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**DIFFERENTIATION TO IMPROVE LEARNING OUTCOMES IN
MIXED-ABILITY ENGLISH CLASSROOM IN FORM 7**

DIPLOMA PAPER

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**DIFERENCIĀCIJA KĀ VEIDS MĀCĪBU REZULTĀTUS
UZLABOŠANAI SKOLĒNIEM AR JAUKTĀM SPĒJĀM ANĢĻU
VALODĀ 7. KLASĒ
DIPLOMDARBS**

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DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

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ABSTRACT

The author of the present Diploma Paper “Differentiation to Improve Learning Outcomes in Mixed-Ability English Classroom in Form 7” aimed to address challenges associated with mixed-ability classroom instruction and design lessons in accordance with differentiated instruction strategy to improve students’ learning outcomes in the Form 7. Based on the research aim and objectives, the personal characteristics of students, their strengths and weaknesses including the problems related to puberty age were taken into account. The different levels of English language proficiency and the challenges faced in the implementation of the teaching process associated with students’ age peculiarities formed the basis for the introduction of the differentiated instruction strategy.

A case study was applied as a research method. The data collection methods were as follows: a questionnaire for students, a test for students, a multiple intelligences test, a teacher questionnaire and observation. The students’ questionnaire was designed for students of Form 7 to determine the environment and background of learning English. The multiple intelligent test was given to find out the dominating intelligence aiming to identify the most appropriate learning style, to arrange grouping and to design activities. The test for students was designed to determine the differences in language proficiency levels among students for forming groups to meaningfully implement the designed activities during the lesson. Observation was conducted to analyse the effectiveness of differentiated instruction strategies applied during the lesson, their impact on students and the learning outcomes.

Key words: Differentiated instruction strategy, mixed-ability, learning outcomes, grouping, activities.

ANOTĀCIJA

Šī diplomdarba “Diferenciācija angļu valodas mācību stundu rezultātu uzlabošanai jauktu spēju 7. klasē” autores mērķis ir virzīts lai risinātu grūtības strādājot ar klasi ar jauktām mācību spējām un izstrādāt mācību stundas atbilstoši diferencētajai apmācības stratēģijai lai uzlabotu mācību rezultātus 7. klases skolēniem. Balstoties uz pētījuma mērķa un uzdevumiem, skolēnu personīgām īpašībām, viņu angļu valodas stiprās un vājās puses tika ņemti vērā. Atšķirīgie angļu valodas līmeņi un sarežģījumi, ar kurām ir sastopusies autore mācīšanas processā ir saistīts pubertātes vecumu, kas savukārt kļūva par iemeslu, kāpēc tiek izmantota diferencēta apmācības stratēģija kā izpētes metode klasē ar jauktām mācību spējām.

Izpētes procedūra ietvēra vairākas datu vākšanas metodes, tādas kā: skolēnu anketēšana, tests, daudzveidīgo spēju tests, skolotāju anketēšana un novērošana. 7.klases skolēniem tika izstrādāta anketa, lai noteiktu angļu valodas mācīšanās apstākļus un sagatavotību. Daudzveidīgo spēju tests tika veikts ar mērķi atklāt katra skolēna dominējošās prāta spējas, lai noskaidrotu vispiemērotāko apmācības formu, kā arī veidotu grupas un plānotu aktivitātes stundā. Tests skolēniem tika izstrādāts ar mērķi noteikt skolēnu dažādos līmeņus, lai veidotu grupas, izmantojot aktivitātes stundu laikā. Novērošana tika veikta, lai analizētu diferencēto apmācību stratēģiju izmantošanas efektivitāti stundu laikā, to ietekmi uz skolēniem un mācību rezultātus.

Atslēgas vārdi: diferencētā apmācības stratēģija, jauktās spējas, mācību rezultāti, grupēšana, aktivitātes.

