles. The criteria to construct the self-assessment tool were taken from the Scope and Sequence section of Touchstone Level 2 and corresponded with writing performance skills from units 7 to 12. During the first session, students were asked to assess how familiar they were with the writing skills to be learned during the course. The self-rating tool was a questionnaire containing 14 items (each one responding to an aspect of the writing performance skills to be covered within the units) provided by the CEFR Guide from Touchstone 2 and were categorized in four main skills for analysis, with specific indicators found in the lessons.



*Pretest and posttest tools*

A writing section from Touchstone 2 corresponding to unit 7 (McCarthy et al., 2014) was chosen by the teachers for the final exam of the course A2.2 (A2+ CEFR). The researcher used it as a pretest in order to understand the students' current writing proficiency and as a posttest to analyze the impact after the treatment for both the control and experimental group.

Given that Touchstone 2 does not include a writing rubric, the grade scheme for Writing Part 6 Paper 1 from the Cambridge A2 Key was used to establish the composition profile. It is made up of six bands (0 to 5), each one including specific criteria of assessment:

**Table 2. Cambridge A2 Key mark scheme**

<b>Band</b>	
<b>5</b>	<ul style="list-style-type: none"><li>- All parts of the message are fully communicated.</li><li>- The language used allows the reader to easily understand the whole message.</li><li>- The organisation allows the reader to easily understand the whole message</li></ul>
<b>4</b>	<i>Writing at this band has a combination of elements from Bands 3 and 5.</i>
<b>3</b>	<ul style="list-style-type: none"><li>- One element of the message is omitted or unclear. The other elements are clearly communicated.</li><li>- The language used allows the reader to understand some of the message.</li><li>- The organisation allows the reader to understand some of the message.</li></ul>
<b>2</b>	<i>Writing at this band has a combination of elements from Bands 1 and 3.</i>



<b>1</b>	<ul style="list-style-type: none"><li>- Two elements of the message are omitted or unclear. Very little of the message is communicated.</li><li>- The language used means the reader understands very little of the message.</li><li>- The organisation used means the reader understands very little of the message</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>- Text is totally irrelevant.</li><li>- The reader understands none of the message</li></ul>

*Tools to gather participants' perceptions*

Students' perceptions regarding the use of differentiated strategies were provided by an open-ended survey (Appendix C), which achieved its final version after a piloting process. Outcomes were analyzed by using inductive content analysis. Mayring (2000) establishes that content analysis defines and gradually reviews the categories in levels of abstraction based on the theoretical framework and the research questions, to put forward the aspects of categorization. Since this work intends to analyze perceptions, these were arranged in frequencies of coded categories.

*D. Procedure*

This work used an explanatory mixed-methods approach, “where quantitative data are collected first, followed by the collection of qualitative data” (Mertler, 2017, p. 261). Thus, over a period of 6 weeks, the researcher implemented an intervention with differentiated strategies organized in three stages: self and pre assessments, implementation and reflection, and perceptions. As a design, it was framed in the overall research design of action research given the stages of reflection, replanning and adaptation.



The first one involved quantitative data collection through the self-assessment strategy to determine the state of readiness before the intervention. After a period of reflection on the state of students' readiness, an intervention was planned at three different levels of differentiation consisting of daily one-hour sessions from Monday to Friday during 6 weeks. During the sessions, students were trained on three differentiated instructional strategies known as Role, Audience, Format, Topic (RAFT), Picture Series, and Choice Board, which were focused on writing tasks to be accomplished or assigned as homework after every session. Formative assessment was used during the whole process to keep track of students' goal achievement; particularly, formative assessment as pre-assessment (Tomlinson & Moon, 2013) was used to know where students were as unit began (student self-rating tool), as ongoing assessment (Tomlinson & Moon, 2013) to see if the strategies were fully understood by students (exit cards, informal conversations and interviews), and also if the differentiated instruction helped students to write better at some extent (drafting and revising writing) (Brown, 2004). By the end of the intervention, students were explicitly told about each one of the differentiated strategies used in class so as to address to students an open-ended survey about how they perceived the incorporation of differentiated instruction. This was done to answer the second research question that deals with their perceptions towards the instruction.

