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**How to Help 6th Grade Struggling Students Improve their Level
of English Using Differentiated Instruction Strategies at
Complejo Educativo Bilingüe Nueva Esperanza during the Third
Trimester of 2017**

**MODALIDAD DE TESIS PARA OPTAR POR EL GRADO DE BACHILLER EN INGLÉS CON
ÉNFASIS EN ENSEÑANZA**

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Abstract

In all schools there are always students who struggle. This research project tries to demonstrate how differentiated instruction strategies can help 6th grade students at Complejo Educativo Bilingüe Nueva Esperanza with a low level of English improve during the second semester of 2017. The group chosen was an average group with some curricular accommodations. Most students have been in this school since preschool or first grade, making it a very homogeneous group. However, some students have a level of English below average because they have always struggled in the language or because they come from other schools with a lower level. The research method applied was the quantitative approach due to the fact that results of the different ways to collect data were explained statistically. At the end results were not as expected. Students did not improve their grades significantly. However, students enjoyed lessons more and seemed more confident during class. Besides this, advanced students also took advantage of the differentiated activities that were more challenging. Even though results were not as positive as expected, the researcher still believes that through differentiated strategies and techniques, students can improve their level of the language. It only requires more training time with the different type of activities, so students can get used to them making time and space more efficient.

En todas las instituciones educativas existen estudiantes con dificultades académicas. Este proyecto de investigación trata de demostrar que a través de una instrucción diferenciada, se puede ayudar a mejorar el nivel de inglés de los estudiantes de sexto grado del Complejo Educativo Bilingüe Nueva Esperanza durante

el tercer trimestre de 2017. El grupo elegido es un grupo promedio con algunas adecuaciones curriculares. La mayoría de los estudiantes han estado en la institución desde preescolar o primer grado, lo que hace que sea un grupo bastante homogéneo. Sin embargo, algunos estudiantes que vienen de otras instituciones presentan algunas dificultades. El método de investigación aplicado fue el cuantitativo debido a que los resultados fueron explicados numéricamente. Al finalizar el proyecto se encontraron algunas cosas que no se esperaban. Los estudiantes no subieron sus calificaciones de forma significativa. Sin embargo, disfrutaron más las lecciones y sintieron más seguridad y confianza en clase. Además, los estudiantes avanzados también se beneficiaron de las actividades diferenciadas las cuales fueron de mayor reto. Aunque los resultados no fueron tan positivos como se esperaba, el investigador aún cree que por medio de estrategias y técnicas diferenciadas, los estudiantes pueden mejorar su nivel en el idioma. Solamente se requiere más tiempo para entrenarse en las técnicas para que los estudiantes se acostumbren y así optimizar el tiempo y el espacio.

Chapter I

Background

Languages education in our country, especially English and French, started in the mid-19th century, around 1825. In those times, the teaching approach used was based on memorization. With the creation of primary and secondary schools, English lessons became part of the curriculum with around three lessons per week of English instruction. These plans were used for decades. In 1935 there were some changes in our educational system, which transformed English teaching in the country.

The Universidad de Costa Rica offered training courses for English teachers for the first time in 1954. In those days, the method used was the audio lingual; however, it is until 1957 when English teaching as a professional career is established in Costa Rica. In 1972, an Educational Development Plan is started in which the country's educational system is analyzed and restructured, including the English plans.

In 1990, there was a radical change in the educational plans with new objectives, new learning situations and evaluation forms. The approach used this time, was the communicative one, and in this way the oral part became very important in language teaching. This approach was used until a couple of years ago.

The government has tried to improve English teaching in schools due to the high demand that exists in the working market and the bad preparation our students have. That is why the plans in all areas are suffering many changes and the English teaching plans are now focused on approaches in which skills and abilities in the language are the

emphasis. In the past, teaching was based on contents and objectives, but nowadays, what are more important are the skills students acquire for real life challenges. This is why programs now are new and they try to focus on the student, which is the center of education. Educational policy is also new, which means that no matter which political party is in charge of governing the country, the new policy and curricular changes have to be respected. This is a great advance in education that will directly benefit our present students and future generations.

In the private sector, on the other hand, schools have always been worried about offering a better education with an emphasis on teaching other languages. Private schools; therefore, are also transforming their curriculum in order to fulfill the needs of the global world. Even though private schools try to make a greater effort and go beyond what the Ministry of Education does, teaching has been unified through a standardized test applied in the last year of secondary education; thus, teachers do not take time to plan their lessons so that all students' abilities and pace can be taken into account. That is why there are so many learning problems and; therefore, school dropout. Each individual is different and learns in a different way. That is why teachers should plan their lessons taking into account a variety of activities and techniques that can reach students' needs.

English education in general experiences many problems, being the low level of many students one of the most common ones. In public schools, teachers speak in Spanish all the time and translate everything, so students do not make an effort to understand the foreign language. The way lessons are taught makes it difficult for some

students to improve in the language because instruction is the same for everybody.

Researching in some public schools in Heredia and Alajuela, specifically, it was found that in some cases, teachers want to make a difference but the directors do not let them.

This is the case of one secondary school in Heredia in which the principal does not allow teachers to speak English in class and does not give them the support when they want to make different and creative things. In a public primary school in Alajuela, where some teachers were interviewed, it was also found that they do not care about the needs of their students. Instruction is the same and exams have the same structure over and over.

Actually, many times they use the same tests year after year.

Specifically in the school where this investigation will be held, there are some problems with students that do not have an average level of the language. There are always students who struggle learning or there are students who are enrolled in bilingual schools with no prior knowledge of the language or with just a little knowledge, so it is always important to give support to those students so they can improve and get to the necessary language proficiency level expected. Besides that, it is hard for them to improve in the language with traditional methods. Students nowadays learn in a different way from what students used to learn in the past. They have access to all kinds of information and they are not interested in learning by having a teacher lecturing a lesson or reading and copying all day long. They need activities that can be meaningful to them according to 21st century skills, which are skills students need to acquire in order to be successful in this competitive world, such as technological literacy, critical and creative thinking, problem solving, and many other abilities for life.

There are many strategies that can be applied in the classroom in order to help students improve their language level, but the project will focus on differentiated instruction and some strategies that can be applied using differentiated lesson plans that involve the use of graphic organization, scaffolding, tiered activities, flipped classroom, technology based instruction, menus, literature circles, task cards, among others.

Research question

“How can teachers help sixth grade students at Complejo Educativo Bilingüe Nueva Esperanza with a low level of English improve through applying differentiated language support strategies during the second semester of 2017?”

Purpose and Significance of the Study

The school where this investigation is going to be held is bilingual, in which students receive 19 lessons of English per week, and the level of English of the students in general is high. However, there are always students who struggle in the language and also every year, there are enrollments from schools with a low level of the language such as public schools. Due to this situation, it is important to work specifically with these struggling students to help them improve and succeed in their learning process. This investigation will help not only these students, but also the teachers by making their lessons flow smoothly. It is always hard to teach in heterogeneous classrooms and it is even harder when there are students with much lower level of knowledge than the rest of their

classmates. Through this study, teachers and students, and of course, the institution will benefit.

This project focuses mainly on finding out methods and techniques teachers can use in order to help struggling students improve in the language. Studies have proved that there are different techniques and strategies that can be applied in order to help them overcome their limitations and difficulties in any academic field, and language learning is not the exception.

First of all, it is important to know the learning styles of the students because teachers tend to teach in their own learning style. They frequently teach the average students forgetting students who learn differently. If the lesson is focused on their styles, their learning process will be easier and more significant to them. Besides this, there are some strategies that can be used in the classroom such as differentiated instruction and with a differentiated classroom many different strategies and activities that can help all kinds of students improve in the language can be applied. These techniques have been proved to be effective in the language learning process. If these strategies are used, all students in the classroom will benefit because each one will be taken into account, not only the ones who struggle, but also those who are more advanced.

With differentiated instruction, teachers change and switch around what students need to learn, how they'll learn it, and how to get the material across to them. When a student struggles in one area, the teacher creates a plan that includes extra practice, step-by-step directions, and special homework. There are different techniques or strategies that help differentiate instruction such as scaffolding, tiered activities graphic

organization, flipped classroom, task cards, menus, technology based learning, and so forth.

Through scaffolding, learning is broken into chunks. The chunks follow a logical order and move toward a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as “scaffolds.” They can include charts, pictures, and cue cards.

Using graphic organization, a teacher draws a picture to map out thoughts and ideas. Graphic organization can help younger students with activities like identifying the characters in a story they’ve read. This can also help them plan and organize a story they’ll write. Older students can “map out” history, like the events leading up to World War II, or compare and contrast people or topics.

Using the flipped classroom, the teacher instructs students at home through videos, and does homework in the classroom by taking advantage of the time in the class to clarify doubts and sit with individual students or small groups of them for more effective support.

Tiered assignments are activities in which all students work toward the same goal, but the activities are geared toward each student’s level of understanding. These activities are designed for different learning styles and abilities.

Task cards are cards that have different tasks or assignments listed on them. Each card has only one assignment on it.

Activity menus can help keep all students engaged by giving relevant choices according to their levels of knowledge and their interests.

Technology is a very useful tool to differentiate instruction. Through the use of technology, teachers can assign activities according to different levels of understanding. There are many applications that can be used for this purpose.

Objectives

General Objective

To demonstrate how differentiated instruction strategies can improve the level of English of struggling students in a bilingual school

Specific Objectives

1. To analyze students' learning styles and interests in a bilingual school
2. To adapt the plan of the lesson to the different learning styles and interests of the struggling students in a bilingual school
3. To select different strategies and activities according to the different levels of the students in a bilingual school
4. To apply differentiation strategies to increase the academic level in English of struggling students in a bilingual school

Limitations of the Study

This investigation will be held in sixth grade in which there are students with a low level of English. This population was chosen mainly because the researcher believes that through applying different activities and techniques, students can improve during this second semester and they can continue next year, so that when they go to high school,

their English level can be better and they will not face difficulties in the language.

Through this investigation there can be various obstacles such as the time available with the students since they will have vacation and some holidays during the second semester. To lessen time limit, some tutoring lessons after class will be covered out. Nevertheless, besides time reasons, teachers may face space limitations. The study will be carried on in the classroom with the whole group of 26 students, and a special focus on struggling students, so space can be a limitation depending on the different activities. In order to avoid this, those struggling students can be pulled out of the classroom in order to work with them separately.

Theoretical Framework

The main objective of this project is to use strategies that can improve the level of English of struggling students in a bilingual school. There is a wide variety of strategies that can be applied in the classroom in order to help them improve. First of all, an analysis of the different learning styles of the students will be done so that the teacher can plan according to students' interests and needs. This investigation aims to apply different educational strategies based on learning styles methodology and differentiated instruction to help students develop linguistic abilities in the English language.

Thus using these new educational proposals, students' learning skills will be improved. These strategies help in the development of cognitive abilities and also give students educational tools to improve in the English language.

Antecedents

Some research has been done related to this topic. In 1994, this researcher's Bachelor's in English thesis focused on planning lessons based on learning styles. Since her interest in this topic is still intact, she has decided to continue her research in this line in order to find solutions or answers to questions that have arisen during these years. This researcher believes that if teachers take into account students' interests and needs, they will search for ways to help in the academic development of their students to increase. On the other hand, there is a thesis from Universidad San Isidro Labrador that discusses some strategies in public schools that could help students learn the language. To be specific, these strategies were Total Physical Response, mind mapping, using

music in the classroom, hook ups, brain gym, and multiple intelligences. This aforementioned thesis is relevant to this current project since it aims to do measure strategies (similar and different) but in a bilingual school.

Due to the fact that education is drastically changing, traditional way of teaching is not working with many students whose interests and abilities have also changed. For this reason, many studies have been done. Some are Gardner's theories on multiple intelligences and Carol Tomlinson's theories on differentiated instruction. Also, Kolb's learning styles inventory which will be used for this paper. On differentiated instruction there are some investigations such as 'Differentiation' as a Strategy for Inclusive Classroom Practice: Some Difficulties Identified by Peter Westwood, which state that students with special needs depend on differentiation in order to be effectively included in the classroom. This article examines some of the ways in which teachers might differentiate curriculum content, teaching approaches, and assessment methods.

(Westwood Peter, 2001)

Other studies research on graphic organization and multisensory instruction such as the one held by Ginny Osewalt published in a web page about learning and attention issues. She also wrote about differentiated instruction, scaffolding, and mnemonics. The other strategy that is going to be used in this project is flipped classroom. This strategy is very new, but there are many studies that have been done by important investigators in the educational field. One of them is *Enhancing Student Engagement Using the Flipped Classroom* by PhD Mary Beth Gilboy for the Journal of Nutrition Education and Behavior. Another one is *The Flipped Classroom: An Opportunity To Engage Millennial*

Students Through Active Learning by Amy Rohel for the Journal of Family and Consumer Sciences. These two studies show the effectiveness of flipping the teaching process by giving students the explanations of the subject matter at home and taking advantage of the time in the classroom for practice and close guidance.

In this section each of the strategies and methodologies that are going to be applied for the project will be explained in detail. First, there is an explanation of the importance of recognizing and developing the different learning styles of the students. Then, you could read about the concept and application of differentiated instruction and the different strategies and activities that will be applied in the classroom such as graphic organization, flipped classroom, scaffolding and tiered assignments, literature circles, task cards, choice activities, use of technology, literacy stations, which are techniques applied to differentiate instruction.

Learning Styles

Many studies have established that one or many learning styles have to be taken into account in the classroom; thus, it is important that teachers plan their lessons according to them. Each style has its own strengths and characteristics and the teacher must know them in order to reach the needs of the students. According to Gabriel H. Maggioli (1997) in his book *Manejo de estilos de aprendizaje en el aula*, he defines learning styles as “the way of handling new information using our habitual preferred method”, so when talking about people’s learning style it is referred to a personal way of acquiring, processing, and generating new information or knowledge (p. 26). Kate Kinsella (1995) establishes that

both, nature and our foster system, which includes behavior, cognitive perception concept, and affective aspects, influence learning styles. People come from a world programmed to learn in a certain way, but the environment in which we grow up, the people we interact with, the nature of the knowledge we receive, and even the amount of knowledge we are able to acquire, can alter them. Also personality influences the learning method and personal characteristics such as shyness or extroversion could determine which channels are used to absorb, process and generate new knowledge (p.132). Anthony Gregorc in his essay *Learning is a Matter of Style* (1984) says, “A learning style consists of distinctive, observable behaviors that provide clues to the functioning of people’s minds and how they relate to the world” (p.27). Another contribution to Learning Styles Theory is Neuro Linguistic Programming developed by Richard Bandler and John Grinder, which say that people perceive the information through the five senses. This theory is known by its abbreviation VAKOG that means visual, auditory, kinesthetic, olfactory, and gustatory. According to this, the three main senses used to learn are sight, hearing, and touch and each person has a preference (Bandler and Grinder, 1989).

It is necessary to consider that in the teaching-learning process teachers take into account not only the students’ learning style but also the teacher’s. Thus, teachers should take advantage of their own learning style in order to project their skills using a teaching style compatible with students’ learning style. However, when there is no compatibility between two styles, student’s learning can be negatively affected if the teacher decides to give more importance to his or her own style over the students’. A way to solve this

situation is to include in the lesson plan different activities and techniques that respond to the different learning styles and needs of all students. Likewise, it is necessary to consider that not everybody learns in the same way or speed. In any group there are people who started together in the same level and after a while they will have many differences in knowledge in spite of the fact that they have received the same instruction with the same teacher and the same activities. Each student will learn in a different way, will have different doubts and difficulties, and will advance in some areas faster than in others. Those differences are the result of many factors, such as motivation, cultural background, and age, but mainly because all of them learn in a different way. Knowing about learning styles helps us understand what we have to do in the classrooms. (Vaughn Lisa M et al. 2008)

Our learning style is directly related to the strategies we use to learn something. A way to understand this, would be thinking about our own learning style. Our learning style corresponds to the trends and strategies used more often, but this does not mean that we cannot use other styles for something specific. For example, if I am visual, I can also use auditory strategies for specific tasks.

There are over 70 different learning styles depending on the focus, but in this project, the researcher will focus on the three main and mostly used styles which are visual, auditory, and kinesthetic.

Visual Style.

This type of learner can recall images. The mind collects information through the sense of sight. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom. Something that helps this type of student is to visualize and to establish connections between different ideas and concepts through diagrams, illustrated textbooks, videos, use of interactive whiteboards, and handouts. A strategy that is very useful for these students is graphic organization.

Auditory Style.

When we recall using an auditory system, we do it in a sequential and organized way. Students who memorize through hearing cannot forget a word or they will get lost. This system does not allow students to relate concepts as easy as the visual system. However, it is fundamental for learning languages and music. These students learn better when they are orally explained or when they can talk and explain the information to someone else. Auditory learners interpret the underlying meanings of speech through listening to the tone of voice, pitch, and speed. A useful strategy is the use of music in the classroom and let them record the lesson, so they can hear it later on. Nowadays there are many technological resources that can be used to help these students.

Kinesthetic Style.

When we process information associating it with our sensations and movements, we are using the kinesthetic style. We use this system naturally when we learn a sport, but also for many other activities. For instance, teachers mention that when they check students' practice, they notice physically when something is right or wrong or that spelling mistakes bother them physically. Learning with this system is slow but deep. When we learn something with our body, it is very difficult to forget it. Students with this style are slow because of the system, but they are as intelligent as anybody else. These students enjoy learning through lab experiments and projects. When these students study, they have to be walking around or moving and they will be finding excuses to be in constant movement in class.

Based on our students learning styles, teachers must plan different activities in the classroom using techniques or strategies that can help all of them improve in the language (Sims, R., 2006. pp.193-212)

Differentiated Instruction

A strategy that is closely related to learning styles is differentiated instruction. This technique comes from the fact that all students have different ways of learning and different abilities, skills and interests. It can be defined as “a teaching approach in which lessons are presented in different ways to different groups of students in the class, depending on those students' learning strengths” (Osewalt, Ginny. Understood: for learning and attention issues, 2017). Carol Tomlinson (2013), who is known to be the

one who has researched more on this topic, explains in her book *Fundamentals of Gifted Education: Considering Multiple Perspectives* that there are four areas where teachers can differentiate instruction which are content, process, projects, and learning environment. This method works very well for students who struggle learning the language because they are given extra support and specially designed for them in order not to fall behind their classmates. This method is more practical than individualized instruction, which required a learning plan for each student in a class, and with a twenty-five-student classroom, that was impossible. With this approach, the teacher includes a variety of strategies or activities. All students have access to them making learning more effective. (p. 287). According to Tomlinson (2001), the key of an effective differentiated classroom is to work with flexible groups of students who are strong in some areas working together as well as with the ones who are weak in others. (How to Differentiate Instruction in Mixed-Ability Classrooms, p. 127)

Differentiated Instruction has some characteristics to be applied in the classroom.

- Everyone should feel welcomed. Paying attention to students might make them feel well in the classroom and see it as a flexible and comfortable place to learn.
- Mutual respect is mandatory.
- Students must feel safe.
- The main goal should be student's growth.
- The teacher teaches in order to help students succeed.