TABLE OF CONTENTS

Introduction.....	8
1.Mixed-Ability Classroom.....	12
1.1. The Notion of Mixed-Ability Classroom.....	12
1.2. Challenges of Mixed-Ability Classes	12
1.3. Teaching Strategies for Mixed-Ability Classroom.....	14
2. Multiple Intelligences.....	16
3. Differentiation in Learning.....	18
3.1. The Notion of Differentiation.....	18
3.2. Differentiated Instruction Strategy	18
3.3. The Role of the Teacher in Differentiated Classroom.....	22
3.4. Learning Environment in a Differentiated Classroom.....	26
3.5. The Role of Assessment in a Differentiated Classroom.....	28
4. Case Study.....	30
4.1 The Analysis of the Questionnaire for Students.....	32
4.1.1 Learners' Preferences in Learning English.....	32
4.1.2 English Learning Background.....	33
4.1.3 The Analysis of the Marks.....	34
4.1.4 The Multiple Intelligences test.....	37
4.2 The Analysis of the Questionnaire for Teachers.....	38
4.3 Observation Outcomes Checklists.....	43
4.3.1 Lesson 1.....	43
4.3.2 Lesson 2.....	46

4.3.3 Lesson 3.....	48
Conclusion.....	52
Theses.....	55
Bibliography.....	56
Appendix.....	58

INTRODUCTION

It has always been popular to learn foreign languages. The English language has become the most widely used foreign language both in Latvia and worldwide. Therefore, parents and educators are searching for the opportunity to support their children in learning the English languages starting at a very young age. Opportunities for learning the English Language in Latvia are provided already in the Kindergarden. At present, learners start learning English from different forms: it may be the second or the third year. In the study year 2014 /2015, in accordance with the regulations of the law № 468, Riga 12 August, 2014, it was decided that the English language is going to be studied from the first form.

Until the law came into force, the English language was taught at the request of the parents or at the request of the school as an additional course. Latvian schools organized additional lessons for individual forms or groups, and also organized the pilot project forms, in which English was introduced as the first foreign language and was studied from the first form. This was one of the grounds for the different levels of students' language proficiency. Furthermore, one more factor should be considered: the individual abilities of the student, his/her motivation, previous background and experience. Many students have the opportunity to travel and to communicate with peers from other countries, to read books in English, to visit the private tutor in order to improve their knowledge, and thus to exceed the requirements of the general educational standard for the children at a particular level. Moreover, there are those who are not that strong in foreign language acquisition, and absorb the knowledge worse due to their individual abilities, so they cannot reach the requirements of the standard. In fact, according to the statistical data of the National Centre for Education (VISC), the presence of the problem related to students' different proficiency levels has always been topical. Approaching this issue, one of the relevant solutions in the modern schools is the individual and differentiated approach to teaching. Differentiated approach stands for the application of differentiated educational materials, wherein the complexity of the same material is different and varies on the basis of the level of proficiency in accordance with the requirements of the educational standard. In other words, this implies the adjustment of the materials to the needs and abilities of the student, which, in turn, according to the acknowledged methodologists like Thomlinson C., Chapman C., Gregory G., Gardner H., Allan S., Brandt R., contributes to the improvement of learning outcomes.

The aim of the Diploma Paper was to find out how to use differentiated instruction strategy in order to improve learning outcomes in mixed-ability classroom in Form 7 of Riga Secondary School №.31.

The objectives of the Diploma Paper are as follows:

1. to study literature on differentiated instruction strategy and teaching mixed-ability classes;
2. to design activities to be applied in mixed-ability classroom;
3. to observe and analyze the application of designed activities;
4. to design a questionnaire for students;
5. to design a questionnaire for teachers.

The research questions of the Diploma Paper are the following:

1. what differentiated instruction strategy is and how it can be applied in the mixed-ability classroom;
2. what the mixed-ability teaching strategies are;
3. what differentiated activities are the most effective for students of Form 7;
4. what impact the designed activities have on students' English language proficiency.