#### *E. Data Processing and analysis*

The data underwent quantitative as well as qualitative analysis. Descriptive statistics was used to analyze the quantitative outcomes obtained from the self-student-rating pre-assessing and from the pre and post-tests. According to Tomlinson and Moon (2013) this self-student-rating tool must be made from a list of topics for an upcoming unit of study for

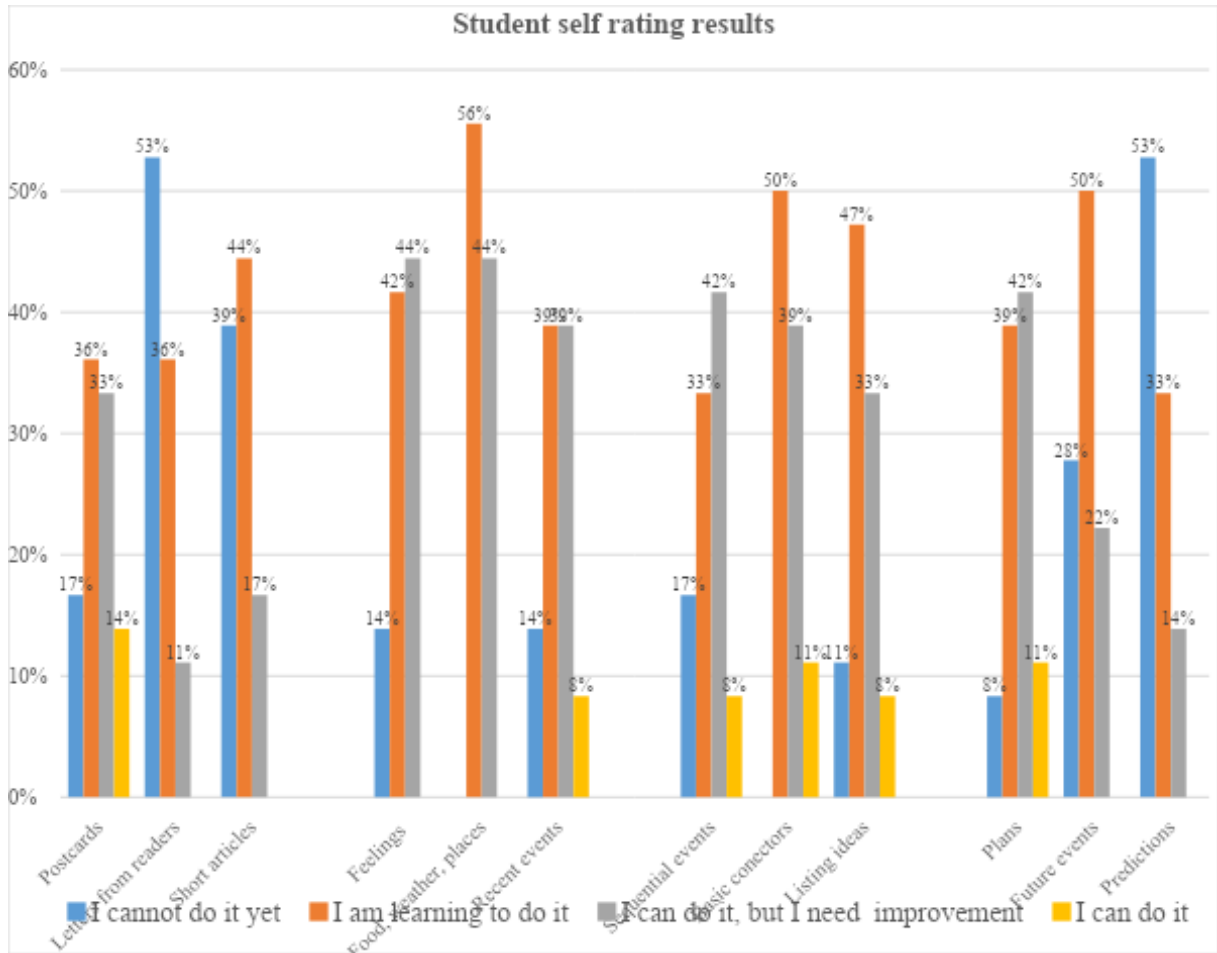


students to rate their proficiency, which, in this case, included writing skills to be acquired by students per lesson. A T test was used to compare the outcomes before and after the intervention, and content analysis was used to interpret and categorize students' perceptions and a Likert scale for students to assess each strategy in terms of efficiency.

## 5. RESULTS

### *Student self-rating results*

After answering the questionnaire, most participants (56%) stated that they are learning to write about food, weather and places. Furthermore, greater part of participants (53%) acknowledge not being able to write letters and write about predictions. Data analysis showed low outcomes in terms of positive readiness, which meant that few students felt familiar with the writing skills to be learned. Thus, only 14% of students acknowledged being able to write postcards which is the highest score of positive readiness. After this, 11% of participants acknowledged being able to write about plans and use connectors, and only 8% of students can write about recent, sequential events, and list ideas. Finally, no participant acknowledged being able to write letters from readers, short articles, or predictions.