There are some basic aspects that have to be taken into account when differentiating instruction. Tomlinson establishes that teachers first should have a strong rationale for

differentiating instruction based on student readiness, interest, and learning profile. They begin differentiating a pace that is comfortable for the student and must time differentiated activities to support student success. Then, they should use an “anchor activity” as help in focusing attention on the students. Besides that, instructions must carefully be created and delivered and make sure students know what to do when the teacher is busy with another student or group. Finally, students should be assigned into groups or seating areas smoothly and reduce noise to the minimum. Students should know the mechanics of turning in work and they should also be trained on rearranging the furniture. On task behavior must be promoted, and there must be a plan for quick finishers. In other words, every single aspect of the class routine must be planned and practiced with students, so that they always know what to do.

Some strategies that can be applied when differentiating instruction are:

- Small work groups: With this methodology, students rotate around the classroom and get together with different classmates. This enhances collaboration and also helps students who need to move.
- Reciprocal learning: In this step, the student can become the teacher sharing what they understand and also asking questions to their classmates.
- Continual assessment: Teachers constantly monitor students’ work in order to identify their strengths and weaknesses. This way, they can help them.

There are also several activities that can be used such as literature circles, jigsaws, taped material, anchored material, graphic organizers, tiered lessons, learning contracts, questioning strategies, independent studies, journal prompts, among others. A

fundamental premise of differentiating instruction is that one, as the classroom leader, has to take steps that guarantee one's students will learn what they need to. That means, before beginning a unit of study, the teacher needs to know exactly what is expected from students. Of course, this is nothing new, but too often it is a simple step teachers neglect when instructing students. One suggestion many practitioners of differentiation offer is the KUD method. As the teacher prepares a unit, it has to be explicitly detailed exactly what students need to Know (K), Understand (U), and Do (D). Carol Ann Tomlinson suggests that only when educators have defined the outcomes they expect from students, can they begin to effectively develop units of study designed to meet students' needs. She says the first step in designing an effective and differentiated unit is focus. After finding out what students know, what they understand and what they have to do in the classroom, the teacher should tier the lessons. That is to make slight adjustments to the lesson according to students' needs. Activities and assignments can be adjusted in different ways such as level of complexity, pacing of the assignment, amount of structure, number of steps, materials, time allowed, level of independence, etc. There are six ways to tier a lesson:

- by challenge level (Bloom's Taxonomy)
- by complexity (When you tier by complexity, you address the needs of students)
- by resources (When you choose materials at various reading levels and complexity of content.)
- by outcomes (Students use the same materials but end products vary.)

- by process (The end products are the same, but the ways students arrive at those outcomes may vary.)
- by product (Group by multiple intelligences or learning styles followed by assignments that fit those preferences)

(Diane Heacox, Differentiating Instruction in the Regular Classroom taken from Strategies that Differentiate Instruction)

There are some low-prep differentiation activities such as :

- choices of books
- homework options
- use of reading buddies
- varied journal prompts
- varied pacing with anchor options
- work alone / together
- whole-to-part and part-to-whole explanations
- flexible seating
- varied computer programs
- open-ended activities
- jigsaw
- multiple levels of questions
- think-pair-share by readiness, interest, learning profile

There are other activities that require a higher preparation such as:

- tiered activities

- independent studies
- alternative assessments
- multiple-intelligence options
- varying organizers
- literature circles
- stations
- choice boards
- simulations

In this project, some of these activities and strategies will be applied. Among some of them, there will be graphic organizers, flipped classroom, choice boards, stations, literature circles, jigsaw, and tiered activities and scaffolding. (pp. 764-917)

Graphic Organization.

A graphic organizer is a way to show concepts and relationship between concepts from a text using text, illustrations, and/or diagrams, for example. There are a vast amount of graphic organizers and each one has its own unique purpose. Some of the main graphic organizers include Venn Diagrams, story maps, webs, and KWL charts. (Adler, C., 2015. p.72). They are important pedagogical tools for organizing content and ideas. This technique presents material through visual and spatial ways; so visual learners can internalize what they are learning. It is known from learning theory that the human mind naturally organizes and stores information. People's minds create structures to store newly acquired information and connect it to previous knowledge. Graphic organizers

are visualizations of these mental storage systems that serve to support students in remembering and connecting information. Numerous studies have proven that they are very effective tools especially for gifted students and for students with special needs.

Graphic organizers help ESL students in many different ways. They help students break down a piece of text into the essential components. They benefit ELL students because of the way they represent the components. According to Wright (2010), "Graphic organizers represent the main ideas and other content visually with just a few words." (p. 208). It is a great strategy to use with ELL students because they will be able to learn how to use it independently. They "provide an important oral language scaffold for ELL students to talk about and retell stories or summarize expository texts." (p. 208).

There are graphic organizers for all subjects. Specifically for English learning, we can find a wide variety of them, but in this project, we are going to focus on mind maps or concept maps. Tony Buzan (1996), who has made studies on this technique and mental literacy as well, developed these mind maps. To work with this method, he proposes the ABC Mind Mapping.

- a. Accept: Forget about our brain imaginary limitations.
- b. Apply: Apply mind-mapping rules, using them when it is necessary to take notes, summaries, essays, and so forth.
- c. Adapt: Constantly work with mind maps in order to enhance our mind mapping abilities.

He also encourages us to use 3D images, circles, triangles, and underlining, among others. In a concept map both information and connection between ideas are represented (pp. 33-45).

It is important to be prepared physically and psychologically when starting to work with mind maps. First of all, we need to have a positive attitude towards the task, so that the brain will unblock the mental skills. Teachers should never think about failure. The materials used should be appropriate and motivational, such as colors, special paper, and so on. The workplace influences negatively or positively. There is a wide variety of concept maps as there are people who make them. What is important is that the information shown in the map can be comprehensible to both brain hemispheres.

Working with mind maps will help students in:

1. their motivation and increase of their receptive capacity.
2. making lessons more entertaining and creative.
3. improving their grades.
4. saving time.
5. a deeper comprehension of each topic.

The first step in creating a mind map is to choose a concept or idea that the rest of the map will connect with. Create an image or write the word that represents the main idea. From that idea, create branches that connect to other ideas related to the main one. Each branch will represent one idea. Then, create sub-branches that will expand the previous ideas (examples, definitions, among others). Nowadays, there are many technological tools to create mind maps (p. 48)

Flipped Classroom.

What is flipped classroom? “It is a new pedagogical method, which employs asynchronous video lecture and practice problems as homework, and active, group-based problem solving activities in the classroom”. (Lowell Bishop, Jacob, 2013, p. 2). This strategy started in Colorado in 2004 with Jonathan Bergman and Aaron Sams, Science teachers at Woodland Park High School. It is an instructional strategy that uses technology as a tool for teaching. The subject matter is given or explained to students through videos, which students watch at home, so the teacher will take advantage of the time in class to give personal instruction and practice. Many studies have proven that flipped classroom does work. Carl Wieman has published evidence that flipping the classroom can produce significant learning gains (Deslauriers et al., 2011). Some of the advantages of the flipped classroom are:

- opportunity for students to gain first exposure before coming to class.
- motivation for students to prepare for class.
- a mechanism to assess student comprehension.
- in-class activities that focus on higher level cognitive activities.

First of all, the teacher must record a video with the explanation of the subject matter and send it to the students, so they can watch it before coming to class. The instructor can also send them videos from another source or power point presentations. Students have to take notes, write down questions and doubts, and summarize information from the video. When students get to the class, they already know what the class is going to be about. In the classroom, the teacher can take advantage of the whole

lesson to supervise students completing practice or guide them individually or as a whole group. Also students and teacher can discuss about what they studied at home. (Bergman and Sams. Flip your Classroom: Reach Every Student in Every Class Every Day, 2012. pp.19-58)

Students today are very busy. They are part of sport teams, participate in cultural and artistic groups, go to extra classes in different areas, and so forth. Flipping the classroom helps them customize their time in class with a more personalized instruction. The teacher becomes a tutor or facilitator instead of the person who gives them information. This technique also gives support to students who have to absent to school due to competitions or illness. Something else that benefits students with this strategy is that they can pause and rewind their teachers. For some students, teachers go too fast, while for others, they go too slow. Being in charge of the pace of the lesson, is something that students enjoy (pp. 22-25)

Literature Circles, Stations, and Jigsaw.

Literature circles, stations, and jigsaw activities are very similar. Katherine L. Schlick Noe and Nancy Johnson explain that in literature circles small groups of students gather together to discuss a piece of literature in depth. The discussion is guided by students' response to what they have read. Students will talk about events and characters in the book, the author's craft, or personal experiences related to the story. Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is very important for this technique because

students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. (Getting Started with Literature Circles, 2000. p. 30)

Stations are similar to literature circles, but they are used for any subject or area and even for different areas at the same time. When working in stations, the teacher groups students according to their level and gives each group a different activity, which they have some specific time to complete in order to move into another activity. Also, groups can be working in the same activity but with a different level of difficulty (Cox, Janelle, 2017).

Jigsaw is another type of activity very useful for differentiation. In this technique, the teacher divides the class in mixed ability groups. Each member of the group has a specific role. With this simple approach to group work, each individual has something unique to contribute to their group's outcome. No one else in the group is doing the same task, so each student experiences a higher sense of ownership and accountability to the members of their group. After working in their specific task, students with the same task or role get together to discuss what they had to do. These groups are called "expert groups" because they are expert in the task they had to complete. Finally, they have to go back to the original group and each member has to share what they learned. This way, all members will learn something new. (Catapano, Joe, 2017)

The jigsaw method allows the teacher to break students into groups and assignments into smaller pieces, all for accomplishing tasks with more detail and collaboration.

“Jigsaw” draws a direct image to a jigsaw puzzle. Just as the final image of a puzzle is constructed from many separate pieces fitting together, so too are academic tasks completed when members of the team offer unique, jigsaw-cut efforts to the group.

Choice boards.

Choice boards or learning menus are lists of tasks given to students in which they have to choose from. These boards give them a variety of activities that can meet their needs and different academic goals. The teacher offers a variety of activities but students have the control over their learning because they can choose depending on what they think is more appropriate for them or because it is more appealing. Activities are chosen according to different levels, so students with higher abilities can find challenging tasks, while struggling students can practice and review concepts they do not manage and can feel more confident. Choice boards can be set up by ability, intelligences, learning style, student interest, readiness, learning preference, or even questioning, but it is more efficient if the choice board is focused only on one type (Cox, Janelle, 2017).

Choice Boards provide students with the power to choose “how” to learn a particular subject or concept. This freedom encourages them to be more responsible, accountable and independent in their learning. It also allows them to work on the activities at their own pace. The boards are useful for teachers as it enables them to identify and use student interests and preferences to stimulate active learning and student engagement. (Tomlinson, 2014. *Leading and Managing a Differentiated Classroom*, p.738).

Scaffolding and Tiered Activities.

According to Janelle Cox, tiered assignments are assigned specific tasks according to students` level of comprehension. There are six ways to structure tiered assignments: challenge level, complexity, outcome, process, product, or resources (Cox, Janelle, 2017). Tiered instruction is a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers (Linde, Sharon, 2003)

Teachers should make sure they are:

- on different levels with adjusted challenges
- focused on quality of work, not quantity
- active learning for all students
- engaging for all levels
- aligned to objectives and goals
- focused on the same skills

In other words, each tier level has different types of assignments focused towards the same learning goals and objectives. All tiers have work that is interesting, engaging, and motivating. Lower levels don't simply get less work or higher levels more; rather, the teacher focuses on adjusting the types of assignments to match learners' needs, not simply lessening the workload (Tomlinson, 2014. *Leading and Managing a Differentiated Classroom*, p.1346).

Rebecca Alber in the site Edutopia mentions that scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk. For example, when the teacher scaffolds a reading, the reading process is divided in parts. First, students along with the teacher preview the story, then they discuss and analyze the vocabulary and then they read the story in chunks, analyzing and discussing it by pieces (2014). According to Tomlinson (2014) in her book *A Differentiated Approach to the Common Core*, scaffolding refers to any temporary support that will help students achieve a better understanding of content and independence. It can include instructional strategies, tools, materials, additional teaching, checklists, models, organizers, and many other resources that can help a student go from something particular of a lesson to a specific goal or achievement (pp. 358-409). Here are some examples of effective scaffolding:

- providing reading material at a student's reading level
- pre-teaching academic vocabulary
- providing instructions in multiple forms
- providing models of competent student work slightly beyond a student's current performance level
- using small group instruction to provide targeted instruction or practice
- providing graphic organizers
- distributing timelines for work completion
- giving explicit feedback
- connecting content with student interests

- using technology to support student's abilities
- breaking work into smaller parts

As a conclusion, we may say that if teachers take into account their students' interests and needs and plan activities regarding their differences, the learning process will be more effective and meaningful to students. All those different activities and strategies will help students improve in the classroom by motivating them and showing them they can do it. When they feel comfortable and confident with their work, they will feel successful and that will be shown in their results.

Albert Einstein said: "Learning is experiencing. Everything else is just information."

Methodological Framework

This chapter begins with the research used to direct the collection of data. The implementation of a variety of activities and techniques in the classroom was necessary to achieve the objectives. In the first part of the methodological framework the method used will be explained. In the next section population and participants will be described. Then the strategies implemented for the study are explained, and after that, the instruments used to collect data and their validation can be found.

Research Method and Scope

For this investigation, the quantitative method will be used due to the fact that it shows a sequential process in the collection and analysis of data. The researcher plans the research and the tools and instruments based on a problem that has to be solved. There is a question that has to be answered through putting into practice different strategies. The information will be collected through different surveys, tests, and results will be analyzed and these are characteristics of a quantitative method. The collection of data can be measured through statistical data.

Selection and Description of Population and Participants

Description of the Institution.

This investigation will be held in New Hope Bilingual School. New Hope Bilingual School is a private bilingual institution that goes from prekindergarten to eleventh grade. It is

located in San Juan, Santa Barbara, Heredia. Regarding its location, San Juan is a rural small community. The environment is very healthy with not many social or economic problems. This school helps the community in many aspects. They help the public school with furniture, materials, and other things they request. Also, the school tries to support the community by offering jobs. The students also participate in activities to project the school, such as a missionary group, and in the artistic area, they participate in festivals such as FEA organized by Ministerio de Educación Pública (MEP).

New Hope is the largest school in Heredia with a total of around 1200 students with groups of 25 students. The amount of groups varies from one year to the other, but in this moment there is one group of pre-kinder, two groups of kinder, four groups of preparatory, three first graders, three second graders, three third graders, four fourth graders, four fifth graders, four sixth graders, three seventh graders, four eighth graders, three ninth graders, three tenth graders, and four eleventh graders. In preschool, all subjects are in English, being the English teacher their homeroom. In elementary they receive 19 lessons of English per week, divided as Language Arts and Science. Language Arts is divided in Reading Comprehension, Written Expression, and Oral Communication. In high school, they receive 14 lessons of English from seventh to ninth grade and 11 lessons in tenth and eleventh. Subjects are divided as English, Oral Communication, and Social Studies from seventh to ninth and as English, Oral Communication, and TOEIC in tenth and eleventh. English is divided as Literature and Written Expression. This year, from first grade to eleventh grade, students are working with digital books. Their programs are based on the North American Common Core

Standards, which are some standards in which students acquire different competencies and abilities. For Science in elementary, the school has a Science Lab. All classrooms have smart boards since preschool and students in elementary and high school bring their own tablets or iPads to work with the digital books. From third grade up, students read two novels per year. The school emphasizes in oral and written production, and puts a lot of emphasis in reading comprehension as well.

Description of the Population.

Students come from middle class or mid-high class families and there are several foreign students, mainly Asian, but there are also Venezuelan, Colombian, North American, Mexican, among others. In most cases, parents have university studies and both parents work and children stay at home with maids or with a relative.

Regarding English teachers, they are all graduated being bachelors the minimum requirement and they must have a B2 or C1 in the TOEIC test, depending on the level they teach. In second cycle and high school, the minimum is a C1.

Description of the Participants.

The level chosen was sixth grade, specifically in 6C, with a total of 26 students, 11 boys and 15 girls whose ages are around 11 and 12 years old. It is an average group with some curricular accommodations, but in general there are no special cases. There is only one student who does not attend school because he has cancer, so he attends lessons through Skype. Most students have been in this school since preschool or first grade, making it a

very homogeneous group. Even though the group is homogeneous and they have been in school for many years, there are some students who struggle in English. Some have reading comprehension difficulties, others have a hard time producing, and others struggle in Grammar, but in general, problems can be solved.

Implemented Strategies

The problem to be solved in this research project is to help struggling students improve their level of English. In order to help them, the researcher established that through differentiated instruction strategies and techniques, students could improve their grades. In order to find out if the objective was proven or not, the researcher planned the lesson and put into practice some strategies and techniques in the classroom.

One of the strategies was recording some videos with grammatical explanations. Those videos were uploaded into the school virtual classroom and students had to see the video assigned before going to class. When students got to the class, first the researcher asked some questions to verify understanding of the video and then students were grouped together according to their level of English and started working in some handouts in which they had to complete the grammar exercises. Instead of taking time to explain the lesson, the researcher could sit with different groups and individual students and help them with their doubts.

Another strategy was the jigsaw technique. The researcher used this technique to study different chapters of a novel students are reading. First, students were divided in groups of five students. Each member of the group was assigned one chapter of the novel

that they had to read and analyze with a written guide given by the teacher. When they finished reading and completing the guide, they were regrouped into expert groups. All the students that were reading chapter four were together; the ones that were reading chapter five were together, and so forth. They discussed the answers to the guide and gave their opinions. After doing this, they got back to the original groups and each member shared what they learned about their chapters. Students had to take notes of the chapters they did not read.

In order to work in spelling, the researcher used a choice board, specifically a spelling tic-tac toe. Students were given a handout with nine different activities in a chart. They had to choose three in a row and complete them. The researcher according to students' interests chose the activities and learning styles, so there were some artistic activities, some others that implied cutting and creating, others that were visual, and others in which they had to create a code.

Another technique that was used to analyze stories was task cards. Students worked in groups according to their level of the language and were given some task cards with different levels of difficulty. In the task cards they had to analyze plot, characters, main ideas, and vocabulary. As they completed one task card, they could continue with a new one.

The last strategy applied was working in stations or centers. This activity was put into practice during the last day of the week after studying all skills such as reading the story, analyzing vocabulary, working with the grammatical structure, and studying a

specific type of writing. In this way, students could review what was studied during the week. Students were divided in groups according to their level and each group was given one folder with a specific area to practice. One group was given some grammar exercises. Another group had to work in reading; another group had to work with vocabulary, and another group worked with their tablets in some listening exercises. Activities had to be finished at a certain time and when time was up, they had to change folder. At the end of the lesson, all groups completed all stations. This activity can be done with students moving from one station to the other or moving folders from group to group. In this case, folders were the ones that moved because groups were too large.

Data Collection Instruments

There are some instruments used to collect data. First the researcher used a learning styles inventory to know the different learning styles of the students (See appendix A). For the learning styles inventory, the school applies one every year, so the researcher could use the results. After identifying the learning styles of the students, she could start looking for activities to be used in the classrooms, so that all styles found could be in the lesson plan.