The research sample comprised the form 7 students of the Riga 31st Secondary school. There are 26 students in the form 7a and 20 students in form 7b. Therefore, there are two classes under examination. Students of both classes are 12-13 years old, thus belonging to the pubertal period, which leads to additional challenges in implementing the teaching and learning process. Some of the students of the seventh form study English from the first form and others from the third form having lessons three times a week. At present the students of the seventh form have their English lessons three times a week. Some of the students are very well prepared and have good background in English, some of them learn English from the third form and they faced a lot of challenges since they are together in one class with the students that have been learning English from the first form. According to the program that has been chosen by mentor, students of the seventh form have Solutions Elementary student's book and work book. The English teacher who has been working with these classes holds the opinion that this book is too easy for one of the group of students and, at the same time, it is too difficult for the other group of students of the same class. This situation applies to both classes. Accordingly, the issue of mixed abilities classroom was posed as the research problem. To address the problem,

differentiated instruction as a method to address the problem was explored aiming to motivate students and reduce the gap in English proficiency levels.

To reach the research aim, a case study was chosen as a research method.

The data collection methods comprised:

- firstly, questionnaire for students to find out their preferences for learning the English language;
- secondly, test for students to determine the degree of difference in students' level of studying progress;
- thirdly, questionnaire for students to reveal their English learning background, difficulties;
- fourthly, a multiple intelligence test to define students' learning style;
- fifthly questionnaire for teachers to find out if they implement differentiation instruction in lessons;
- finally, observation of activities designed on the basis of results gained from the analysis of data collected by means of the test and the questionnaire.

The Diploma Paper consists of five chapters. The first chapter of the Diploma Paper is devoted to the concept of mixed-ability classroom. The aim of this chapter is to define the notion of mixed abilities and to explore the problems teachers face teaching mixed-ability classroom and the tools to address the issue – strategies to be applied within the mixed-ability classroom.

The second chapter is devoted to Multiple Intelligences (MI). All the multiple intelligences are described as well as their impact on learners is examined.

The title of the third chapter is “Differentiation in Learning”. It describes the importance of differentiation, the differentiated instruction strategy, the learning environment using the differentiated instructions, the role of the teacher and the importance of the assessment.

The fourth chapter of the Diploma Paper introduces the Case Study. This chapter describes the research design, the research method, methods of data collection that were used to carry out the case study at Riga Secondary School №31. The research results obtained applying the chosen data collection methods are also introduced and analyzed in the fourth chapter.

The Diploma Paper is finalized introducing the conclusions drawn and the list of theses. The appendices include the students' questionnaire in English, the questionnaire for teachers, the multiple intelligence test in English and three lesson plans.

1.MIXED-ABILITY CLASSROOM

1.1. The Notion of Mixed-Ability Classroom

Working for many years with students, the author of the present Diploma Paper considers that one of the important problems that is preventing to reach higher result in learning of foreign language in the classroom is mixed abilities of students. In such situations, teachers working in such classes always encounter challenges in constructing the lesson that would be suitable for all learners responding to all the needs of each student. Why does it happen? Because all students differ from each other. They are different in learning experience, ability to think, to analyze, to compare, to produce ideas, they all have strengths and weaknesses.

To proceed, it is necessary to define the concept of mixed-ability. Field (2000:122) states that students have different “learning styles, learning preferences, personal strengths and ability”. Moreover, Pachler and Field (1997:173) clearly point out that not a single group of learners may be homogeneous. Students differ in the aspects such as ability, gender, self-esteem, social class, ethnic background. Dudley and Osvath (2016:5) associate the concept with the class comprising learners having different levels of language proficiency, while Baily and Bridge (2016: 9) suggest that the mixed-ability class is the class with “wide range of different “mixes””. Marang, Priya and Chandhry (2016:7) posed the idea that mixed-ability classroom refers to the difference in language level among the students in terms of learning style, background knowledge, knowledge of the world, their skills and talents in other areas and level of motivation.

Based on the above-introduced definitions, the conclusion can be drawn that the concept of mixed- ability refers not only to students with different level of language but also to students who have different abilities, learning styles, talents and level of motivation. Teaching such students, the teacher always has to take into account not only the individualization and differentiation of methods to respond to students’ needs, but also the problems that occur in mixed-ability classrooms. In the next sub-chapter, the author of Diploma Paper will describe the challenges that the teacher usually faces when working in such classes.