**Graph 1. Student self-rating results**

*Differences between pretest and posttest*

**Table 3. Paired Samples Statistics for Control Group and Experimental Group**

	Control group				Experimental group			
	Mean	N	Std. Deviation	Std. Error Mean	Mean	N	Std. Deviation	Std. Error Mean
Pre test	3.2250	20	1.09394	.24461	2.8472	36	1.11368	.18561
Post test	2.8250	20	1.04220	.23304	3.3611	36	1.32348	.22058



**Table 4. Paired Samples Test for Control and Experimental Group**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
<b>Control Group</b>	Pretest Posttest	.40000	.83666	.18708	.00843	.79157	2.138	19	.046
<b>Exp. Group</b>	Pretest Posttest	.51389	1.10509	.18418	.88780	.13998	2.790	35	.008

Results of the t-test illustrate a significant effect of the treatment on the mean scores for the experimental group. ( $t = 2.790$ ,  $p = 0.008$ .) As shown in table 4, the means of the control group display a decrease; meanwhile, the increase of the means in the experimental group.

**Table 5. Effect size of differentiated instruction strategies**

	Control group		Experimental group		t	df	P (2-tailed)	Cohen's d
	M	SD	M	SD				
Effect size of differentiated instruction strategies	2.825 0	1.0422 0	3.3611	1.32348	1.56	54	0.124 5	0.44

Finally, as shown in table 5, measurements of effect size completed illustrate a medium effect ( $d=0.44$ ).

### *Student perceptions*

As stated above, one of the research questions of this work intends to gather and report participants' perceptions regarding the differentiated strategies used in the sessions. For this, participants answered anonymously an open-ended survey that allowed the researchers to measure how students perceived the differentiated strategies applied during the intervention. To ensure truthful conveyance of the participant's contributions, the researchers organized member checking and peer debriefing sessions with students and the



teachers respectively to interpret comments accurately. The first session was devoted to peer debriefing, and it consisted in teachers' examinations of the written comments provided by students and the researchers' handwritten notes. During this process, the teachers participated actively to unify students' ideas and organize them in categories of analysis, discarding overemphasized points and vague descriptions; and highlighting common and major points of view. As a result, five categories of analysis were established: A) usefulness of the strategies, B) improvement of writing proficiency, C) individual interests, D) differentiation of instruction and E) teacher's feedback and assessment.

For the second session, students were presented with the five categories fetched from the first session with illustrating examples of the comments in both Spanish and English. In this way, students were able to state if their ideas were clearly interpreted and provide feedback or supplementary details if necessary. The following section includes comments from participants (in quotation marks) to illustrate and analyze the categories addressed by the survey.

#### *A. Usefulness of the strategies*

Fifty percent of students stated that Picture Series was the strategy that helped them to write better. This was because, "it is easier to write about something that we can see. I learned to write by describing a picture, it was a very good technique;" other students agree with the tendency that a mental exercise "helps to produce ideas to write," because a given image contains "actions and physical descriptions to write about".

On the other hand, RAFT was perceived as the least useful strategy to this purpose given that students (55.6%) felt too constrained to the guidelines of the strategy and found



difficulties “to write from a specific role, to a specific audience.” This implies that it was difficult for them to define every section of the strategy. Nevertheless, there were some positive remarks about RAFT mainly in terms of grammar use and readiness in composition:

- “RAFT was the best one because it helped me to write both in first and third person, it was a great strategy.”
- “A situation was clearly established and guidelines were quite straightforward.”

Conversely, 30,6% of participants stated that sometimes they had difficulties to understanding the activities but they managed to do complete them regardless.

#### *B. Improvement of writing proficiency*

After the intervention, 86,1% of students argued to have perceived an improvement in their writing skills to some extent. Almost twenty-eight percent of students surveyed stated that they have improved *a lot*, and explained this enhancement:

- “(The strategies) helped us to work better without using a translator.”
- “I notice an improvement when I write in English given that I use more vocabulary.”
- “I use better punctuation marks, and I come up with ideas more easily.”
- “Now I can start a composition instead of blocking at the beginning.”

Also, 58% of participants felt that they improved *in part*, meaning that the freedom to choose was a remarkable aspect: they still felt that ideas “did not flow as expected”, even if grammatical knowledge was well covered. Finally, 13.9% did not state an opinion.