She also applied an interest survey to know different interests students had (See appendix B). The researcher prepared a set of questions using Google forms, so students could use their tablets to answer the questions. Students had to complete the form and the researcher analyzed the results. Questions were regarding academic aspects such as which was their favorite subject and why, which was their least favorite subject and why,

and so on. This survey was used to plan the lessons taking into account what students enjoy the most. (See appendix F)

Then she used a diagnosis test to know the level of the language students had at the beginning of the study. (See appendix C) This test was elaborated by the researcher and included different parts with items of general knowledge of the language. It was divided in areas such as Reading Comprehension, Writing, Listening, and a Speaking part. Students had to answer the test at the beginning of the project. After checking the tests, the researcher analyzed the results and identified the level of the language of students and identified the ones who struggled. Students were divided as low intermediate, intermediate, and advanced. After this, she could start working with the different strategies and activities planned and could divide students by level when working in the different activities.

The other instrument used was a comprehensive test, which was applied at the end of the project that would tell her the level they had after applying the different strategies and differentiated activities in the classroom (see appendix D). She also made a survey in which the teachers could tell what they observed during the process of the research project.

After all this work, the researcher interviewed the teachers in order to know their observation of the process and their considerations regarding Differentiated Instruction. (See appendix E)

Validation of Instruments

For the validation of the instruments, the learning styles inventory, the interest survey, and the diagnostic test and comprehensive test will be applied in another sixth grade group, specifically 6D. This group has similar academic and social characteristics as 6C. The group will receive lessons as they normally do, without putting into practice differentiation strategies. At the beginning they will have to complete the Diagnostic test, and at the end, they will have to do the Comprehensive Test. Later, results will be analyzed and compared to 6C results, which is the group in which the researcher applied differentiation strategies. Through this, she could see the difference between one group and the other and results can be compared.

Data Analysis and Results

Data Analysis

Any investigation project should have a data collection and an analysis of the data. Collecting data appropriately will lead us to success in our research. All data must be carefully analyzed and this is what this chapter is going to be about. All results will be analyzed and shown statistically, so we can see if the question is answered and the objectives fulfilled or not. To analyze data with the mixed approach, the researcher must trust in the standardized and quantitative procedures as well as in the qualitative ones.

Analysis and Interpretation of the Results

There are several tools that can be used in order to analyze and interpret data depending on the research method used. Due to the fact that this is a quantitative research, results will be presented statistically through tables and graphs that will show and compare results.

The learning styles inventory was applied in two groups of sixth grade (6C and 6D). In 6C there are 26 students, from which 11 are boys and 15 are girls. From those 26 students, 12 are visual which corresponds to a 46.1 %, 8 are kinesthetic, which corresponds to a 30.7 %, and 6 are auditory, which corresponds to a 23 %, as seen in figure 1. In 6D there are 27 students from which 14 are boys and 13 are girls. From those students, 11 are visual, which corresponds to a 40.7 %; 9 are kinesthetic, which corresponds to a 33.3%; and 7 are auditory, which corresponds to a 25.9%, as seen in figure 2.

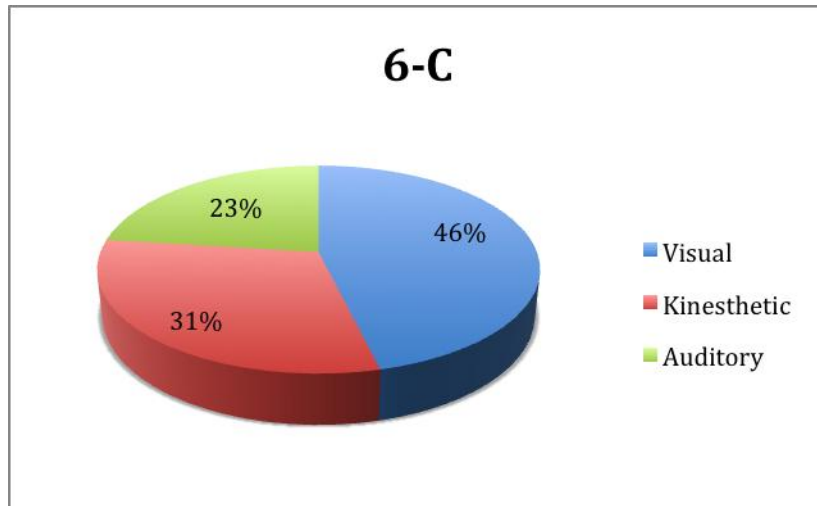


Figure 1. Learning Styles Inventory Results 6-C

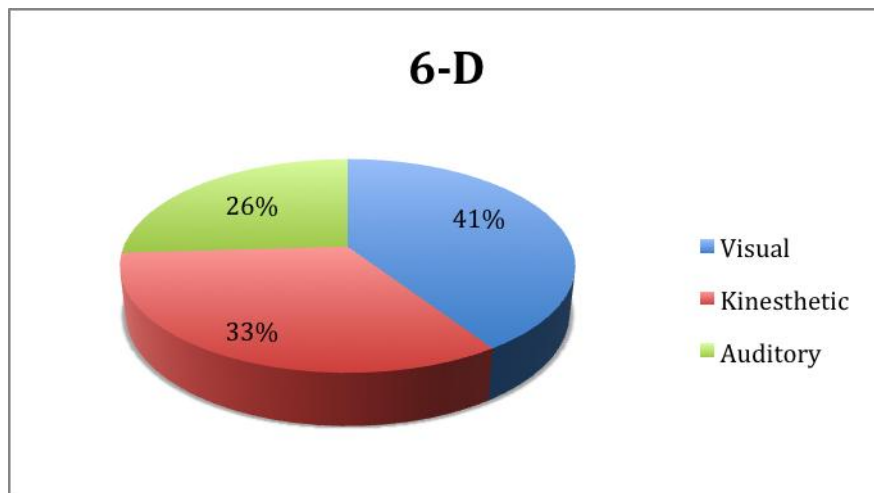


Figure 2. Learning Styles Inventory Results 6-D

What the percentages show us is that both groups are similar and that the majority is visual and a minority is auditory. However, all styles were taken into account when the lesson plan was made and the activities were put into practice.

Considering these results, the lessons were planned accordingly. There were activities in which students had to move and others in which they had to use technology. Some visual activities were performed as well as some listening exercises as well.

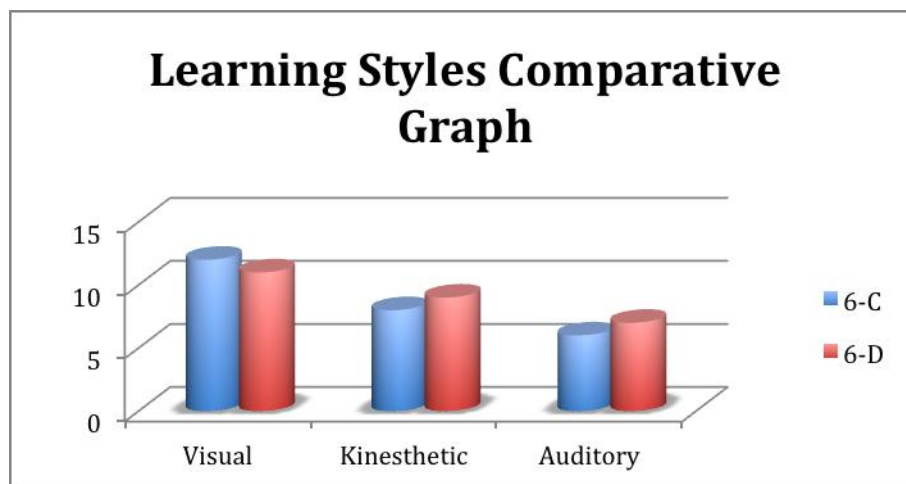


Figure 3 Learning Styles Comparative Graph shows similarities in both groups

The interest survey applied to the students shows that even though their answers were varied, most of them expressed that lessons are sometimes boring and that sometimes they do not like classes because they do not understand or they feel they cannot do some of the exercises given by the teacher. There are some differences regarding gender, for example. Most boys enjoy activities in which they need to move and also there are more boys who like math than girls. Another interesting result is that boys tend to use more technology than girls and girls like to read more than boys do.

Tabla 1:

Interest Survey Answers

Survey 6-C	# of students
1. What is your favorite class or activity in school? Why?	
Spanish Language Arts	4
English Language Arts	6
Social Studies	4

Science	8
Math	4
2. What is your least favorite class or activity in school? Why?	
Spanish Language Arts	5
English Language Arts	4
Social Studies	9
Science	2
Math	6
3. In which school subject do you feel like you learn the most? Why do you think that?	
Spanish Language Arts	4
English Language Arts	6
Social Studies	5
Science	7
Math	4
4. What can teachers do to capture your interest?	
5. How do you prefer to work in class?	
In small groups	21
In large groups	3
Individually	2
6. What do you like to do in your spare time?	
practice sports	7
listen to music	8
artistic activities	2
read	1
watch tv	5
play video games	6
chat with friends	10
7. How many hours per day do you use technology such as a computer, tablet, or smart phone?	
1 hour	3
2 hours	0
more than 3 hours	23
8. What do you mainly use technology for?	
Socializing	12
Research	5
Games	9

Note: Table 1 shows the number of students that chose each option and what they responded to the questions.

Some of the reasons why students like a specific subject were that the teacher explains better; she is creative; she plays games; or she uses technology. Percentages for question 1 are shown in figure 4.

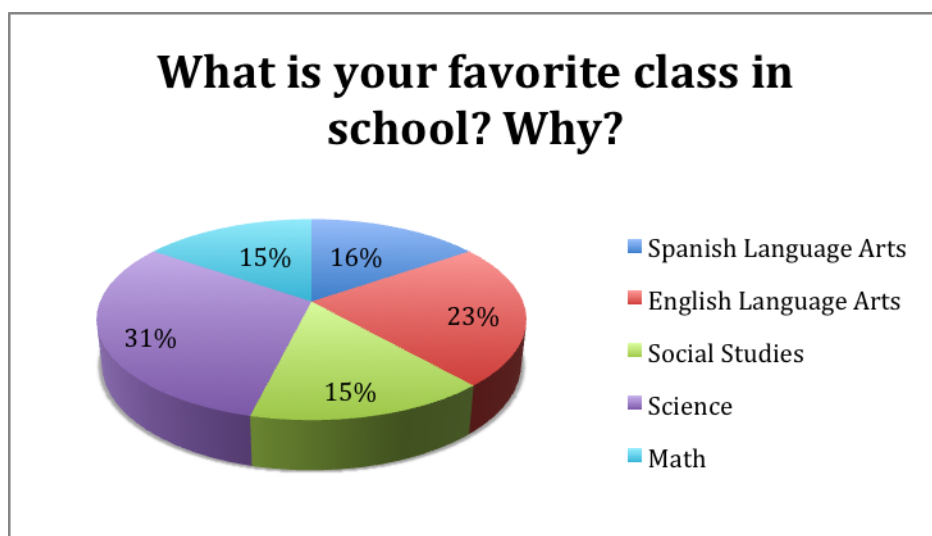


Figure 4. Question 1 of Student Interest Survey

Question 2 asks about what students' least favorite class is and why. They mentioned that they do not like the subject because lessons are boring, or the subject matter is difficult for them and sometimes they feel frustrated because they cannot do the exercises. Some said that they do not like it because the teacher is not creative or because the teacher always does the same things. In other words, they ask for variety. Figure 5 shows the percentages for each option.

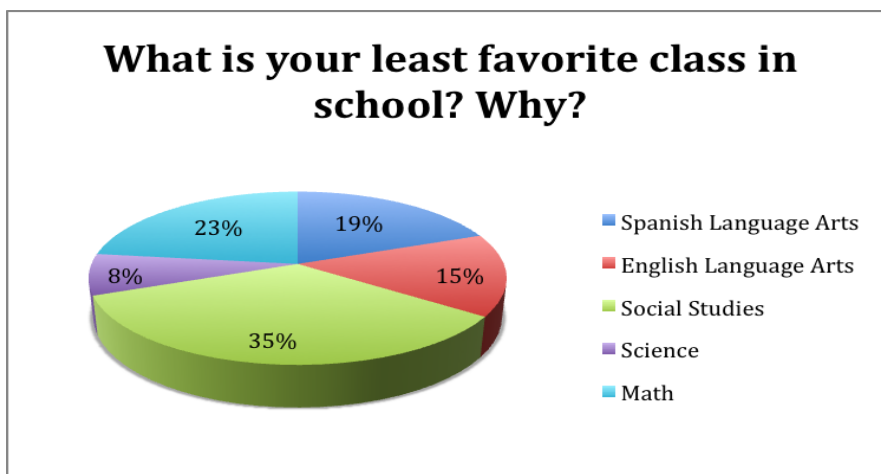


Figure 5. Question 2 of Student Interest Survey

Question 3 asks in which subject they feel they learn the most and why they think that way. They said that it is because the teacher explains better, or because they do more practice. Others mention that it is because they work in projects, or because they play games. And they also mentioned that they learn more when they use their tablets for research and for creative projects. (See figure 6)

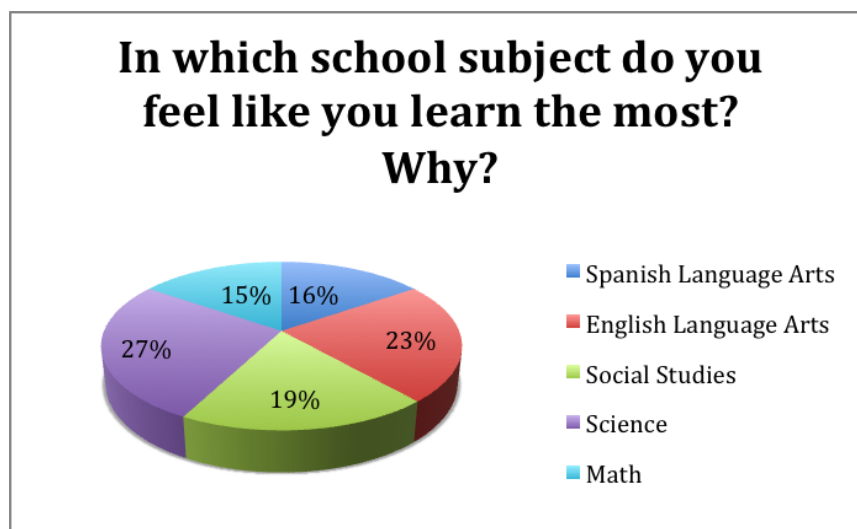


Figure 6. Question 3 of Student Interest Survey

Question 4 asks about what teachers can do to capture students' interest to which they mentioned that they would like more creative teachers that do different things. They are tired of doing the same things over and over again like copying from the board and completing textbook exercises.

For question 5, most students prefer to work in small groups. Their preference can be seen in figure 7.

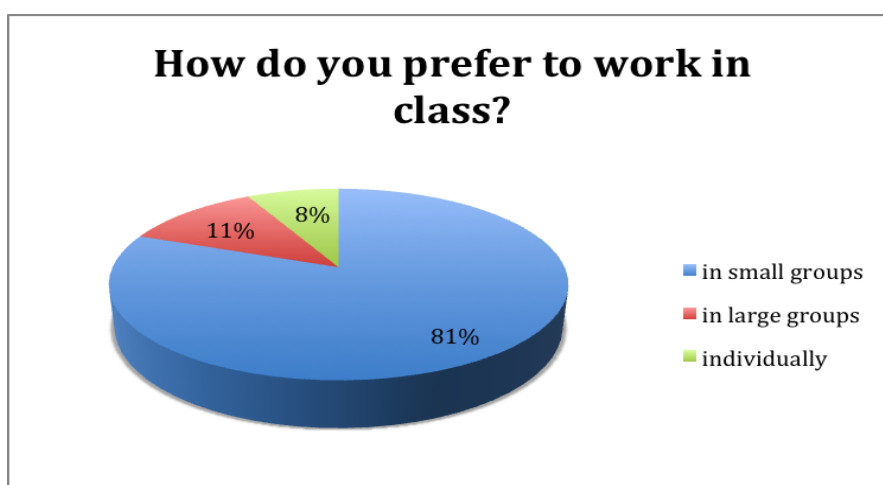


Figure 7. Question 5 of Student Interest Survey

For question 7, the majority of the students use technology more than 3 hours per day as seen in figure 8. However, when asked the use they gave to technology, most of them use it for socializing or playing games and not for academic purposes as seen in figure 9.

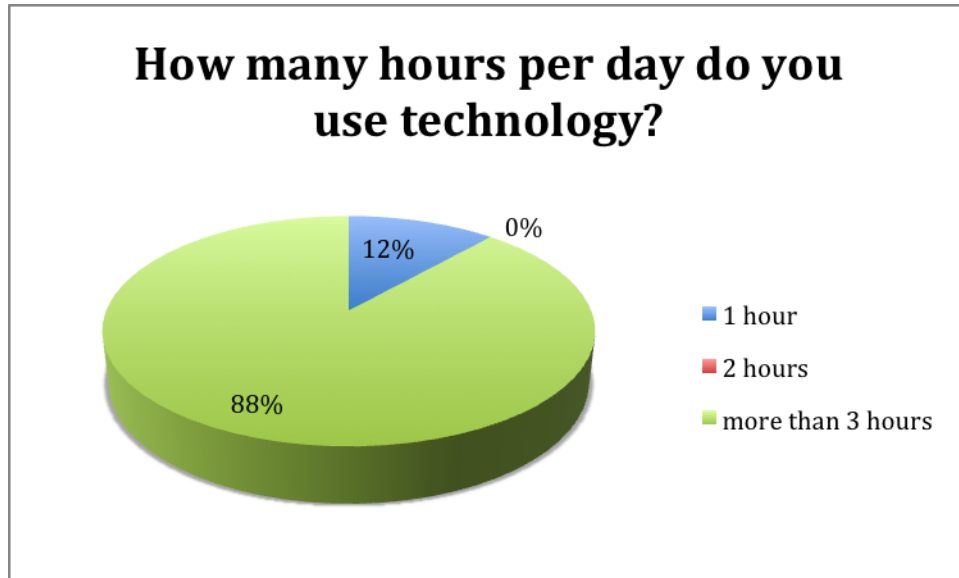


Figure 8. Question 7 of Student Interest Survey

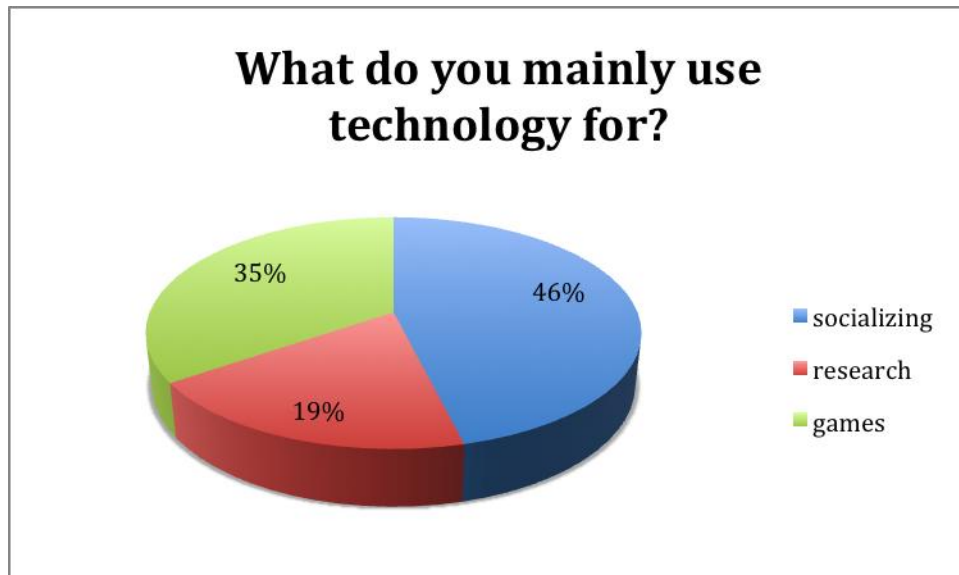


Figure 9. Question 8 of Student Interest Survey

Figures 10 and 11 show the results of diagnostic test in 6-C and 6-B separately. We can see that both groups got similar results in the test, which means that both groups have

the same level of English. Figure 12 shows a comparison of those groups, so similarities are demonstrated.