1.2. Challenges of Mixed-Ability Classes

Students come to class with different level of knowledge, interests, learning styles, experiences, motivations and ideas. It is apparent that teacher-centred approaches do not lead to student engagement as well as negatively affect students’ motivation. According to Ur

(1991:303), every teacher teaching mixed-ability classroom faces different problems, which may include following:

- Discipline – teacher may think their classes are loud and chaotic and it is difficult to control such class during the lesson. The reason for that may be that students are getting tired or bored and losing attention; for one group of students subject is easy for others more difficult.
- Interest – students are very different in their educational desired, motivation and interests. Teachers think it is difficult to provide material interesting for all students, to arouse interest in all learners.
- Effective learning for all - in mixed-ability classes it is difficult to construct activities that would be effective for all students of particular class: for one of them activities would be easy for others difficult.
- Correction- teachers may do not feel comfortable correcting students' language errors.
- Participation - in mixed-ability classes stronger students are more active than weaker. That is why teacher have to pay more attention to weak students and make them more active. It will make stronger students get bored.
- Individual awareness -teacher may find that it is difficult to follow the progress of all students and it is difficult to divide time to every student.
- Materials- Materials are usually strictly aimed for certain kind of student and may not offer flexibility for teachers (Ur,1991:303).

Hess (2001: 158) holds the opinion that it is too complicated and time-consuming for the teacher to construct materials for mixed-ability classroom, later the planned material is too difficult or too easy for students, what is arousing difficulties working with the class.

People are changing with the development of new technologies; it means that students are changing too. That is why the author of the Diploma Paper considers that working with mixed-ability class, teacher need more new approaches and methods to respond all the needs of every student. One of these approaches and the solution of the problems working with mixed-ability classroom, the author is offering differentiation. Tomlinson Carol Ann has devoted many works to prove that the differentiation is the best approach to make students learn effectively. She is mentioning (2001:8) that students learn effectively where “the knowledge is well organized, students are active in the learning process, feel safe and assessment is varied and rich”. Tomlinson (1999: 4) claims that differentiation may be applied in three curricular elements: content- what students learn, process-how students are working with information and

product-how students demonstrate their understandings. Differentiation is exactly what respond the needs of every student according his/her learning style and preferences.

1.3. Teaching Strategies for Mixed-Ability Classroom

There are many different teaching strategies that can help to avoid problems with the mixed-ability classroom. Properly every teaching strategy could be observed as a strategy for teaching the mixed-ability classroom, since there are problems caused by mixed-ability.

Šimanova (2010:23) offers some strategies that she considers useful working with a mixed-ability class. Here are some of them:

- Supportive learning environment- it is important to create environment that stimulates students' development. Tomlinson also has opinion that classroom has to support learners, by this way teacher is forming developing attitude in his students (Tomlinson, 2001:21)
- Classroom management – the teacher has to be leader, he has to involve all students in the process, monitoring the learning, giving instructions and feedback.
- Learning to learn – to demonstrate students different learning styles and strategies, teacher should show students how to learn, including multiple intelligences.
- Grouping -learners should work in groups, pairs or individually. Grouping should be changed often. Dudley and Osvath (2016:38-39) has the same opinion, whole class activity is not the best method working with mixed-ability class. Weaker students are getting more passive working in a whole-class activity. If students are working in small groups or pairs they have more opportunities to work personally (Dudley and Osvath, 2016: 39-40).
- Variety- the teacher has to use different methods of teaching, activities, vary topics.
- Pace- teachers have to think of the pace. They shouldn't provide lesson too fast or too slow.
- Adapting materials- student's books are designed for a particular level of knowledge. Taking into account that students have different levels, the teacher has to think how to change material for each level, to adapt materials.
- Differentiation- differentiated activities make it possible for teachers to include all students in the learning process and does not require too much preparation (Dudley and Osvath, 2016: 29-30). The teacher can realize differentiated activities by: differentiating the input- it means that the teacher has to differentiate materials for different students'

levels, differentiating the process – the teacher has to differentiate the material by changing the same task (for example questions, gap filling...) and differentiating the outcome – the teacher gives students the opportunity to involve with the topics in their own way and makes open-ended task, so that the students can choose how they want to present the results of their work (Dudley and Osvath, 2016:31-35).