Meanwhile, 13.9% of participants stated that their writing proficiency has not improved, nor did it weaken because their proficiency “has not changed given that improvement comes from practice, and there was not enough time for it”. In other cases, the respondents realized that they kept “using the same known words to write a paragraph or sentence” or that the intervention included “already known and used techniques.” Conversely, no student argued to have weakened their writing skills after the intervention.

### *C. Students' interests*

In terms of relevant topics that catch students' attention, 52.8% of students felt that the themes covered during the intervention were *always interesting*; this frequency is explained through the following comments:

- “We could choose among four interesting topics; I wrote a composition recommending a cellphone brand.”
- “I wrote about my trips and some letters to relatives.”

On the contrary, 47.2% of students perceived that these topics were *sometimes interesting*.

### *D. Differentiation of instruction*

Regarding linguistic heterogeneity, 66.7% of students stated that the proposed activities were adapted to their proficiency level and that they were able to perform them, mainly when “three stations of difficulty were proposed” and “the level was chosen by us, alongside with monitoring”. Aside from the fact that these stations “differentiated grammar tenses for us to choose,” peer assessment was perceived as instructional adaptation due to the interaction among “classmates with lower or higher English level to evaluate peers' assignments,” which also allowed students to “write based on previous mistakes”. Thus, in



terms of collaboration with peers, 55.6% of participants stated that writing assignments were always comprised of an interaction between students with differing proficiencies in English. Additionally, 22.2% of participants stated that this collaboration occurred *sometimes*; and 22.2% reported that this collaboration was absent.

According to 30.6% of students the differentiation of instruction occurred sometimes, mainly when the teacher “used Spanish to explain” and when interaction among peers with different English levels was required. Conversely, 2.8% of participants stated that the activities and the class itself were the same for everybody.

At the end of the intervention, choice boards allowed students to have the freedom to choose among 6 topics to write about, using any of the learned strategies. Thus, 88.9% of participants reported that they *always* had the freedom to choose the activities and the topics. Some arguments about these:

- “We had a range of topics to choose and write.”
- “I used the strategies I considered the most useful for my compositions”.
- “We could work freely as long as the writing assignment was accomplished and the guidelines were respected”.

In addition, 8.3% of participants stated that they sometimes had the freedom to choose, and 2.8% stated that this freedom was *absent*, with no further comments.

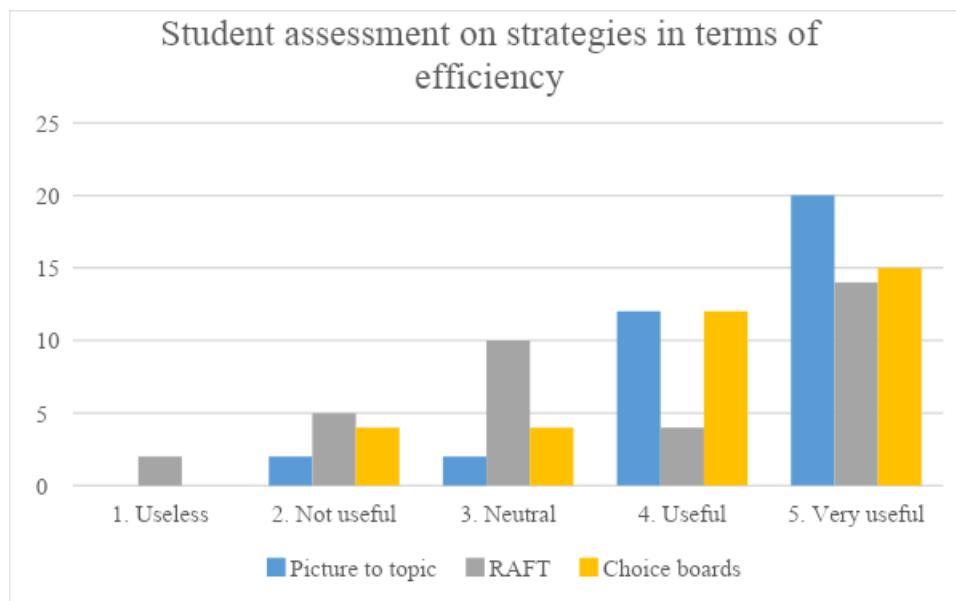
In terms of time flexibility, 86.1% of participants acknowledged that time on task was flexible. Finally, 11.1% of participants stated that the time on task was *sometimes* flexible, and 2.8% said that time was *never* flexible.

### E. Teacher's feedback and assessment

Concerning teacher feedback, 77.8% of students stated that their requirements were *always* addressed efficiently; and 22.2% declared that feedback occurred sometimes given that “practice needs time.”