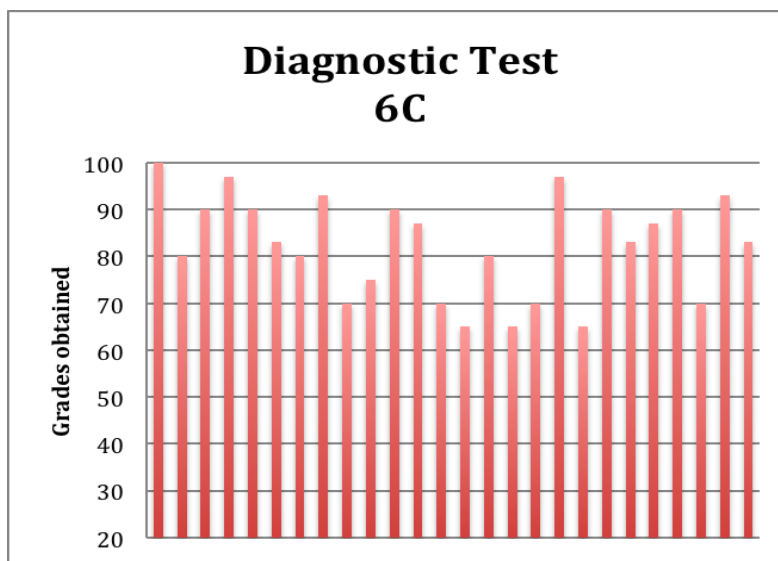


Figure 10. Diagnostic Test Results in 6-C

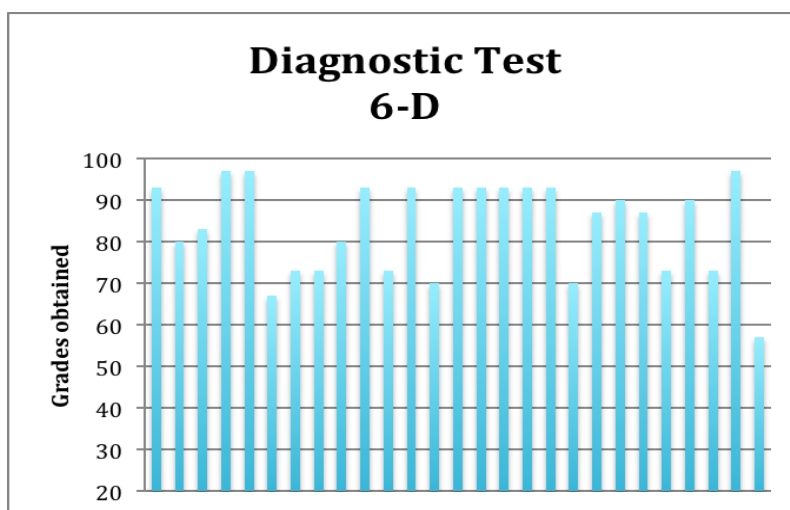


Figure 11. Diagnostic Test Results in 6-D

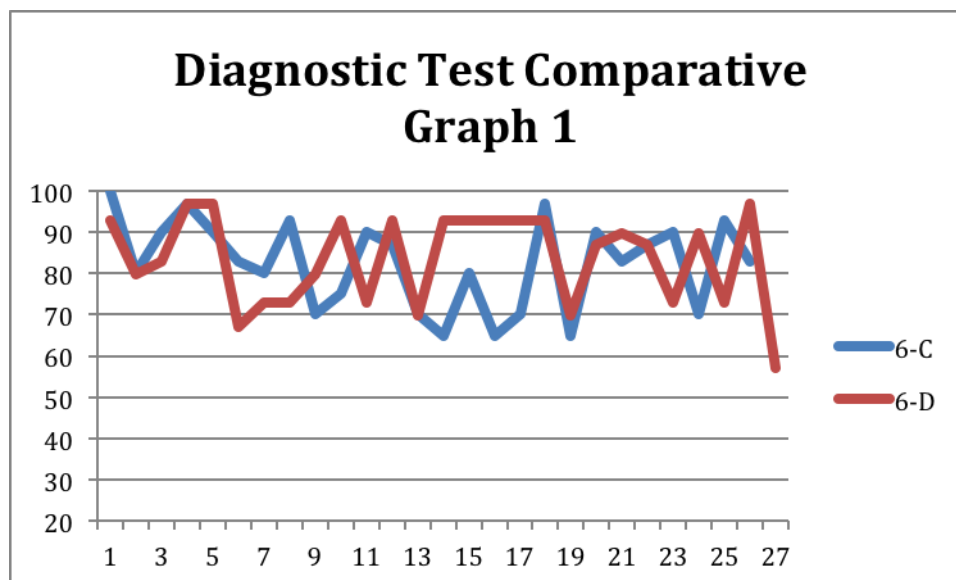


Figure 12. Diagram comparing diagnostic results in 6-C and 6-D

Tabla 2:

6-C Diagnostic Test Results

Student	Grade Obtained
AJON MORA MANUEL ALEJANDRO	100
ALVAREZ ZAMORA MARIA PAULA	80
ARAYA CAMBRONERO IGNACIO	90
BARQUERO JACKSON MARIA JOSE	97
BOLAÑOS MURILLO ISABELLA	90
CAMACHO SANTAMARIA KAREN VALERIA	83
CARMONA JIMENEZ DAVID	80
CESPEDES MORALES MARIA CRISTINA	93
ESTRADA GARCIA SEBASTIAN	63
FERNANDEZ PIEDRA GRACIELA	75
GARCIA CECILIANO ALISSA	90
GONZALEZ VARGAS LUIS RAUL	87
HERRERA CHINCHILLA SEBASTIAN	70

JIMENEZ RODRIGUEZ MARIANA	65
LI FENG ANGELICA	80
MARTINEZ FUENTES CAMILA	60
MONTERO GUILLEN JOSE ARMANDO	70
MORRIS BECKFORD TISHELL JANISSE	97
OBANDO SIBAJA MIRANDA	65
RAMIREZ SEQUEIRA ISABELLA	90
SANCHEZ ULATE IGNACIO DAVID	83
SOLERA GUERRA ANA VALERIA	87
TORRES CASCANTE YOHEL ALEJANDRO	90
UMAÑA CASTRO ANDRES	64
VARGAS RAMIREZ SOFIA	93
ZHANG XIE KEVIN	83

Note: Table 2 shows the grades students in 6-C got in the Diagnostic Test.

Tabla 3:

6-D Diagnostic Test Results

Student	Grade Obtained
ARGUEDAS HIDALGO GLORIANA	93
ARIAS RUIZ KINNESHY NASHHELL	80
CALVO MORA MELISSA	83
CHAVES HERRERA LUIS EDUARDO	97
CHAVES MORERA AMELIA	97
CRUZ MURILLO DANIELA	67
DIAZ GUEVARA SEBASTIAN	73
ESQUIVEL ZAMORA ANDRES ALEJANDRO	73
GARCIA FERNANDEZ CATALINA	80
GUTIERREZ ACUÑA JORGE ISAAC	93
JARA SOLIS SEBASTIAN GABRIEL	73
MACHADO ARIAS REBECA	93
MORA GONZALEZ IAN DAVID	70
MORALES RODRIGUEZ GABRIEL	93
MURILLO VARGAS MARIAMALIA	93
NUÑEZ SOTO SEBASTIAN	93
OPORTO FONSECA DIEGO DARIEN	93
QUIROS CALDERON LARISSA	93

RAMIREZ HODGSON JERINER	70
RUIZ SING JIMENA	87
SOTO BLANCO ALLISON	90
VARGAS BOLANOS MARIA PAULA	87
VILLALOBOS LATIFF ADRIAN JOSUE	73
VINDAS SUAREZ JUAN PABLO	90
VIQUEZ CASCANTE DAVID	73
VIQUEZ HERRERA ENZO	97
WU FENG CATALINA	57

Note: Table 3 shows the grades and levels students in 6-D got in the Diagnostic Test.

Figure 13 shows that 12 % of the students in 6-C has a low intermediate level; a 42% has an intermediate level; and 46 % has an advanced level.

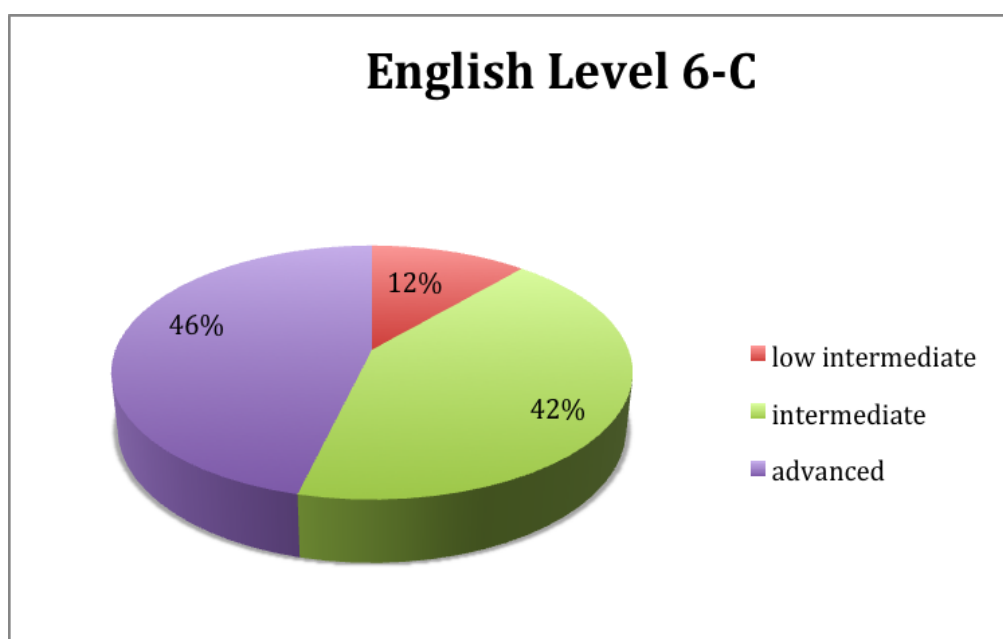


Figure 13. English Level in 6-C

Figure 14 shows that 4 % of the students in 6-D has a low intermediate level; a 41 % has an intermediate level; and a 55 % has an advanced level.

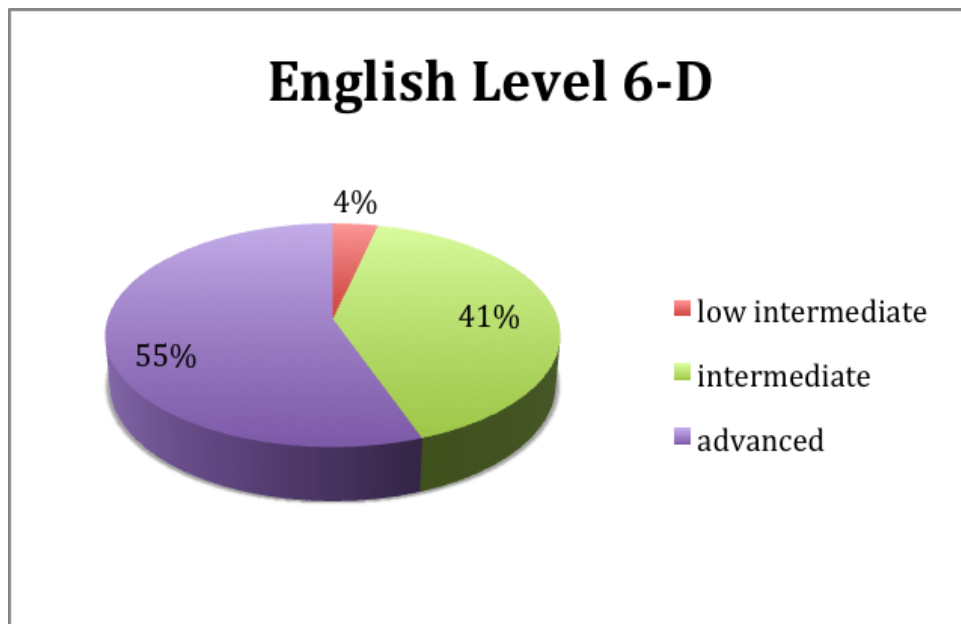


Figure 14. English Level in 6-D

Figure 15 shows the results gotten by 6-C in the comprehensive test, which was applied at the end of October. The researcher worked with this group applying several differentiated techniques and activities in order to help struggling students improve their grades and consequently, their level of the language.

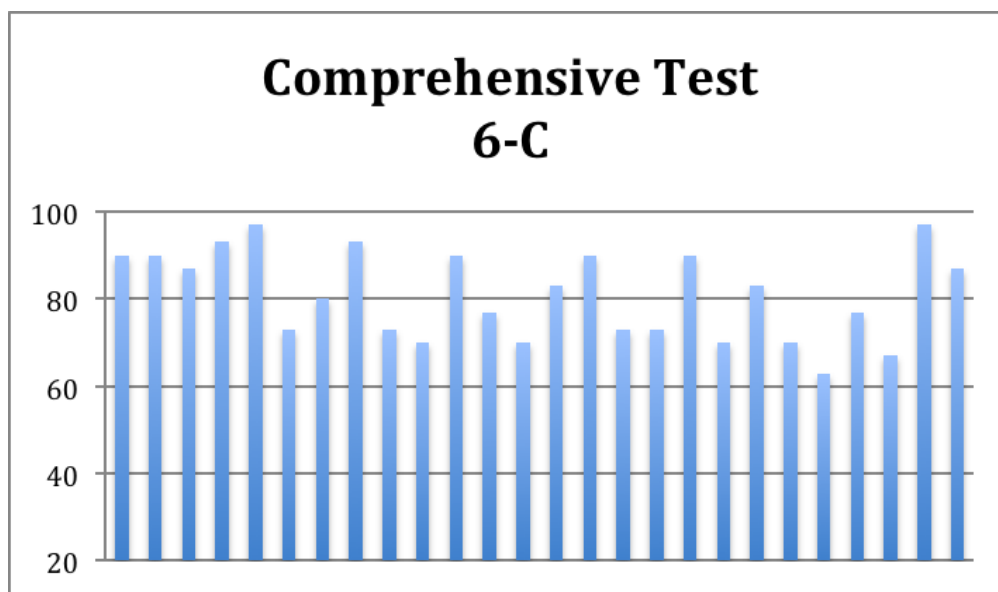


Figure 15. Comprehensive Test in 6-C

Figure 16 shows the grades obtained by 6-D in the comprehensive test.

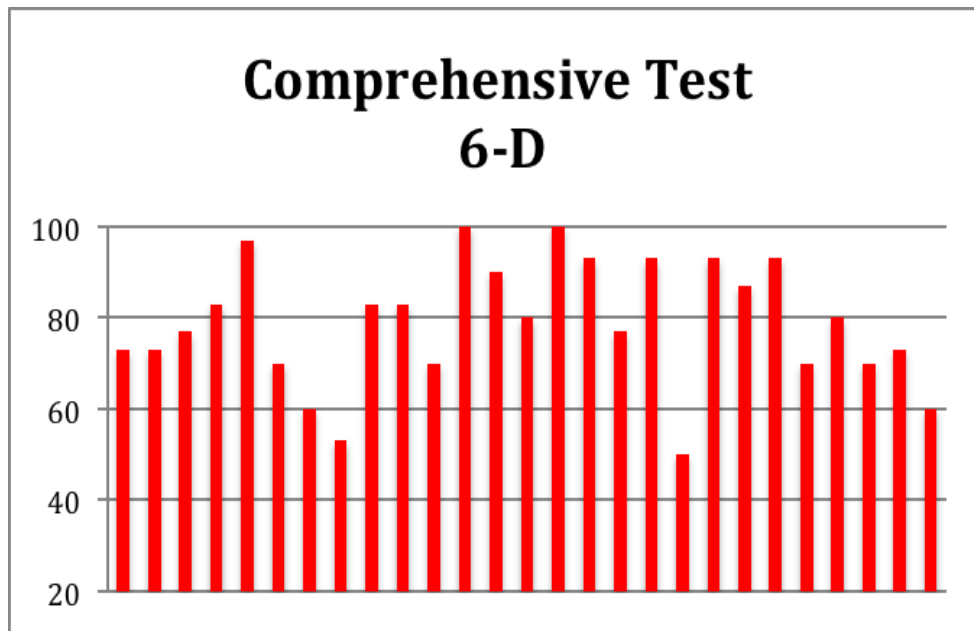


Figure 16 . Comprehensive Test in 6-D

If we compare the two groups, results are still similar in both of them (see figure 17).

It demonstrates how similar their grades are regardless of the differentiated work done in 6-C.

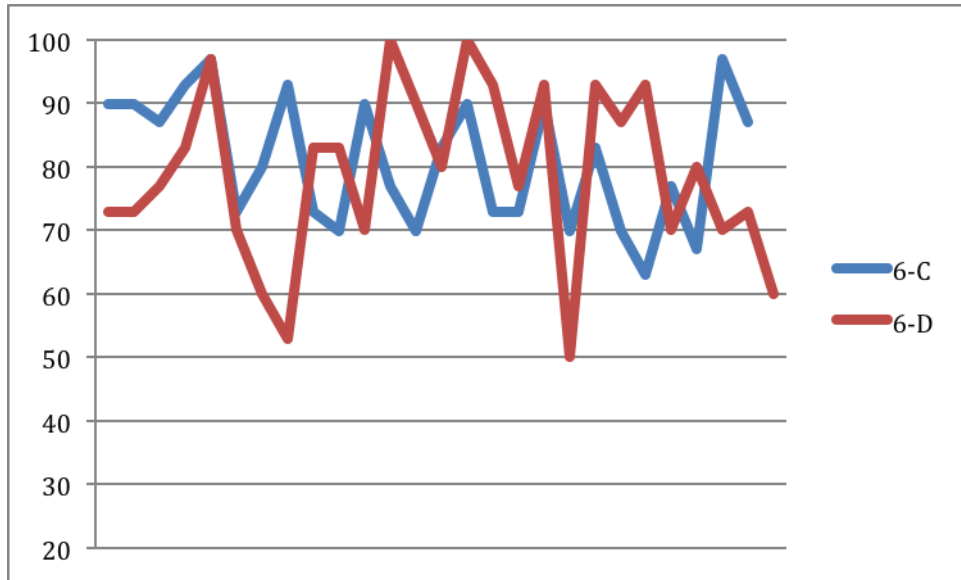


Figure 17. Comprehensive Test Comparison

In figure 18, it can be observed a comparison between the results for 6-C in the diagnostic test and the results in the comprehensive test applied at the end of the project.