Regarding formative evaluation, 77.8% of students acknowledged that there were *always* permanent assessment and feedback on the assignments and written activities.

Finally, students were asked to assess the efficiency of each strategy through a Likert scale. Graph 2 shows students' perception regarding each strategy.



**Graph 2. Student assessment on strategies**

## 6. DISCUSSION AND CONCLUSIONS

The purpose of this research was to carry out an intervention with differentiated instruction strategies to examine their impact on the writing skills of a group of learners with different English proficiency levels. Findings from this research indicate that differentiated



instruction offers a rich pedagogical experience for students. They also provide insights about both obstacles and advantages of its use in mixed level classrooms. The different data collection tools utilized allowed triangulation for trustworthy results. In this sense, the self-rating tool showed that students did not have prior linguistic knowledge before the course, and only a minority acknowledged being able to face the writing skills and content of the new course. This allowed the researchers to target instruction with short warm up writing activities based on their acquired abilities. The previous literature does not report an empirical study on the effectiveness of Picture Series as a strategy to differentiate instruction; thus, this research is able to fill this research gap. As established by Yusnita, et al., (2012), Picture Series can be used as an aid for recounting text. That being said, participants of this research assessed this strategy as the most useful to describe and came up with stories and written descriptions.

The findings and participants' perceptions regarding choice boards confirm and broaden the insights provided by Tomlinson and McTighe (2006), and Kondor (2007) about the enhancement of students' participation if they are offered the possibility to choose freely according to their learning needs. Consequently, students' motivation to write and writing performance increase if they have the freedom to choose (McCarrin, 2007); as a matter of fact, the assignments with fewer mistakes were those that came from choice boards where students could choose among four different writing topics by using any of the strategies learned during the intervention.

Formative assessment was performed not only to obtain data from students' performance in written tasks, but also to determine what "instructional procedures were not effective" (Tomlinson and Moon, 2013, p. 61). Along with students' remarks, this involved



a self-reflection on the researcher's teaching impact which approaches the cyclical methodology of both action research and differentiated instruction. This was visible when stations (groups adapted to three different levels of difficulty) blocked students' performance to some extent. For instance, proficient students, such as early finishers, developed the assignment with very occasional or absent interaction among peers. On the other hand, students who worked on the most basic station found themselves struggling to start at the beginning, and the interaction among peers was in Spanish, aside from the fact that they used typical strategies like automatic translators to accomplish the task. That being said, a moment of reflection allowed for the redesign of the stations as mixed-level stations that pushed students to interact among themselves, each one with their own proficiency, and to evaluate others' assignments.

To conclude, strategies from differentiated instruction, when applied to achieve classroom equity and foster writing performance, imply a pedagogical practice with a range of implications and reactions where some students are confused at the beginning, some others are more motivated during the task, and some others feel more comfortable to ask for peer and teacher feedback. Furthermore, most strategies were assessed as useful, and in general, students' comments regarding the experience were favorable to the fact of having a range of choices and the possibility to work according to their current level. Differentiation needs time to be applied, and is an important endeavor while planning. In fact, some students stated that RAFT (the strategy assessed as useless) would have been better understood if more time were devoted to it. This is why further research is needed on devoting time to strategic instruction in order to achieve effectiveness; as well as





differentiated instruction applied to mixed ability classrooms to foster other linguistic skills.



## References

- Ashton, K. (2017). Approaches to teaching in the multi-level language classroom. *Innovation in Language Learning and Teaching*, 1-16.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices* (Vol. 10). White Plains, NY: Pearson Education.
- Brown, K., Burns, A., University, M., & Research, N. C. (1999). *Teaching disparate learner groups*. Sydney: National Centre for English Language Teaching and Research.
- Burns, A. (2010). *Doing action research in English language teaching: a guide for practitioners*. New York: Routledge.
- Burns, A., & Hood, S. (1997). Disparate groups: Exploring diversity in practice through collaborative action research. En A. Burns, & S. Hood, *Teachers' Voice 2*. Sydney: Macquarie University.
- Doubet, K., & Hockett, J. (2015). *Differentiation in Middle and High School: Strategies to Engage All Learners*. Alexandria, Virginia USA: ASCD.
- EduGAINS. (2010). *EduGAINS*. Retrieved from Differentiated Instruction Educator's Package: <http://www.edugains.ca/newsite/di/edupackages/2016educatorspackage.html>
- Espinosa, L. F. (2017). Creating supportive EFL Classrooms for Diverse Students of Ecuador. *MEXTESOL Journal*, 41, 1-12.
- Fabre, P., Calero, J. L., & Albán, J. (2016). Impact of the differentiated education in the teaching of English as a foreign language in the Ecuador. *Didasc@lia: Didáctica y Educación*, 109-122.
- Gregory, G., & Chapman, C. (2013). *Differentiated instructional strategies: one size doesn't fit all*. Thousand Oaks, California: Corwin Press.
- Groenke, S., & Puckett, R. (2006). Becoming Environmentally Literate Citizens: Students use the RAFT writing strategy to address land development issues. *The Science Teacher*, 73(8), 22-27.
- Gutiérrez, K., Puello, M.N., & Galvis, L.A. (2015). Using Pictures Series Technique to Enhance Narrative Writing among Ninth Grade Students at Institución Educativa Simón Araujo. *English Language Teaching*, 8, 45-71.
- Hall, T., Vue, G., Strangman, N., & Meyer, A. (2003 ). Differentiated instruction and implications for UDL implementation. *National Center on Accessing the General Curriculum (NCAC) (Links updated 2014)*.



- Hattie, J. (2012). *Visible Learning for Teachers: Maximizin impact on learning*. New York: Routledge.
- Karadag, R., & Yasar, S. (2010). Effects of differentiated instruction on students' attitudes towards Turkish courses: an action research. *Procedia Social and Behavioral Sciences*, 1394–1399.
- Kirkey, T. L. (2005). Differentiated Instruction and Enrichment Opportunities: An Action Research Report. Retrieved from <http://oar.nipissingu.ca/PDFS/V833E.pdf>
- Kondor, C. A. (2007). One Size May Not Fit All, But the Right Teaching Strategies Might: The Effects of Differentiated Instruction on the Motivation of Talented and Gifted Students. Online Submission.
- Levy, H. (2008). Meeting the Needs of All Students through Differentiated Instruction: Helping every child reach and exceed standards. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(4), 161-164.
- Mayring, P. (2000). Qualitative Content Analysis. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 1(2).
- McCarrin, P. A. (2007). Does Differentiated Instruction and Student Choice Affect Retention Rate of Students?.
- McCarthy, M., McCarten, J., & Sandiford, H. (2014). Touchstone.
- McNiff, J., & Whitehead, J. (2010). *You and Your Action Research*. London and New York: Routledge Taylor and Francis Group.
- Mertler, C. (2017). *Action Research Improving Schools and Empowering Educators*. London: SAGE Publications.
- Nusrat, D. (2017). Overcoming the Challenges Faced in a Mixed Ability Classroom. *IOSR Journal of Humanities And Social Science*. (July 2017), 22, 09-14.
- Quinn, M. (1997). 'Ah... writing... it's ok now': Perceptions. In A. Burns, & S. Hood (Edits.), *Teaching disparate learner groups* (p. 43-49). Sydney: National Centre for English Language Teaching and Research, Macquarie Univ.
- Roberts, J. (2016). The 'More Capable Peer': Approaches to Collaborative Learning in a Mixed-Ability Classroom. *Changing English*, 23(1), 42-51. doi:10.1080/1358684X.2015.1133765
- Roy, A., Guay, F., & Valois, P. (2014). Teaching to address diverse learning needs: development and validation of a Differentiated Instruction Scale. *International Journal of Inclusive Education*, 15, 153-159.
- Sarhandi, Pir. (2012). Re: Consider that you are working on a survey/ questionnaire method (cross sectional analysis). Is it necessary that the questionnaire MUST BE translated into the native language?. Retrieved from: [https://www.researchgate.net/post/Consider\\_that\\_you\\_are\\_working\\_on\\_a\\_survey\\_question](https://www.researchgate.net/post/Consider_that_you_are_working_on_a_survey_question)



naire\_method\_cross\_sectional\_analysis\_Is\_it\_necessary\_that\_the\_questionnaire\_MUST\_BE\_translated\_into\_the\_native\_language/4f017b1280e582c77a000000/citation/download.