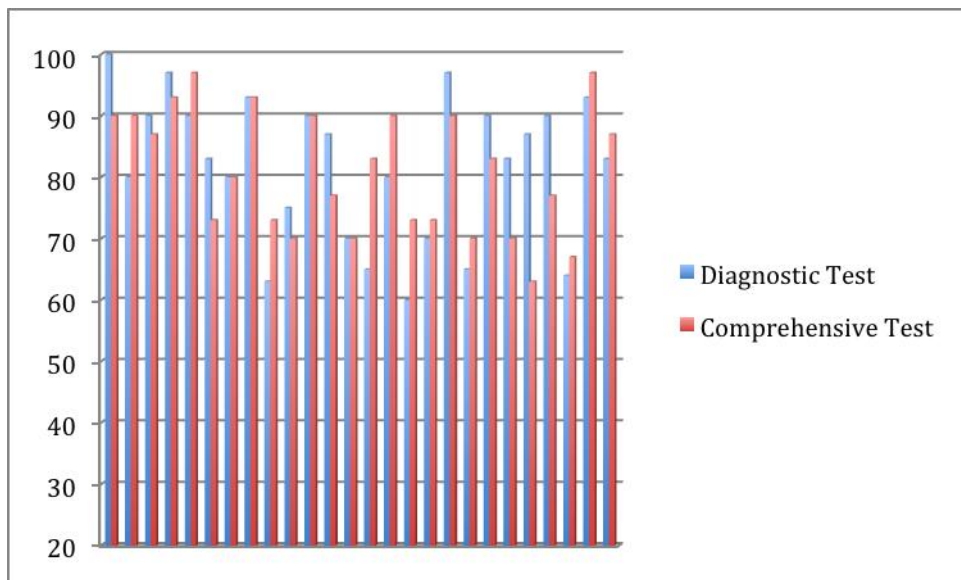


Figure 18. Comparison between grades in Diagnostic Test and grades in Comprehensive Test in 6-C

6-D had similar results as it is observed in figure 19, which shows this group's results in the diagnostic test compared to the comprehensive test results.

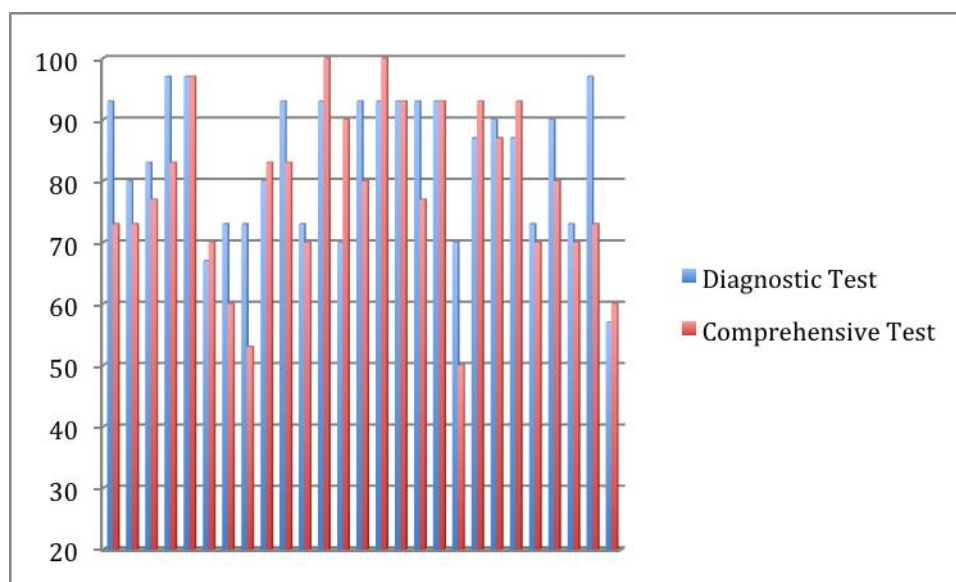


Figure 19. Comparison between grades in Diagnostic Test and grades in Comprehensive Test in 6-D

The researcher applied an interview to the teachers about differentiated instruction. According to their answers it can be seen that they know just a little about it, but they believe it can help students overcome their obstacles and difficulties. However, because of their responses regarding how they work using differentiated instruction, it can be assumed that they do not know how to apply this technique in the classroom. Nevertheless, they could notice how comfortable kids looked working with activities they chose and how confident they felt when they had to complete the different handouts, which were adjusted to their level. (See Table 4)

Tabla 4

Teacher Questionnaire on Differentiated Instruction

Teacher Questionnaire on Differentiated Instruction	
Question	Answers
1. What is differentiated instruction?	<p>It is a method of planning and providing instruction taking into account students' differences so that all students can best learn.</p> <p>It's an instruction that focuses on students' level of English and language skills.</p> <p>It's about understanding the differences and similarities among our students and use this information for planning our lessons.</p> <p>Giving instructions taking into account the students needs.</p> <p>It is a system that you develop in your class in order to help students with different learning abilities.</p>
2. Do you think it is important? Justify your answer.	<p>Yes, because teachers need know their students well so they can provide each one with experiences and tasks that will improve learning.</p> <p>Yes, it is because if you want to make sure that your students are improving in the language, it's necessary to focus in what they really need according to their English level.</p> <p>Yes, it's important because we could get to know our students' strengths and weaknesses. That way we will be able to meet their needs.</p> <p>Yes, I believe that every student has individual characteristics, for that reason they learn in different ways. As teachers, we should try to help them to achieve a meaningful learning.</p>

	<p>Yes. Students work at a different pace, so I think that dividing them in groups will help the teacher know and help them better.</p>
<p>3. What is the role of the teacher in a differentiated classroom?</p>	<p>To observe and understand the differences and similarities among students and use this information to plan instruction.</p> <p>I think the teacher is a guide for students. to guide our students</p> <p>Teacher should know her students so can individualized the classes, or at least involve the students with different needs.</p> <p>Assist the students with different learning options.</p>
<p>4. What are the main challenges of differentiated instruction?</p>	<p>Time and professional development resources</p> <p>Time, classroom organization, amount of students per classroom.</p> <p>As teachers the main challenge is to get rid of the old traditional teaching system and be able to accept and adapt our lessons to this new system.</p> <p>Time is a challenge, because the teacher can try to help each student, but with big groups is difficult to help each student, every class.</p> <p>The number of students per class, and the parents support.</p>
<p>5. Have you used differentiated instruction in your classroom? Explain.</p>	<p>I'm trying to include it.</p> <p>Sincerely, I have only used it a little and in some activities.</p> <p>Honestly no I haven't.</p> <p>Yes, every day we recognize which student needs differentiated instructions, in that way, I give them individualized explanations, I send them the meaning of the vocabulary with simple words, and I let them work with a classmate with whom they can feel comfortable.</p>

	Once, with little kids, it is hard because almost all need the teacher's assistance.
6. What difficulties can you come across with differentiated instruction?	<p>I think I need to learn more about the topic and to receive some training.</p> <p>The main difficulty in using it is that sometimes you don't have enough time in class to develop all the activities that you want. Also, the classrooms tend to be small or not appropriately organized to work in stations.</p> <p>To meet all our students needs knowing that we all learn in different ways. In addition, good tools must be used to determine our students' strengths and weaknesses.</p> <p>Some students can feel overwhelmed, so as teachers we have to be careful while we help them.</p> <p>Resources to help them.</p>
7. Can you mention some difficulties your students have regarding learning English?	<p>Demotivation, learning and attention difficulties.</p> <p>In my case, as my students are in first grade, they are still learning their mother language. That's why sometimes it is hard for them to avoid confusions between both languages (Spanish and English), and they tend to mix up vocabulary or structures.</p> <p>Some students think they can use the same expressions, vowel-consonant sounds, and grammar rules in English as they do in Spanish.</p> <p>For my students sometimes is difficult to understand the new vocabulary.</p> <p>Reading Comprehension and listening.</p>
8. How can you help them overcome those difficulties?	Know my students' strengths and weaknesses, dedicate time to each student, and vary teaching methods.

	<p>I think this is a normal process, so they will overcome this problem as they grow and get more exposed to the language.</p> <p>By comparing and analyzing both English and Spanish structures and pronunciation rules.</p> <p>I help them to understand the vocabulary using it in different sentences to exemplify its meaning, using synonyms, using mimics, and among others.</p> <p>Practicing both.</p>
<p>9. Do you have talented students in your classroom?</p>	<p>No</p> <p>Yes, I do.</p> <p>Yes I do</p> <p>No.</p> <p>Talented, no but some that really enjoy English classes.</p>
<p>10. How do you handle those students?</p>	<p>I try to make those students feel important and accepted, so I ask them to help me in class or share their abilities with the rest of the kids.</p> <p>They sometimes help others</p> <p>I do not have talented students.</p> <p>Giving them books or on line stories, so they can read while the rest finish a task.</p>

Note: Table 4 shows answers to the teacher questionnaire on Differentiated Instruction

Conclusions and Recommendations

As in many schools, groups are never homogeneous. There are always students who are more advanced than others in a specific area or students who struggle. The purpose of this project was to help sixth grade students at Complejo Educativo Bilingüe Nueva Esperanza with a low level of English improve through applying differentiated language support strategies during the second semester of 2017.

Even though this school is bilingual, every group has students who struggle in learning a second language because they come from schools with a low level of English or from schools with no English lessons at all. Also some students struggle because they learn in different ways or at a different pace and teachers have not found the way to help them improve.

As it was explained in chapter II, there are many studies, which have proven that there are strategies, and techniques that can be applied in the classroom in order to help students improve academically and many of these activities are related to differentiated instruction. Due to this, the main objective of this project is to demonstrate how differentiated instruction strategies help struggling students improve their level of English in a bilingual school.

There were some activities in which students had to work individually and others, which were in groups or pairs. For example, some individual activities were the ones related to flipped classroom. Students had to watch a video recorded by the researcher in which a grammar topic was explained. Then, in class, the researcher asked questions to

verify understanding and they completed different exercises. The researcher could sit with specific students for individual explanations and support. Another individual activity was the menus or the tic-tac toe. Students chose different activities depending on their specific level or their learning style. Group activities were mostly related to reading comprehension. Students were also grouped according to their level of knowledge and the activities were planned accordingly.

Conclusions

For the specific objective “To analyze students’ learning styles and interests in a bilingual school”, the researcher got to the following conclusions: the VAK learning styles inventory developed by psychologists and teaching specialists Fernald, Keller, Orton, and Gillingham was first applied to students. With the application of this inventory, the researcher could know the strengths and preferred or dominant learning style of the students. Once their learning styles were identified, the researcher got to the conclusion that most of the students were visual and kinesthetic; however, there were some auditory. Considering that there are students for each learning style, all styles were addressed in the class, making it very varied.

For the specific objective “To adapt the lesson plan to reach the different learning styles and interests of the struggling students in a bilingual school”, the researcher got to the following conclusions: as it was explained in the methodological framework, it is very important to know the learning styles of the students in order to plan the lesson and organize activities to make them more attractive and significant to students. After

identifying each student's learning style, the researcher started planning the lesson taking into account those styles. Students were busy all class because of the variety of activities they had to complete. Even though they have different learning styles, they all had to do all the activities, not only the ones related to their main learning style but also other activities that addressed other styles. This was mainly because, even though people have one strong learning style, the others help in getting the knowledge. Taking into consideration students' interests, there were a variety of activities that could add action and entertainment to the lesson. Besides that, students could keep busy, not letting them disrupt the class because of boredom. If students are interested in the lesson, they can acquire the knowledge more easily and they will feel motivated about their learning.

For the specific objective "To select different strategies and activities according to the different levels of the students in a bilingual school", the researcher got to the following conclusions: taking into account that there were students with different levels in the class (low intermediate, intermediate, and advanced), the researcher also applied new teaching strategies and activities in the classroom; for instance, activities related to differentiated instruction such as menus, tic, tac, toe, flexible grouping, differentiated readings and questions, and technology.

Most of the time, teachers tend to plan the lesson for the average students, using activities that are the same for every body, so there are students who do not feel important and confident in class. By bringing differentiated activities in which all levels were taken into account, students felt more comfortable and worked better.

During this process, students were monitored, so that the teacher can support their work individually or in groups. While students were working in the different activities, the teacher called them individually to her desk and supervised their work more in detail and could give students feedback.

For the last specific objective “To apply differentiation strategies to increase the academic level in English of struggling students in a bilingual school”, the researcher got to the following conclusions: there were two types of results after applying differentiated activities. First, there are the non-measurable results, which are the feelings of the students towards the lesson. They looked more confident and their discipline was better due to the fact that they were succeeding in the completion of the activities. Also the teachers could observe that all students worked better and more effectively. The other type of result was the one given by the tests applied at the beginning and at the end of the study. The purpose of those tests was to show the improvement of students in their grades. The first test was at the beginning and it showed the level of knowledge of English students had. The other test was at the end, and its purpose was to show if students had improved after applying all the strategies. After working for several weeks with these new techniques and strategies, students looked more confident and comfortable in the classroom, not only the students who struggled, but also the ones who were more advanced. They did not get bored and felt they could do the work, even though their grades did not improve considerably. However, their confidence made the research worth it.

Restatement of the Research Question

How can the researcher help 6th grade struggling students at Complejo Educativo Bilingüe Nueva Esperanza improve their level of English through applying differentiated language support strategies during the second semester of 2017? The researcher has been involved in education for 26 years, and has always been worried about struggling students. Most of the time parents are requested to look for tutors for their children who have academic problems, but the researcher believes that those students can be supported in within the classroom by applying different strategies. That is why she decided to work with this topic.

Unexpected Results

The researcher investigated about learning styles before. For this time, she decided to find new strategies to help struggling students, and after researching on different techniques, differentiated instruction was the one that seemed to be more effective. However, the result was not what it was expected. Students did not improve their grades at the end of the project and they continue struggling in the language learning process. Even though students could finish their work and complete the activities more easily and effectively, their grades in the test remained very similar.

Another unexpected result was regarding advanced students. Even though the project was not directed to them, they ended behaving better and feeling more comfortable in the classroom. They looked bored sometimes, but with these differentiated activities, they enjoyed lessons because they were challenged and felt they were paid attention to. Most

of the time, these students are forgotten by the teachers because they do not require help. They can do everything fast and with good results and their grades are excellent, but these students sometimes disrupt the class because they do not have to make an effort in the activities and they finish everything very fast, having time to talk and do nothing instead.

Recommendations

At the end of this research project, the researcher still believes that differentiated instruction and the application of new strategies in the classroom can be effective in order to help struggling students improve their level of the language regarding the final results of the project. However, there are some aspects that have to be done in order to be successful with this investigation.

First, the time spent with the activities was too short. The researcher started applying these strategies in September and finished in November, but it should be taken into account the days students did not have classes because of holidays, vacation, and exams. So, the effective time was around 6 weeks, which is less than two months. These strategies require a training time of at least three months and then, the rest of the year for getting positive results. A suggestion is that this type of work in the classroom has to be implemented since first grade and from the very beginning of the year.

A second recommendation is related to the size of the groups. Smaller groups can get better results. So, in a school like the one of this study in which groups are large, the teacher can pull out some students and help them individually.

Another recommendation is that evaluations have to be different. The tests applied were very mechanical and require memory, not letting students show their skills in the language. If the type of activities is going to be changed, evaluation also has to be different. The activities done in class were very interactive, but the test was traditional. This could affect the results at the end.

APPENDIXES

Appendix A

Estilo de Aprendizaje

Nombre: _____

Sección: _____

Lea las siguientes preguntas. Luego escriba la letra que indique la respuesta que mejor te describe.

- | | |
|--|--|
| 1. ¿Cuál tarea prefieres hacer?
A) Leer un cuento corto.
B) Dar un reporte oral.
<input checked="" type="checkbox"/> C) Hacer un proyecto. | 9. ¿Cuándo estudias prefieres?
<input checked="" type="checkbox"/> A) Un escritorio o mesa ordenada
B) Absoluta calma, tranquilidad
C) Un área comfortable |
| 2. Prefieres leer cuentos con:
A) Muchas descripciones.
B) Mucho diálogo.
<input checked="" type="checkbox"/> C) Mucha acción. | 10. Cómo reaccionas ante situaciones nuevas
A) Miras alrededor pero no dices nada
<input checked="" type="checkbox"/> B) Hablas con alguna persona que esté cerca
C) Tratas de hacer algo para aprender más acerca de eso. |
| 3. ¿Cómo te gustaría recibir información?
A) En una carta.
<input checked="" type="checkbox"/> B) Vía telefónica.
C) Por medio de un código que tendrías que traducir. | 11. Cómo crearías a un amigo ideal
<input checked="" type="checkbox"/> A) Imaginarías la personalidad y como sería físicamente
B) crearías una historia en tu cabeza y luego describirías esta persona a tus amigos
C) Harías un dibujo de tu nuevo amigo |
| 4. Mira uno de tus cuadernos o resúmenes
A) Esta aseado y ordenado.
<input checked="" type="checkbox"/> B) Aceptable.
C) Desordenado. | 12. Durante tu tiempo libre en la escuela preferirías:
<input checked="" type="checkbox"/> A) Mirar un video o película
B) Escuchar a alguien hablar
C) hacer algo (dibujar, colorear) |
| 5. Cuando tratas de aprender cómo se deletrea una palabra nueva:
A) La miras cuidadosamente.
<input checked="" type="checkbox"/> B) La deletreas en voz alta varias veces.
C) La escribes varias veces. | 13. En cuál Club te gustaría estar:
A) periódico
B) oratoria o debate
<input checked="" type="checkbox"/> C) drama |
| 6. Si tuvieras las piezas para armar un modelo:
<input checked="" type="checkbox"/> A) leerías las instrucciones cuidadosamente.
B) discutirías las instrucciones con tus papás o amigos.
C) empezarías a armar el modelo a manera de prueba y error. | 14. Al profesor al que le entiendes mejor:
<input checked="" type="checkbox"/> A) escribe la información importante en la pizarra
B) le pides la información importante
C) te mantiene trabajando en tu pupitre |
| 7. Tu manera de escribir normalmente es:
A) Muy ordenada
<input checked="" type="checkbox"/> B) moderadamente clara
C) tu letra es cada vez peor conforme avanza tu trabajo | 15. Al estudiar para tu examen:
A) lees tus notas y libros
B) le pides a alguien que te haga preguntas
<input checked="" type="checkbox"/> C) elaboras o inventas un examen para repaso |
| 8. ¿Qué recuerdas mejor?
A) Caras
B) Nombres
<input checked="" type="checkbox"/> C) Cosas que has hecho | 16. En tu tiempo libre disfrutas:
A) leyendo un libro
B) escuchando música
<input checked="" type="checkbox"/> C) haciendo alguna cosa en tu casa (ej, jugando) |

Cuenta cuantas A, B y C tienes y anótalas.