- Sa'diyah, H. (2017). Improving students' ability in writing descriptive texts through a picture series-aided learning strategy. *The English Teacher*, 19.
- Senn, G., McMurtrie, D., & Coleman, B. (2013). RAFTing with raptors: Connecting science, English language arts, and the Common Core State Standards. *Middle School Journal*, 52-55.
- Shanta, S. A. (2014). Reality of EFL Classes: With Students of Varied Proficiency Levels. *ASA University Review*, 8(2), 217-226. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=116350641&lang=es&site=ehost-live>
- Snow, D. (2007). *From language learner to language teacher: an introduction to teaching English as a foreign language*. Alexandria, Va: Teachers of English to Speakers of Other Languages (TESOL).
- Taylor, S. C. (2017). Contested Knowledge: A Critical Review of the Concept of Differentiation in Teaching and Learning. *Warwick Journal of Education - Transforming Teaching*, 1, 55-68. Retrieved from <https://journals.warwick.ac.uk/index.php/wjett/article/view/44>>
- Tomlinson, C. A. (2014). *Differentiated classroom: responding to the needs of all learners*. Alexandria, Virginia: ASCD, 2014. ProQuest Ebook Central <http://ebookcentral.proquest.com/lib/ucuenca-ebooks/detail.action?docID=1709534>
- Tomlinson, C., & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design : Connecting Content and Kids*. Alexandria, Virginia USA: Association for Supervision & Curriculum Development.
- Tomlinson, C. A., & Moon, T. (2013). *Assessment and Student Success in a Differentiated Classroom*. Alexandria, Virginia: ASCD. Retrieved from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/ucuenca-ebooks/detail.action?docID=1441532>
- Valiandes, S. (2015). Evaluating the impact of differentiated instruction on literacy and reading in mixed ability classrooms: Quality and equity dimensions of education effectiveness. *Studies in Educational Evaluation*, 45, 17-26. doi:10.1016/j.stueduc.2015.02.005
- Wan, S. W.-Y. (2016). Differentiated instruction: are Hong Kong in-service teachers ready? *Teachers and Teaching*, 1-28.
- Watanabe, Y. (2008). Peer–Peer Interaction between L2 Learners of Different Proficiency Levels: Their Interactions and Reflections. *Canadian Modern Language Review*, 64(4), 605-635. doi:10.3138/cmlr.64.4.605
- Yusnita, E., Sada, C., & Novita, D. (2012). IMPROVING STUDENTS' RECOUNT TEXT WRITING BY USING PICTURE SERIES. 14.





Anexes

APPENDIX A

**CARTA DE CONSENTIMIENTO**

Yo \_\_\_\_\_ con CI numero \_\_\_\_\_, con \_\_\_\_\_ años de edad, estudiante de la carrera de \_\_\_\_\_, semestre \_\_\_\_\_, matriculado/a en el A 2.2 nivel de inglés del Instituto de Idiomas de la Universidad Central de Ecuador, acepto de manera voluntaria que se me incluya como sujeto de estudio en el proyecto de investigación denominado:

**ESTRATEGIAS DE INSTRUCCIÓN DIFERENCIADA EN UN AULA CON NIVEL DE INGLÉS HETEROGÉNEO, UNA INVESTIGACIÓN ACCIÓN.**

Luego de haber conocido y comprendido en su totalidad, la información sobre dicho proyecto, riesgos si los hubiera y beneficios directos e indirectos de mi participación en el estudio, y en el entendido de que:

- No habrá ninguna sanción para mí en caso de no aceptar la invitación.
- Puedo retirarme del proyecto si lo considero conveniente a mis intereses, aun cuando el investigador responsable no lo solicite, informando mis razones para tal decisión en la Carta de Revocación respectiva si lo considero pertinente; pudiendo si así lo deseo, recuperar toda la información obtenida de mi participación.
- No haré ningún gasto, ni recibiré remuneración alguna por la participación en el estudio.
- Se guardará estricta confidencialidad sobre los datos obtenidos producto de mi participación, con un número de clave que ocultará mi identidad.
- Si en los resultados de mi participación como alumno o profesor se hiciera evidente algún problema relacionado con mi proceso de enseñanza – aprendizaje, se me brindará orientación al respecto.
- Puedo solicitar, en el transcurso del estudio información actualizada sobre el mismo, al investigador responsable.

Lugar y fecha: \_\_\_\_\_ 29/10/2019

Nombre del/la participante: _____ Firma: _____	Nombre del docente investigador: <u>ALEX VELASCO SEVILLA</u> Firma: _____
--	---



Appendix B

DIRECT OR FORMAL STRATEGIES FOR PRE-ASSESSMENT

Student Self-Rating Tool

Nombre: \_\_\_\_\_

Fecha: 13/11/2019

Instrucciones: Lea los postulados y marque una x en la casilla correspondiente; donde:

**1=Aún no puedo hacerlo.**

**2=Estoy aprendiendo a hacerlo.**

**3=Puedo hacerlo, pero aún necesito aprender más y mejorar.**

**4=Puedo hacerlo bien**

N°	Puedo escribir en inglés...	1	2	3	4
1	Una postcard.				
2	La descripción un lugar, la comida y el clima. <i>Escoja uno y escriba un breve ejemplo:</i> _____				
3	Describir si me siento bien o mal en un lugar. <i>Escoja uno y escriba un breve ejemplo:</i> _____				