A: significa que podrías tener un estilo de aprendizaje visual. Prefieres aprender observando.

B: significa que podrías tener un estilo de aprendizaje auditivo. Prefieres escuchar.

C: significa que podrías tener un estilo de aprendizaje Kinestésico. Prefieres aprender haciendo.

Puntaje:

Visual: _____ Auditivo: _____ Kinestésico: _____

Mi Estilo de Aprendizaje es: _____

Appendix B
STUDENT INTEREST INVENTORY

Below are several questions that can be used to learn more about students' interests.

What is your favorite class or activity in school and why?

What is your least favorite class or activity in school and why?

Which school subject is most challenging to you? Is the challenge positive or negative to you? What makes it challenging?

In which school subject do you feel like you learn the most? Why do you think this is?

What can teachers do to capture your interest?

Do you prefer to work alone, in small groups, or in large groups? Why?

Besides socializing with friends, what do you like to do in your spare time?

How many hours per day do you use technology such as a computer, tablet, or smart phone? What do you mainly use it/them for? (for example, socializing, research, games etc.)

Appendix C

Department of Foreign Languages

SIXTH GRADE DIAGNOSTIC TEST

TESTER: _____

TOTAL POINTS: 65

PERCENTAGE: 25%

ESTIMATED TIME: 120 minutes

OBTAINED POINTS: _____	PERCENTAGE: _____	SCORE: _____
------------------------	-------------------	--------------

STUDENT'S NAME: _____.

DATE _____

GENERAL INSTRUCTIONS

- 1- Read instructions carefully before answering the test. Ask for the instructor's help if you do not understand.
- 2- Work neatly.
- 3- Use blue or black inked pens.
- 4- Check your test carefully before you turn it in. Make sure all items were answered

OBSERVATIONS

READING COMPREHENSION

Part I. Multiple Choice

A. Read the passage **The Man and the Serpent** and write an "X" on the letter next to the option that answers each question correctly. (2 pts. 1 pt each)

1. What is the conflict of the story?
 - a. The Countryman wanted to catch the serpent, but he could not do it.
 - b. The serpent bit the Countryman's son, he died and his father cut the serpent's tail in revenge.
 - c. The son and the father wanted to kill all the serpents in revenge.
 - d. The serpent bit the Countryman's son, and he survived for killing the serpent.

2. What is the setting of the story "The man and the Serpent"?
 - a. The Countryman's house
 - b. The farm
 - c. The city's zoo
 - d. The Countryman's bedroom

B. Read the passage **Richard and the Rope Burn** and write an "X" on the letter next to the option that answers each question correctly. (3 pts. 1 pt each)

1. What is the conflict in "Richard and the Rope Burn"?
 - a. The main character has to move to a new school, and he is worried about climbing a rope in gym class.

- b. The kid does not know how to make new friends in gym class.
 - c. The main character has trouble making friends in the church.
 - d. The kid wants to climb the rope the first day of school, and he is not allowed.
2. What is the resolution of the story "Richard and the Rope Burn"?
- a. Richard moved to another school because he could not pass the test.
 - b. Richard felt happy because he climbed to the top of the gym rope, and he passed the test.
 - c. James and Richard talked to Mr. Reynolds, and he changed the test.
 - d. Richard felt excited because James did the test instead of him.
3. Who are the characters in the story "Richard and the Rope Burn"?
- a. Mr. Reynolds, Richard and James
 - b. Richard and James
 - c. Richard, the school, and Mr. Reynolds
 - d. The school and the gym

C. Read the passage **Honey Badgers** and write an "X" on the letter next to the option that answers each question correctly. (5 pts. 1 pt. each)

1. Which best expresses the main idea of the third paragraph?
- a. Honey badgers have sharp claws that they use for fighting.
 - b. Honey badgers digging skills assist them in many ways.
 - c. Honey badgers use their claws to defend their homes.
 - d. Honey badgers will defend their homes to the death against any animal.

2. Which statement would the author most likely **agree** with?
- a. What makes the honey badger so tough is their speed and strength.
 - b. Honey badgers are large in size and tireless in fighting spirit.
 - c. What makes honey badgers so tough is their thick, loose skin.
 - d. Honey badgers got their name from the sweet taste of their meat.
3. Which best defines the meaning of the word *burrows* as it is used in the third paragraph?
- a. Lily pads or other seaweeds in which animals hide
 - b. Holes or tunnels in which animals live
 - c. A nest or animal dwelling in a tree or bush
 - d. A water supply where small animals come to drink
4. Which best expresses the main idea of the last paragraph?
- a. Honey badgers are a nuisance to the neighborhood.
 - b. Beekeepers and honey badgers do not get along well.
 - c. Honey badgers have very strong jaws and teeth.
 - d. Honey badgers eat chicken and livestock.

5. Which best describes one of the author's main purposes in writing this text?
- a. To persuade readers to join the efforts to protect honey badgers
 - b. To compare and contrast honey badgers with beagles and lions
 - c. To describe how honey badgers select their partners
 - d. To explain why honey badgers are so tough

WRITTEN EXPRESSION

Part I. Multiple Choice

Read the questions and mark the letter next to the option that answers each question correctly with an "X". (18 pts, one point)

1. Read the following sentence.

Chris is wearing his black jacket.

Which is the subject in the sentence?

- a. is wearing
 - b. Chris
 - c. his black jacket.
 - d. Chris is wearing
2. Read the following sentence.

The results of the tests are questionable.

Which is the predicate in the sentence?

- a. The results of the tests
- b. are questionable

- c. The results
- d. are

3. Read the following sentence.

The clown used fire, a ball, and a knife during his performance.

Which is the plural form of the underlined noun?

- a. knife
 - b. knives
 - c. knifes
 - d. knifs
4. Read the following sentences.

Four young soldiers led the troops into the battle.

Many people will listen with interest to facts about bugs.

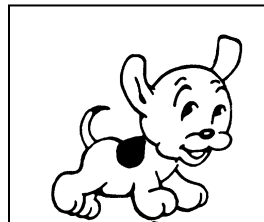
My Uncle Bruno

What do the underlined words represent?

- a. verbs
 - b. subjects
 - c. nouns
 - d. adjectives
5. Which is the plural form of the word

puppy?

- a. puppys
- b. puppies
- c. puppyes
- d. puppis



6. Read the following sentence.

Lewis and Clark begin working at 7:00 o'clock.

Which is the past tense form of the underlined verb?

- a. begun
 - b. began
 - c. beginning
 - d. to begin
7. Read the following paragraph.

The sun shone and warmed the sand but not the chilly ocean. No one swam in the cold water. Some of the explorers built a fire, and others investigated a small cave they found. The sun was setting when they left the beach to make a camp. A few seagulls flew in circles above them.

Which is the verb tense used in the previous paragraph?

- a. present tense
 - b. present progressive
 - c. future tense
 - d. past tense
8. Read the following sentence.

Jessie's husband said: "We

Which verb form completes the sentence correctly?

- a. traveled
- b. travel

- c. will travel
- d. to travel

9. Read the following sentence.

All the _____ classes begin at seven o'clock.

Which noun completes the sentence correctly?

- a. students'
- b. students
- c. student
- d. student's

10. Look at the following picture.



Which noun completes the underlined sentence correctly?

- a. companies
- b. company
- c. company's
- d. companies'

11. Read the following sentences.

A class's schedule was changed last week.

1

The detectives' work involves finding and interpreting clues.

2

The workers' days began at dawn and ended when they could no longer see.

3

Millions of years ago, an insect's body was trapped in tree sap.

4

Which sentences contain singular possessive nouns?

- a. 1 and 2
- b. 2 and 3
- c. 1 and 4
- d. 3 and 4

12. Read the following sentence.

Shakira is very popular, not only for her voice, but also for her beauty.

Which is the pronoun that replaces the underlined word?

- a. she
- b. he
- c. they
- d. it

13. Read the following sentences.

The sun is our big star, but people should not look directly at it.

Andy likes to study the universe, and he uses his telescope to look at the stars.

2

They brighten up the sky at night.

3

My friend loves to look at them.

Which numbers stand for subject pronouns?

- a. 1 and 4
- b. 2 and 4
- c. 3 and 1
- d. 2 and 3

14. What does the word critical mean in the sentence below?

The news report gave critical information about the upcoming election.

- a. vital
- b. delicate
- c. confusing
- d. wrong

15. What does the word sincere mean in the sentence below?

Paul is a good friend because he is kind and sincere.

- a. bad
- b. miserable
- c. cruel
- d. honest

16. What does the word demolished mean in the sentence below?

The old building was demolished by the bulldozer.

- a. painted
- b. destroyed
- c. furnished

d. built

17. What does the word recite mean in the sentence below?

The students had to memorize the

- a. tell
- b. forget
- c. simulate
- d. adjust

18. What does the word humiliation mean in the sentence below?

When Daniel broke the mirror, his

- a. happiness
- b. embarrassment
- c. satisfaction
- d. contentment

Part III. Identification (Total Value: 4 pts)

Look at the following picture and identify the kinds of sentences, by writing the corresponding numbers in the boxes. Numbers **cannot** be repeated. (1 pt each)



1. exclamatory 2. imperative 3. interrogative 4. affirmative

Part IV. Matching

Match the underlined words from column A to their corresponding classification from column B, by writing the numbers in the parentheses. Numbers **must be** repeated. (3 pts. 1 point each)

Column A

Column B

- | | | |
|---|-----|----------------|
| Maya met interesting people at the <u>park</u> . | () | |
| Does Jake really want to move to <u>Paris</u> ?
noun | () | 1. common |
| Edward wrote a poem for his <u>mother</u> . | () | 2. proper noun |

Part V. Development

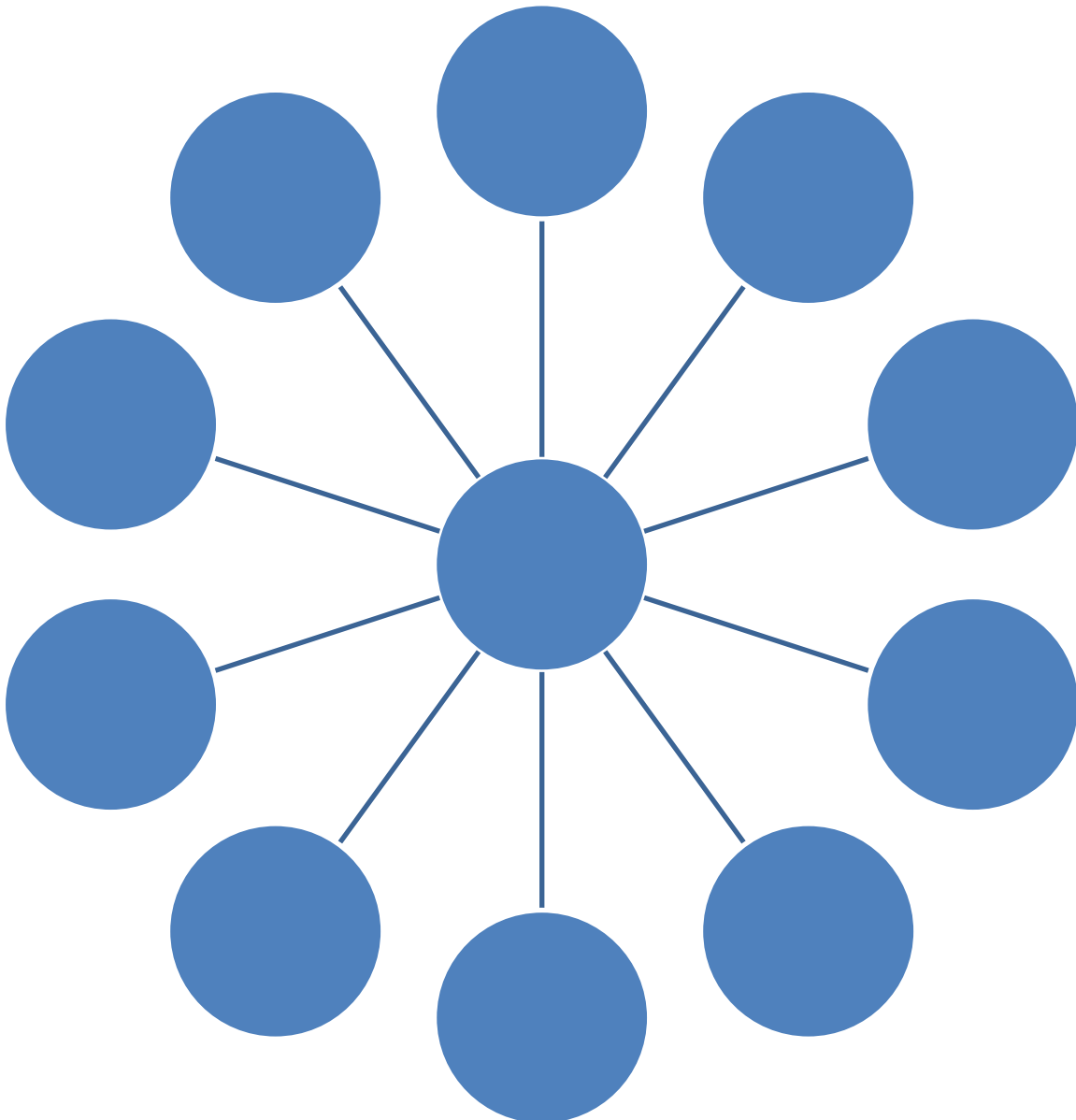
- A. Choose one of the following topics.
- B. Plan your writing, using the map provided for it.
- C. Write a descriptive composition about it.

Follow the Writing Process steps (prewriting, drafting, and publishing). (15 pts)

- My family: a very important part of my life
- My friends: my chosen brothers and sisters
- My favorite person in the world
- My pet: part of my family
- My School: my second house
- My favorite place in the world

Prewriting

Title: _____



CATEGORY	3 POINTS Exemplary	2 POINTS Proficient	1 POINT Developing	0 POINTS Emerging
1. Completion of the Writing process (Pre-writing/drafting)				
2. Content (coherence in the development of the topic)				
3. Organization (beginning/middle/end)				
4. Capitalization				
5. Punctuation				
6. Spelling				
7. Word choice				
8. Extension				
9. Penmanship (legible handwriting)				
10. Neatness (the final product is clean and neat-no scratches or pencil spots)				

Writing Evaluation Rubric

Observations:

Total points x 100 / 30 x 0, 15 = Total points obtained

LISTENING COMPREHENSION

Part I. Multiple Choice

Listen to the information about the Mall of America and mark the letter next to the option that answers each question correctly with an "X". The track will be played three times. (5 pts)

1. Besides stores, what can you find at the Mall of America?
 - a. nightclubs, an indoor amusement park, and a huge aquarium
 - b. nightclubs, schools, and libraries
 - c. night clubs, an indoor amusement park, and soccer fields
 - d. schools, libraries, and a huge aquarium

2. What other tourist attractions are mentioned in the article?
 - a. Walt Disney World and Times Square New York
 - b. Walt Disney World and the Grand Canyon
 - c. Las Vegas and the Grand Canyon
 - d. Walt Disney World and Niagara Falls

3. How many people work there during the summer?
 - a. 30.0000
 - b. 15.000
 - c. 13.000
 - d. 35.000

4. Where are the foreign visitors from?
 - a. UK, China, and Australia
 - b. UK, Japan, and Europe
 - c. UK, China, and Europe
 - d. UK, Africa, and South America

5. Where can you see the sharks and other kinds of sea life?
- In a big pool
 - In the underground tunnel
 - In a huge fishpond
 - In a river

SPEAKING

Listen to the professor carefully and say the required information. (10 pts.)

Aspects to be evaluated:

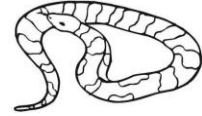
Aspect	Excellent 5pts	Very good 4pts	Good 3pts	Needs some improvement 2pts	Needs much improvement 1 pt
Ability to understand and answer the questions.					
Pronunciation of most words is correct according to the expected level.					
Grammar in most sentences is correct according to expected level.					
Ability to answer questions with enough content and vocabulary according to the expected level.					

Total: 20 pts

Total Points obtained x 100/20 x **0.10**

Observations:

The Man and the Serpent



A Countryman's son by accident trod (stepped) upon a Serpent's tail, which turned and bit him so that he died. The father got his axe, cut off part of the serpent's tail. So the Serpent in revenge began stinging several of the farm's cattle and caused the man severe loss. Well, the Farmer thought it was best to make it up with the Serpent, and brought food and honey to the mouth of its lair, and said to it: "Let's forget and forgive; now that we are both satisfied, why should we not be friends again?" "No, no," said the Serpent; "take away your gifts; you can never forget the death of your son, nor I the loss of my tail." Injuries may be forgiven, but not forgotten.

Richard and the Rope Burn

One of the worst things that can happen to a kid is having to move to a new school. You don't know where you're going, you don't know any of the teachers and you don't have any friends. It's an open invitation for humiliation... Things were going along well until Friday. That was the day I had my first gym class. Mr. Reynolds announced that we would be starting the year with a basic test. It was to be made up of four stations: sit ups, push-ups, laps and rope climbing.

Now, not only I would have to try to climb the rope, I would have to do it in front of a class full of strangers...

On Sunday, my new friend James taught me how to climb the rope. I climbed the rope a dozen times or so... the next day my hands were tender from practicing all weekend. Before I knew it, I had reached the top. When I reached the bottom, Mr. Reynolds said, "*Good Job, Richard.*"

I looked up at the top of the rope. Thanks to James, I had seen the world from a place I'd never been before. I guess that's one of the things that friends do best.

Taken from "Rope Burn"

Honey Badgers

What's fiercer than a lion but smaller than a beagle? The honey badger, one of the toughest mammals in Africa and western Asia. Honey badgers stand less than a foot high. They are only a couple feet long. They weigh just over 20 pounds. Yet they have a reputation for toughness that is far greater than their size. Some honey badgers will chase away lions and take their kills. I guess that goes to show you that size isn't the only thing that matters in a fight.

So what makes the honey badger so tough? They have speed, stamina, and agility, but so do many animals. They aren't stronger than lions, so how do they stop them? The thing that sets the honey badger apart is their skin. Their skin is thick and tough. Arrows, spears, and bites from other animals can rarely pierce it. Small bullets can't even penetrate it. Not only is their skin thick and tough, it is also loose. This allows them to twist and turn to attack while another animal is gripping them. The only safe grip one can get on a honey badger is on the back of their necks.