4	Sobre algo que planeo hacer. <i>Escriba un breve ejemplo:</i> _____				
5	Un breve artículo sobre temas varios.				
6	Una secuencia de eventos usando <i>first, next, when, as soon as, etc.</i> <i>Escoja uno y escriba un breve ejemplo:</i> _____				
7	Una carta de lector para enviarla a un periódico.				
8	Sobre algo que hice recientemente. <i>Escriba un breve ejemplo:</i> _____				
9	Ideas unidas con <i>while</i> y <i>when</i> . <i>Escoja uno y escriba un breve ejemplo:</i> _____				
10	Comparando una cosa con otra. <i>Escriba un breve ejemplo:</i> _____				
11	Sobre las ventajas y desventajas de algo. <i>Escriba un breve ejemplo:</i> _____				
12	Enlistando ideas con <i>First, Second, Next</i> y <i>Finally</i> . <i>Escoja uno y escriba un breve ejemplo:</i> _____				
13	Sobre eventos en el futuro. <i>Escriba un breve ejemplo:</i> _____				
14	Usando predicciones. <i>Escriba un breve ejemplo:</i> _____				





APPENDIX C

## Encuesta de percepción sobre la implementación de estrategias para escritura desde la instrucción diferenciada

Nivel de inglés: A2.2  
Sexo: M  F   
Edad: \_\_\_\_\_

**Objetivo:** Recopilar las percepciones de los estudiantes de nivel A2.2 del Instituto Académico de Idiomas de la Universidad Central, acerca de las estrategias para escritura desde la instrucción diferenciada.

**Instrucciones:** Responda las siguientes preguntas con sinceridad. Esta encuesta es anónima.

**1. En su opinión, ¿qué estrategia es la que más le ayudó a escribir mejor?**

- a) Picture Series
- b) RAFT
- c) Choice boards
- e) Ninguna

En breves palabras, explique porqué:

**2. En su opinión, ¿qué estrategia es la que menos le ayudó a escribir mejor?**

- a) Picture Series
- b) RAFT
- c) Choice boards

En breves palabras, explique porqué:

**4. En términos generales, después de las sesiones con estrategias, usted siente que su capacidad de escribir en inglés:**

- a) Ha empeorado (pase a la pregunta 5)
- b) Se ha mantenido igual
- c) Ha mejorado (pase a la pregunta

En breves palabras, explique porqué:



6)

**5. Ha empeorado...**

- a) En parte
- b) Mucho

**6. Ha mejorado**

- a) En parte
- b) Mucho

**7. Durante las sesiones, ¿tuvo la impresión de que se abordaban temas interesantes para usted?**

- a) Todo el tiempo
- b) A veces
- c) Nunca

**8. Durante las sesiones, ¿tuvo la impresión de que las actividades eran acordes a su nivel de inglés?**

- a) Sí, siempre entendía lo que debía hacer
- b) A veces no comprendía pero lograba realizarlas
- c) No, las actividades eran complicadas.

**9. Mis consultas y dudas eran atendidas con eficiencia**

- a) Siempre
- b) A veces
- c) Nunca

**10. Las actividades de escritura estaban relacionadas con los contenidos que estudiábamos en clase.**

- a) Siempre
- b) A veces
- c) Nunca

Escriba un ejemplo:

**11. Había una constante evaluación y comentarios sobre nuestros trabajos.**

- a) Siempre
- b) A veces
- c) Nunca

**12. Se hicieron adaptaciones en las actividades dependiendo del nivel de inglés de los estudiantes**

- a) Siempre
- b) A veces
- c) Nunca

Escriba un ejemplo:

**13. Tuvimos libertad para escoger cómo y sobre qué trabajar, según nuestros intereses.**

**14. El tiempo destinado a las actividades fue flexible.**



- a) Siempre
- b) A veces
- c) Nunca

Escriba un ejemplo:
---------------------

- a) Siempre
- b) A veces
- c) Nunca

**15. Se trabajó de forma colaborativa con otros/as compañeros/as de diferentes niveles de inglés, en la misma aula.**

- a) Siempre
- b) A veces
- c) Nunca

**16. En una escala de 1-4 evalúe en términos de eficiencia las estrategias usadas durante las sesiones**

	1. Nada útil	2. Poco útil	3. Neutral	4. Útil	5. Muy útil
<b>Picture Series</b>					
<b>RAFT</b>					
<b>Choice boards</b>					

**!Muchas gracias por su colaboración!**