Honey badgers have long, sharp claws. These claws are good for attacking and even better for digging. Honey badgers are some of nature's most skilled diggers. They can dig a nine-foot tunnel into hard ground in about 10 minutes. They love to catch a meal by digging up the burrows of frogs, rodents, and cobras. They also use their digging skills to create their homes. They live in small chambers in the ground and defend them fiercely. They will attack horses, cows, and

You don't get a reputation like the honey badger by running from danger. The honey badger is fearless and a tireless fighter. They will attack any creature that threatens them, man included. Because of the honey badger's reputation, most predators avoid them. Some animals use the honey badger's rep to their advantage. Adult cheetahs have spotted coats, but their kittens have silver manes and look like honey badgers. Some scientists believe that their coloring tricks predators into avoiding them. Wouldn't you walk the other way if you saw a honey badger?

You might be wondering: "If honey badgers are so tough, how did they get a name that makes them sound like a piece of candy?" The answer makes sense. Since honey badgers have such thick skin, bee stings rarely harm them. So honey badgers love to raid beehives. I can't blame them. Who doesn't like free honey? Honey badgers chase after honey aggressively. So much so that beekeepers in Africa have to use electric fencing to hold them back. There's nothing sweet about that.

Beekeepers aren't the only people who have grown to hate honey badgers. Honey badgers may be fun to read about, but they are nasty neighbors. They attack chickens, livestock, and some say children, though they usually leave people alone. But if a honey badger moves in your backyard, there's not a whole lot that you can do about it. I mean, are you going to go and tangle with an animal that eats the bones of its prey? An animal with teeth strong enough to crunch

even water buffalo if they are foolish enough to poke around a honey badger's den.

through turtle shells? An animal that never tires, gives up, or backs down? Yeah, I wouldn't either...

Appendix D

Department of Foreign Languages

SIXTH GRADE COMPREHENSIVE TEST

TESTER: _____

TOTAL POINTS: 70

PERCENTAGE: 10%

ESTIMATED TIME: 120 minutes

OBTAINED POINTS: _____	PERCENTAGE: _____	SCORE: _____
-------------------------------	--------------------------	---------------------

STUDENT'S NAME: _____.

DATE _____

GENERAL INSTRUCTIONS

- 5- Read the instructions carefully before answering the test. Ask for the instructor's help if you do not understand.
- 6- Work neatly.
- 7- Use blue or black inked pens.
- 8- Check your test carefully before you turn it in. Make sure all items were answered

OBSERVATIONS

Listening

Multiple Choice

A. Listening: *Listen to the following conversations and choose the best answer to each question. (7 pts)*

<http://www.esl-lab.com/barbecue/barbecued1.htm>

Conversation # 1

1. How many people are coming to the party from Ashley's work?

- A. three
- B. four
- C. five

2. What are Ashley's brothers going to bring to the barbecue?

- A. chicken
- B. steak
- C. hamburgers

3. Ashley's brother, Jim, loves to _____.

- A. cook
- B. talk
- C. eat

<http://www.esl-lab.com/pizza/pizzard1.htm>

Conversation # 2

1. Which topping is NOT mentioned as one available from this pizza shop?

- A. bacon
- B. mushrooms
- C. Italian chicken

2. What pizza does the man finally order?

- A. pepperoni and green peppers on one half and Italian sausage and black olives on the other
- B. pepperoni and Italian sausage on one half and green peppers and bacon on the other
- C. pepperoni and mushrooms on one half and green peppers and Italian sausage on the other

3. What else does the man order with his pizza?

- A. a salad and orange juice
- B. bread sticks and a beverage
- C. a drink and chicken sticks

4. What was the total of his order?

- A. \$15.19
- B. \$15.90
- C. \$15.99

Language Arts

Part I. Multiple Choice.

Read the following sentences and choose the option the best answers the questions or completes the statement. (43 pts, 1 pt. each)

1. Which is an imperative sentence?
 - a. It's hard to believe that this paper is made from wood.
 - b. Send her a nice gift as soon as possible.
 - c. They want to know why you believe that.
 - d. When did you first notice that your shoe was on fire?

2. Read the following sentences with the missing punctuation marks.

Have you had breakfast

I don't know what I'll do if I don't pass this test

Where did I leave my wallet

Suddenly, a bear appeared in my path

Which are exclamatory sentences?

- a. I - IV
- b. II - IV
- c. I - III
- d. II - III

Read the following text and answer the next three questions.

Statue of Nelson Mandela

A 6-metre-tall statue of Nelson Mandela has been unveiled in the West Bank City of Ramallah. The city's mayor attended the ceremony and said it's the first statue South Africa has given outside its border and is part of a relationship between Ramallah and Johannesburg. The statue sits in a square named after Mandela. Twenty-two years ago, the first post-apartheid elections were held, leading to Nelson Mandela becoming South Africa's first black president. Now the 27th of April is a public holiday, called South Africa's Freedom Day. Mandela remained president until 1999 and guided South Africa from apartheid to a multi-racial democracy. He's an icon of peace and the embodiment of the



3. Which are two proper nouns from the text?
 - a. Johannesburg - California
 - b. Ramallah - Mandela
 - c. America - South Africa
 - d. Rome – December

4. Which is a common noun from the text?
 - a. honesty
 - b. leader
 - c. municipality
 - d. president

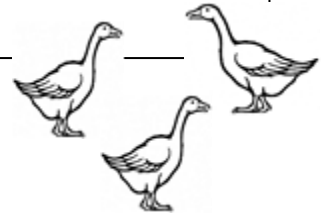
5. Which is a proper noun that stands for a holiday from the text?
 - a. Nelson Mandela
 - b. South Africa
 - c. South Africa's Freedom Day
 - d. West Bank City

6. Read the following sentence.

The Thomson have just three _____ on their farm, but they want to have more.

Which plural noun completes the sentence correctly?

- a. geese
- b. geese
- c. geeses
- d. goose



7. Read the following sentence.

Yesterday, those _____ had trouble with the animals.

Which plural noun completes the sentence correctly?

- a. people
- b. persons
- c. person
- d. peoples



8. Read the following text.

It's taken 15 years of planning and finally a museum showcasing the life and works of Charlie Chaplin is set to open its doors in Switzerland, paying tribute to the London-born comedian.

Which are two singular nouns from the text?

- a. doors - comedian
- b. life - works
- c. museum - tribute
- d. years - museum

9. Read the following sentence.

Yesterday, my friend _____ studying math at the library.

Which verb form completes the sentence correctly?

- a. was
- b. were
- c. is
- d. are

10. Read the following sentence.

Which verb form completes the sentence correctly?

- a. are
- b. is
- c. was
- d. were

11. Read the following sentence.

Which is the main verb in the sentence?

- a. Hawaii
- b. has
- c. returned
- d. family

12. Read the following sentence.

Bill Gates, who created Microsoft, is very wealthy. He is an American business magnate, investor, author, and philanthropist.

Which is the action verb in the sentence?

- a. created
- b. investor
- c. is
- d. who

13. Read the following sentence.

Michael Jackson made his professional debut in 1964 with his elder brothers.

Which are two main verbs in the sentence?

- a. made - has
- b. debut - influenced
- c. made - influenced
- d. has – sound

14. Which of the following underlined words make up an independent clause?

- a. We went on a hike although it was cold and windy yesterday.
- b. Art students should visit Paris because it has excellent art museums.
- c. We cancelled our picnic because it rained.
- d. We watched TV after we finished our homework and cleaned up the kitchen.

15. Which of the following underlined words make up a dependent clause?

- a. If you don't study, you will fail the test.
- b. Although they didn't study, they passed the test.
- c. When you visit my country, you should spend several days in the capital.
- d. After the dance ended, we went home.

16. Read the sentence below.

John likes computer games, but he doesn't play computer games very often.

What pronoun replaces the underlined words?

- a. they
- b. it
- c. them
- d. we

17. Read the sentences below.

Neil Armstrong was born in 1930. He landed on the moon in 1969.

If you have your ticket, you can give it to that man over there.

My aunt lives in Toronto, but she often comes to visit my family and

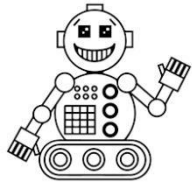
What sentences include subject pronouns?

- a. 1 and 2
- b. 2 and 3
- c. 3 and 4
- d. 4 and 1

18. Read the following text.

Robots

Someday, we will all have robots that will be our personal servants. They will look and behave much like real humans. After many efforts from scientists, we will be able to talk to these mechanical helpers. They will be able to respond and act quickly. Amazingly, the robots of the future will be able to learn from experience. They will be smart, strong, and untiring workers whose only goal will be to make our lives easier.



Which is a dependent clause from the text?

- a. Someday, we will all have robots that will be our personal servants.
- b. After many efforts from scientists
- c. We will be able to talk to these mechanical helpers.
- d. They will be smart, strong, and untiring workers

Read the following text and answer the next three questions correctly.

Every day Princess Tenderheart would play with her eight beautiful ponies. She named them Jasmie, Nimble, Sophie, and Polly. And Penny and Sunny and Monica... One night, a terrible thing happened. A giant came and stole away poor little Jasmie. All the other ponies cried and cried, but Princess Tenderheart cried hardest of all.

The very next night the giant came and took Nimble and Sophie. Princess Tenderheart wept all day and refused to eat. Her father, the king, hired all the princes he could find to protect the ponies, but night after night another pony was stolen away. The poor princess just sat in her room and spun straw away into gold thread. She cried and cried and cried. When only Buttercup was left, Princess Tenderheart thought her heart would break. Oh, would protect Buttercup?

19. Which is the simple present tense form of the verb "came"?

- a. comes
- b. coming
- c. to come
- d. come

20. Which are two regular verbs in past tense from the text?

- a. refused - came
- b. cried - happened
- c. named - stole
- d. was - happened

21. What is the simple future tense form of the verb "cry"?

- a. cried
- b. cries
- c. to cry
- d. will cry

22. Read the sentence below.

An elephant's brain is _____ a whale's brain.

What comparative or superlative adjective completes the sentence correctly?

- a. more big than
- b. bigger than
- c. the bigger than
- d. the biggest

23. Read the sentence below.

Tom thinks that his car is _____ than my car.

What comparative or superlative adjective completes the sentence correctly?

- a. expensiver
- b. more expensiver
- c. most expensive
- d. more expensive

24. Read the sentence below.

I was ill yesterday, but I am _____ today.

What pronoun replaces the underlined words?

- a. better
- b. gooder
- c. weller
- d. best

25. What sentence includes adjectives that tell "the origin"?

- a. The American, French, and English ambassadors are safe.
- b. The longest days come in June.
- c. Those books belong to Mary.
- d. There was much work to be done.

26. What sentence includes an adjective that tells "how many"?

- a. The warm days are here.
- b. Any man is liable to make mistakes.
- c. That man is Mr. Johnson.
- d. This boy will do your errand.

27. Read the sentence below.

_____ people remember favors.

What adjective that tells "what kind" completes the sentence correctly?

- a. Some
- b. Chinese
- c. Grateful
- d. Little

28. Read the sentence below.

Please meet me at the train station in _____ hour from now.

What article completes the sentence correctly?

- a. a
- b. an
- c. the
- d. no article

29. Read the sentence below.

I like to watch tennis on television. It is _____ very good game.

What article completes the sentence correctly?

- a. a
- b. an
- c. the
- d. no article

30. Read the sentence below.

My brother won an award for being _____ best speller in our school.

What article completes the sentence correctly?

- a. a
- b. an
- c. the
- d. no article

31. Read the sentence below.

She was born _____ 2004.

What preposition completes the sentence correctly?

- a. on
- b. to
- c. in
- d. of

32. Read the sentence below.

She is allergic to insect stings.

What is the object of the preposition?

- a. she
- b. allergic
- c. insect
- d. stings

33. Read the sentence below.

The police car chased the robbers through the streets.

What is the prepositional phrase?

- a. The police car chased
- b. the robbers through
- c. through the streets
- d. the streets

34. Read the sentence below.

I met the daughter of Mrs. Brown when I was at the store.

What possessive noun replaces the underlined words?

- a. Mrs. Browns's daughter
- b. the Mrs. Browns' daughter
- c. Mrs. Brown's daughter
- d. the Mrs. Brown's daughter

35. What sentence includes a plural possessive noun?

- a. Sarah is his wife's name.
- b. Welcome to our home. You may sleep in the children's room tonight.
- c. I met Frank's sisters at a party last week.
- d. Why are you reading yesterday's newspaper?

36. Read the sentence below.

The friend of Thomas is about to leave.

What possessive noun replaces the underlined words?

- a. the Thomas' friend
- b. Thomas's friend
- c. the Thomas's friend
- d. Thomas' friend

Read the selection “**Submarines**” and answer the questions below based on it.

37. For what purpose were submersibles originally designed?

- a. Transporting passengers underwater without the threat of storms
- b. Exploring under the sea
- c. Smuggling weapons and outlawed materials
- d. Attacking ships on the surface of the water

38. Why was the Sub Marine Explorer originally created?

- a. To assist the North in the Civil War
- b. To harvest pearls
- c. To explore undersea
- d. To experiment with decompression sickness

39. How were U-Boats powered?

- a. Hand crank b. Diesel
- b. Battery d. Both B & C
- c. None of these
- d. All of these

40. Which of the following statements best describes the Turtle according to the text?

- a. The Turtle was the first submarine used during war to destroy another ship.
- b. The Turtle was the first submersible used during war to attack another ship.
- c. The Turtle was the first submersible used during war to destroy another ship.
- d. The Turtle was the first submarine used during war to attack another ship.
- e. The Turtle is the biggest and fastest watercraft in all of human history.

41. Which does not describe a way in which submersibles are different from submarines?
- a. Submersibles are usually smaller than submarines.
 - b. Submersibles are not capable of independent operation.
 - c. Submersibles can usually spend more time underwater than submarines.
 - d. Submersibles cannot independently renew their air and power supplies.
42. Which of the following best describes how the text is structured in the first paragraph?
- a. Compare and Contrast
 - b. Chronological
 - c. Problem and Solution
 - d. Sequence
43. Which of these events happened first?
- a. The Turtle was destroyed.
 - b. Bishop John Wilkins recognized the military potential of submersibles.
 - c. The Sub Marine Explorer was used to harvest pearls.
 - d. Radar and Sonar were invented.

Writing Skills

Choose one of the topics below and write an effect, opinion or compare and contrast essay about it. (10 pts)

- Effect Essay
 - Use of Technological Devices
 - Use of Social Networks

- Opinion Essay
 - The Best Invention
 - The Best Hobby

- Compare and Contrast Essay
 - Two Places I Have Visited
 - Two Important People in my Life



Pre-writing

Write all the ideas before starting writing.



Drafting

This form consists of a large rectangular area enclosed by a dashed border. Inside this area, there are 20 horizontal lines spaced evenly, providing a template for writing or drawing. The lines are solid black and extend across the width of the dashed box.

The image shows a large rectangular area enclosed by a dashed border. Inside this area, there are 18 horizontal lines spaced evenly, creating a series of rows for writing. The lines are solid black and extend across the width of the dashed box. The overall appearance is that of a blank sheet of lined paper, possibly for a notebook or a form.

CATEGORY	3 POINTS Exemplary	2 POINTS Proficient	1 POINT Developing	0 POINTS Emerging
1. Completion of the following writing process steps (prewriting, drafting, editing, revising and publishing).				
2. Content (coherence in the development of the topic, use of describing words)				
3. Organization (beginning/middle/end)				
4. Capitalization				
5. Punctuation				
6. Spelling				
7. Word choice				
8. Extension				
9. Penmanship (legible hadwriting)				
10. Neatness (the product is clean and neat-no scratches or pencil spots)				

Writing Evaluation Rubric

Total points x 100 / 30 x 0.10 = Total points obtained

Interview (10 pts.)

- Answer the following questions correctly.
- The interviewer chooses some questions from the list.

1. Do you have any pet? Describe it
2. How do you think your life in high school will be?
3. How would your friends describe you?
4. If you could do anything you wanted right now, what would it be?
5. If you could live anywhere, where would it be?
6. If you could only eat one meal for the rest of your life, what would it be?
7. Is using English language important nowadays? Why?
8. What do you want to be when you grow up?
9. What does your perfect day look like?
10. What form of public transportation do you prefer? (air, boat, train, bus, car, etc.)
11. What is one thing that should be taught in school that isn't already?
12. What is your biggest success up until now?
13. What is your favorite book?
14. What is your favorite family vacation?
15. What is your favorite game or sport to watch and play?
16. What is your favorite memory?
17. What is your favorite part about coming to school? explain
18. What is your favorite subject at school and why?
19. What makes you laugh the most?
20. What was the last movie you went to? What did you think?
21. What is your favorite activity to do in your free time?
22. What's your favorite holiday? Why?
23. Who do you live with? Describe them.
24. Where do you most want to travel?
25. Who is your best friend? Describe him- her

Submarines

Do you know the difference between a submarine and a submersible? A submarine is a watercraft that is capable of independent operation under the sea. Submarines do not require support ships because submarines can renew their air and power supplies independently. Submersibles also submerge and operate underwater, but they need the support of a larger vessel. Submersibles cannot renew their air and power supplies without support. For this reason, submersibles are usually smaller and cannot spend as much time underwater as submarines.

The first documented submersible was constructed in 1620 by Cornelius Drebbel. It was powered by rowing oars underwater. Though this craft was originally designed for underwater exploration, it did not take long for inventors and makers of war to recognize the military potential of the submersible. In 1648 Bishop John Wilkins wrote, "It may be of great advantages against a Navy of enemies, who by this may be undermined in the water and blown up." Over one-hundred years later, the first military submarine was ready to be deployed.

The Turtle was the world's first submarine used in combat. Designed by David Bushnell in 1775, it was deployed by the Continental Army during the American Revolutionary War. Though the Turtle did utilize a support ship in combat, it was fully capable of renewing its air and power supplies independently; therefore, the Turtle is considered to have been a submarine and not a submersible. The Turtle was powered by hand-cranked propellers and was named as such because it resembled a turtle. It held a single person, moved about three miles per hour in calm water, and contained enough air to stay submerged for about thirty minutes. General Washington authorized an attack using the Turtle on a British flagship blockading New York Harbor. Sgt. Ezra Lee operated the Turtle and attempted to affix underwater explosives to the British ship, but he failed.

The Turtle was later destroyed by the British. Despite this failure, the Turtle is still remembered as the first submarine used offensively during war.

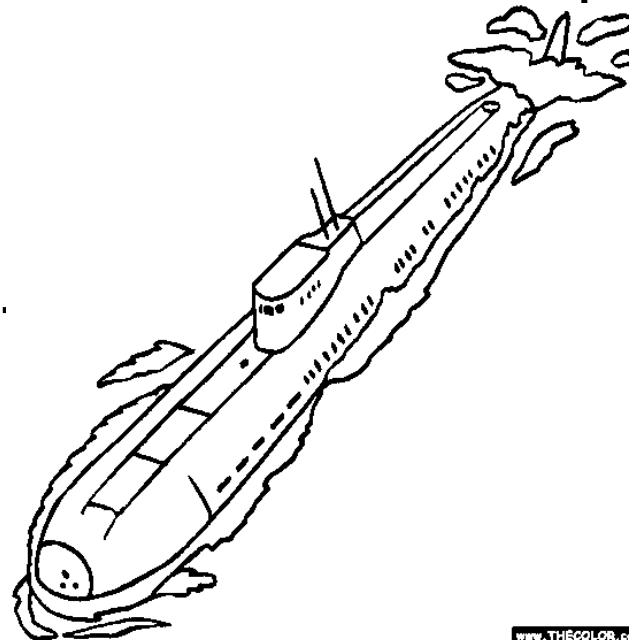
Another notable submarine originally designed for war was Julius H. Kroehl's Sub Marine Explorer. Built between 1863 and 1866, this submarine was created for the North during the American Civil War but the war ended before it went into use. After the war it was used commercially to harvest pearls in Panamanian waters during the late 1860s. Unfortunately, the dangers of decompression sickness (a condition that occurs when divers rise to the water's surface too quickly) were not understood. While experimenting with the Sub Marine Explorer in 1867, Kroehl himself perished from decompression sickness. In 1869 a new engineer put the Sub Marine Explorer back to the task of harvesting pearls. Tragically, use of the Sub Marine Explorer was discontinued after the entire crew died from decompression sickness.

Submarine use increased greatly during World War I. Due to innovations in engineering, such as a dual power system using both diesel and electric sources, submarines had finally developed into effective war machines. One watercraft called the U-Boat was put to great effect by the Germans. Some argue that the U-Boat was more of a submersible, since U-Boats operated primarily on the surface using diesel engines and submerged only occasionally to attack using battery power, but the effectiveness of the U-Boat in combat is certain. During World War I more than 5,000 Allied ships were sunk by U-Boats, including the Lusitania, which is often cited as a reason why America entered the war.

U-Boats were again utilized extensively by the Germans during World War II. Though the U-Boats were devastating to British fleets, advances in technology such as radar and sonar reduced their overall effectiveness. Additionally, the U.S. had also developed and deployed a fleet of submarines to great effect. Though the Japanese attack on Pearl Harbor destroyed or severely damaged

many of the U.S. Navy's front-line Pacific Fleet ships, U.S. submarines survived the attack and went on to cause great damage. Submarines, though only about 2 percent of the U.S. Navy, destroyed over 30 percent of the Japanese Navy. This made U.S. submarines the most effective anti-ship and antisubmarine weapon in the entire American arsenal.

Modern submarines are now powered by a nuclear reactor. The nuclear reactor generates a tremendous amount of power and frees the submarine from the need to occasionally surface. The large amount of power generated by these reactors allows submarines to operate at high speeds for long durations. Current nuclear submarines never need to be refueled throughout their 25-year lifespans. The only factor limiting the amount of time that an advanced submarine can remain submerged is the amount of food and water that the submarine can carry. Even the Bishop John Wilkins, when he imagined the military capabilities of future submarines from 1648, could not have envisioned such an amazingly powerful watercraft.



Appendix E
Teacher Survey

<https://goo.gl/forms/ibubBHiPr8j9trH02>

Appendix F

LESSON PLAN 6th GRADE - OLGA MORA

September 4th to 8th

VALUE: Enthusiasm

Essential Questions: Why does using correct grammar helps in effective communication?

How do we describe who we are, where we are, and what we are doing? How do we make comparisons? Why do we read fiction using the United States in 1963 as a setting? How can we apply the lessons learned through reading to our everyday lives? How can we understand the experiences of children in 1963 U.S. and relate them to our own?

	Objectives	Content	Learning Experiences	Evaluation
MONDAY	<ul style="list-style-type: none"> -To spell and pronounce new words correctly -To define new vocabulary words -To analyze story elements such as characters and plot 	<p>SPELLING:</p> <ul style="list-style-type: none"> -Vocabulary chapters 6 to 8 <p>READING:</p> <ul style="list-style-type: none"> -The Watsons, chapters 6 and 7 -Book Reports 	<p>Warm up: Follow directions activity</p> <p>GP: Teacher will present the new vocabulary and ask sts for terms they already know. Then we will define the terms they don't know using the book for reference trying to find a definition in context. Then sts will copy the words.</p> <p>DT: Sts will read chapter 6 aloud in order to evaluate oral reading. Then teacher will divide the class in groups for a jigsaw activity with chapter 7.</p> <p>IP: Sts will work in the different groups reading and analyzing the chapter. Then they mix and share what they read with other groups. At the end, they will have an independent practice to evaluate their comprehension of the chapters.</p> <p>Closure: We will give feedback about the book report</p> <p>HOMEWORK: For Tuesday do grammar worksheet and for Thursday answer comprehension questions chapters 6 and 7</p>	<ul style="list-style-type: none"> -defines new words in context -summarizes main events in the chapters read -discusses the values present in the chapters
TUESDAY	<ul style="list-style-type: none"> -To use simple past tense in statements and questions -To use present perfect tense in statements -To choose the correct verb according to the subject -To use helping verbs correctly -To use modal auxiliaries orally as well as written 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> -Simple Past -Present Perfect -Subject-verb agreement -Helping Verbs -Modal Auxiliaries 	<p>Warm up: Following instructions activity</p> <p>IP: Sts will complete a study guide for the grammar test individually.</p> <p>GP: We will check grammar study guide.</p> <p>DT: Teacher will ask oral questions related to the topics for exam.</p> <p>Closure: Clarify any doubts sts have for the Grammar test.</p>	<ul style="list-style-type: none"> -Completes a study guide for the test

WEDNESDAY	<ul style="list-style-type: none"> -To use simple past tense in statements and questions -To use present perfect tense in statements -To choose the correct verb according to the subject -To use helping verbs correctly -To use modal auxiliaries orally as well as written 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> -Simple Past -Present Perfect -Subject-verb agreement -Helping Verbs -Modal Auxiliaries 	<p>Warm up: Verbs dictation (simple past and past participle)</p> <p>DT: Teacher will explain the rules for the power point games we will play today (simple past, subject-verb agreement, and modals)</p> <p>IP: We will play as part of the practice for the test</p> <p>Closure: Clarify any doubts sts have for the test.</p>	<ul style="list-style-type: none"> -Plays games (spin wheel, jeopardy, and board games) in order to practice for the test.
THURSDAY	<ul style="list-style-type: none"> -To use simple past tense in statements and questions -To use present perfect tense in statements -To choose the correct verb according to the subject -To use helping verbs correctly -To use modal auxiliaries -To compare and contrast Bhutan and Costa Rica 	<p>GRAMMAR AND WRITING:</p> <ul style="list-style-type: none"> -Grammar test -Comparison-contrast essay 	<p>Warm up: Relaxation exercise</p> <p>DT: Organize sts in rows for the test</p> <p>IP: Students will have their grammar test. When they finish, they have to write their compositions (first draft) comparing and contrasting Bhutan and Costa Rica.</p> <p>Closure: Discuss what they have written so far.</p>	<ul style="list-style-type: none"> -Completes the grammar test -Writes the first draft for their comparison-contrast essay.
FRIDAY	<p>Children's Day Celebration</p>			

September 11th to 15th**VALUE: Flexibility/ Respect****Essential Questions: Why does using correct grammar helps in effective communication?****How do we describe who we are, where we are, and what we are doing? How do we make comparisons? Why do we read fiction using the United States in 1963 as a setting? How can we apply the lessons learned through reading to our everyday lives? How can we understand the experiences of children in 1963 U.S. and relate them to our own?**

	Objectives	Content	Learning Experiences	Evaluation
M O N D A Y	<ul style="list-style-type: none"> -To spell and pronounce new words correctly -To define new vocabulary words -To analyze story elements such as characters and plot and the values present in the novel -To find figurative language (similes, metaphors, hyperboles, and personification) in the novel 	<p>SPELLING:</p> <ul style="list-style-type: none"> -Vocabulary chapters 6 to 8 <p>READING:</p> <ul style="list-style-type: none"> -The Watsons, chapters 1 to 7 (Study Guide) 	<p>Warm up: Follow directions activity</p> <p>GP: Teacher will present the new vocabulary and ask sts for terms they already know. Then we will define the terms they don't know using the book for reference trying to find a definition in context. Then sts will copy the words.</p> <p>DT: Teacher will divide the class in teams in order to play a game as review for the test.</p> <p>IP: Sts will have to answer to different questions about the topics for exam.</p> <p>Closure: General oral review for the test.</p> <p>HOMEWORK: Bring laptops tomorrow (those who can) in order to type essays and copy meanings of vocabulary from quizlet.</p>	<ul style="list-style-type: none"> -defines new words in context -asks questions about all the topics for exam
T U E S D A Y	<ul style="list-style-type: none"> -To analyze story elements -To use words in context -To identify figurative language -To analyze characters' values 	<p>READING:</p> <ul style="list-style-type: none"> Reading test 	<p>Warm up: Organize classroom in rows for the test and do some relaxation exercises</p> <p>IP: Sts will have their reading test. When they finish, they can type their compare-contrast essays.</p> <p>Closure: Share some compare-contrast essays to the class.</p>	<ul style="list-style-type: none"> -Completes a reading test

W E S E S D A Y	<ul style="list-style-type: none"> -To identify different modal verbs used in conversations -To find details in conversations -To use adjectives in context -To compare two things using comparative and superlative adjectives 	<p>ORAL LANGUAGE: -Listening quiz</p> <p>GRAMMAR: -Adjectives</p>	<p>Warm up: Relaxation exercises for the listening quiz</p> <p>DT: Teacher will divide the class in rows for a listening quiz.</p> <p>GP: Teacher will divide the class in groups of three. Teacher will give sts two pictures per group. They have to write 5 descriptive adjectives and two demonstrative adjectives about the pictures. Then they have to compare them using comparative and superlative adjectives (2 for each).</p> <p>IP: Sts will work in stations:</p> <ul style="list-style-type: none"> -Reading: using their tablets, students will complete a reading comprehension guide. - Spelling: Students will work in some vocabulary menus - Grammar and Writing: Students will work in a Grammar worksheet and then they will write in their journals about the chapters of the novel using a Literature response guide - Listening and technology: From a list of different activities, students will choose two. Activities are to be completed in their tablets and they are related to all topics studied during the week. <p>Closure: Summarize what we studied today</p>	<ul style="list-style-type: none"> -Performs a listening comprehension quiz -Describes pictures with adjectives -Uses comparatives and superlatives to describe pictures -Completes sentences using adjectives
T H U R S D A Y	<ul style="list-style-type: none"> -To use the comparative and superlative form of adjectives -To identify the guidelines for writing an explanatory essay 	<p>GRAMMAR AND WRITING: -Comparative and superlative adjectives -Explanatory Writing</p>	<p>Warm up: Follow directions activity</p> <p>GP: We will complete a worksheet.</p> <p>DT: Teacher will explain the guidelines for writing an explanatory essay. Sts will copy them in their notebooks.</p> <p>IP: Sts will finish their work in stations from yesterday.</p> <p>Closure: Sts will share their feelings about the activities during the week.</p>	<ul style="list-style-type: none"> -Completes sentences using comparative and superlative adjectives -Analyzes how an explanatory essay is structured.
F R I D A Y	<h2 style="color: blue; margin: 0;">INDEPENDENCE DAY</h2>			

October 2nd to 6th

VALUE: Discernment/Excellence

UNIT 8: REACHING A TURNING POINT

Essential Questions: Why are listening skills important for a good communication? How do we describe people and places using strong adjectives? Why is it important to elaborate a good research paper? How can we apply the lessons learned through reading to our everyday lives? How can we understand the experiences of children in 1963 U.S. and relate them to our own?

	Objectives	Learning Experiences	Homework
M O N D A Y	-To introduce new vocabulary -To analyze story elements such as characters and plot and the values present in the novel	Warm up: Using at least five words from the list on the board, write for 5 minutes a 10-line paragraph (Writing – with a catch!) DT: Teacher will present the new words and we will discuss the pronunciation and meanings. Students will copy the words in their notebooks. Then we will read chapters 8 and 9 from The Watsons... GP: We will discuss important events and values in the chapter Closure: Review what we learned today.	-Students will copy the meanings of the vocabulary words from quizlet.com (for tomorrow) -For Thursday bring journal 1
	REFLECTION:		
T U E S D A Y	-To use superlative and comparative adjectives in sentence construction -To describe story elements such as characters and plot (main events)	Warm up: What if...! What if TV had only one show that was shown 24/7? What show would you want to be on TV all the time? Why? Write 5 adjectives that describe the show. Don't use the following words: nice, beautiful, funny, entertaining, interesting. DT: Teacher will write some examples of superlative and comparative adjectives on the board as a review. GP: Together we will complete a part of a worksheet about superlative and comparative adjectives. IP: Sts will complete the other part of the worksheet individually. Sts will answer some questions about chapters 8 and 9 from the novel. Closure: Check worksheet orally.	-Check vocabulary homework -Grammar quiz on adjectives next Tuesday, October 11
	REFLECTION:		

W E D N E S D A Y	<p>-To review guidelines for writing an explanatory essay</p>	<p>Warm up: Follow directions activity DT: Teacher will review guidelines for writing explanatory essays. Students will copy them in the notebook. The teacher asks sts to get in pairs and to discuss what is required to trace a cell phone number. The t asks sts to write four ideas or steps they would follow to do it. After two minutes, the t asks some sts to share their steps or ideas. Now the t asks sts to support why they came up with those four steps by writing a reason, a fact and an example for each step. GP: The t hands out a paper in which a How to trace a cell phone number procedure is explained. While we are reading, the t asks sts to analyze the supporting details for each step (whether they refer to a fact, example, statistic, experience, etc.) The t shows a transparency explaining the steps and the way to write an explanatory paper. Teacher along with sts will proofread and revise their research papers (experiments) for Discovery Fair. IP: Sts will make corrections (if necessary) to their research papers. Closure: Sts will share their projects to the class.</p>	<p>Identifies the different parts of an explanatory essay.</p>
REFLECTION:			
T H U R S D A Y	<p>-To analyze story elements such as characters and plot and the values present in the novel -To analyze character and setting in unfamiliar passages -To use different types of adjectives correctly in writing</p>	<p>Warm up: Follow directions activity IP: Sts will work in different stations. Novel: students will summarize chapters 8 and 9. Reading comprehension: sts will work in the Reading comprehension practice book pages . Grammar: Sts will work in the Grammar and Writing book. Vocabulary: Students will work in some vocabulary task cards. Closure: We will check stations. Homework: Watch the video about adverbs. (flipped classroom)</p>	<p>-Collect journal 1</p>
REFLECTION:			
F R I D A Y	<p>-To analyze story elements such as characters and plot and the values present in the novel -To analyze character and setting in unfamiliar passages -To use different types of adjectives correctly in writing</p>	<p>Warm up: Every-day Edit. Then the teacher will organize the classroom in rows for a quiz. IP: Sts will have an unfamiliar quiz. Sts will finish stations. Closure: We will check stations.</p>	
REFLECTION:			

October 9th to 13th**VALUE: Discernment/Excellence****UNIT 8: REACHING A TURNING POINT**

Essential Questions: Why are listening skills important for a good communication? How do we describe people and places using strong adjectives? Why is it important to elaborate a good research paper? How can we apply the lessons learned through reading to our everyday lives? How can we understand the experiences of children in 1963 U.S. and relate them to our own?

	Objectives	Content	Learning Experiences/Homework	Evaluation/Resources
M O N D A Y	<ul style="list-style-type: none"> -To analyze story elements such as characters and plot and the values present in the novel -To discuss the values present in the novel -To identify figurative language 	READING: - The Watsons, chapter 10 (story elements, values, and figures of speech)	Warm up: SRA program IP: Students will have an independent practice about chapter 9 as a review. DT: Teacher will read chapter 10. GP: We will discuss important events, figurative language, and values in the chapter Closure: Oral review HOMEWORK: Tuesday study for grammar quiz	-Reads and analyzes main events, figurative language, and values in the chapter -SRA folders and readings -The Watsons Go to Birmingham - 1963
Reflection:				
T U E S D A Y	<ul style="list-style-type: none"> -To identify adjectives in context -To use comparative and superlative adjectives -To discriminate between adjectives and adverbs -To identify adverbs of manner 	GRAMMAR: -Grammar quiz on adjectives -Adjectives vs. Adverbs of manner	Warm up: Organize classroom in rows for a quiz. Listen to some relaxing music and do some breathing exercises. IP: Sts will have the grammar quiz on adjectives. GP: Teacher will write an action verb on the board such as jump. Then one st comes to the front and act out the verb. Ask the class to suggest words that describe how the st jumped (ex. Excitedly, quickly, slowly, etc). Next choose three more sts. Write the verb "eat" on the board and give a card with a different adverb to each st. They have to act out the verb and the adverb. Classmates have to guess how each st is eating. DT: Teacher will ask some questions regarding the video they had to watch about adverbs IP: Sts will complete a worksheet about adverbs. The teacher can assess students individually. Closure: Oral review	<ul style="list-style-type: none"> - Grammar quiz about adjectives - Identifies adjectives and adverbs in different sentences (worksheet) - Mimics verbs and adverbs of manner -Worksheet -Notebook -Grammar and Writing Book
Reflection:				

W E S N E S D A Y	<p>-To use adverbs -To analyze story elements such as characters and plot and the values present in the novel -To analyze the author's purpose and make predictions in unfamiliar passages -To identify adverbs -To improve their</p>	<p>GRAMMAR AND WRITING: -Adverbs</p> <p>STATIONS: - The Watsons, chapter 11 -Reading skills and strategies -Adverbs</p>	<p>Warm up: SRA IP: Sts will write a 10-line paragraph using 5 different adverbs given by the teacher that describes a picture shown. DT: Teacher will organize the class in stations and give instructions. IP: Sts will work in different stations</p> <ul style="list-style-type: none"> - Finish reading ch. 11 and summarize it - Work in the Grammar and Writing Book pp. - Work in the Reading Comprehension task cards - Work with their tablets completing some tasks related to the story (listening) and to the vocabulary. When they finish, they can use their tablets to play some grammar games. <p>Closure: Check answers orally</p>	<p>-Uses adverbs in a paragraph -Summarizes the chapter read -Answers comprehension questions using unfamiliar passages -Identifies adverbs in different exercises -Revises the DF research papers</p> <p>-The Watsons -Grammar and Writing Book -Reading Comprehension Book -DF research papers</p>
	<p>Reflection:</p>			
T H U R S D A Y	<p>Cultural Encounter Day (Assembly and activities)</p>			
	<p>Reflection:</p>			
F R I D A Y	<p>-To analyze story elements such as characters and plot and the values present in the novel -To analyze the author's purpose and make predictions in unfamiliar passages -To identify adverbs</p>	<p>ORAL LANGUAGE: -Listening quiz 1</p> <p>STATIONS: -The Watsons, chapter 11 -Reading skills and strategies -Adverbs</p>	<p>Warm up: Remind sts about some important aspects to take into account when they listen to a recording. IP: sts will have a listening quiz. Then sts will finish the different stations (reading and grammar) Closure: We will check stations</p>	<p>-Reads a book to prep kids -Performs a hands-on activity with prep kids -Answers listening comprehension questions -Answers comprehension questions about the chapter read -Answers comprehension questions using unfamiliar passages -Completes sentences with different adjectives</p>

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