The author of the Diploma Paper considers, that working with mixed-ability classes the teacher can choose different strategies to monitor and assess the progress of the class. In the present Diploma Paper, the author has chosen the method of differentiation as one of the effective strategies working in a mixed-ability classroom that will be described in one of the next chapters. In the following chapter the author examines Gardner's theory of multiple intelligences as one of the elements that needs differentiation in order to teach the students before starting the application of this method.

2. THE MULTIPLE INTELLIGENCES

The fact, that all students perceive the information in different ways is contestable. To this conclusion firstly came educators in 1904, who were trying to determine students in primary forms, who are “at risk” in order to give additional attention in these students. By this way was developed first intelligence test. After this test was used and performed by United States and received the name IQ score test.

Almost 80 years later after the first intelligence test Howard Gardner has developed seven basic intelligences. Later he added the eighth and even decides to discuss the eighth and ninth intelligence (Armstrong, 2009: 5). The theory and its application in education have gained the popularity after the publication of his book “Frames of Mind” in 1983. He provided the update of his seven multiple intelligences in 1999 and added two more intelligences, which are described in his work “Intelligence Reframed”.

Lunenburg and Lunenburg (2014: 2) mention Gardner’s theory in their article and state that each student has different intelligence profile. These intelligences are located in different places of brain and can work independently or together with other intelligences. The intelligences can be strengthened and weakened as well.

- Music/Rhythmic intelligence - music intelligence is one of the most important parts that stimulates human development (Andi Bowe 2012: 3). People with this intelligence are sensitive listeners, they can hear sounds and rhythms, which other people cannot hear. They can easily recall melodies, compose and produce them and even use them in learning. People with this intelligence connect music with emotions by this way of remembering: they can use melody and emotions to memorize new lexis in different languages. Composers, musicians, musical critics usually have Music/Rhythmic intelligence (Armstrong, 2009 :7).
- Interpersonal intelligence - people with interpersonal intelligence are able to work with other people, to communicate, to understand and to cooperate. They are able to “perceive and make distinctions in the motivation and feeling of other people.” Such people can take responsibility for other people and solve the problems, be good leaders and even divide people into roles (Armstrong, 2009:7)
- Intrapersonal intelligence - people with intrapersonal intelligence have high self-esteem. They usually look inside them, have awareness of their emotions, mood, motivation, temperament, strength and weaknesses; they are self-understanding and prefer working or studying individually (Armstrong,2009: 7).

- Naturalist intelligence - naturalist intelligence describes the personality, who feels strong interest to nature and everything what is about nature, planet and living things. People with this intelligence are curious about plants, animals, oceans, mountains. This intelligence can be developed in childhood or later in life. Such people are explorers (Armstrong, 2009: 7).
- Spatial intelligence - people with spatial intelligence are able to perceive the visual-spatial world. Such people are sensitive to colors, shape, form, space and images. Spatial intelligence involves vision, abstract and analytical abilities (Armstrong, 2009: 7).
- Logical/ Mathematical intelligence - people with mathematical/logical intelligence have capacity to use numbers effectively. This intelligence gives ability to make classification, categorization, calculation and to test hypothesis. (Armstrong, 2009: 6)
- Bodily/Kinesthetic intelligence - people with this intelligence use their body to express their feelings, this intelligence includes such skills as balance, flexibility, coordination, tactile and speed (Armstrong, 2009: 7). Such people can use hands and transform something into something different. Students can learn with hands by moving or replacing things.
- Existential intelligence - people, who possess existential intelligence have the ability of oneself to “use the collective values and intuition to understand others and world around them” (Kelly M., 2017). Existential intelligence usually have philosophers, writers, psychologists, theologians.
- Linguistic intelligence - people with verbal or linguistic intelligence are often good at languages. It is easy for them to remember new lexis and to use it in situations, they enjoy also writing and reading. For such people getting real letter is very motivating (Armstrong, 2009: 7).

The author of the Diploma Paper has the opinion that not all of multiple intelligences are used by students while they are learning, however some students use several intelligences perceiving the information. The teacher should take into account while constructing activities for the lesson, which multiple intelligences are used more and which are less used by students. In accordance with the theme of the Diploma Paper the author considers that multiple intelligences can be used as a method to differentiated instruction strategy. In the next chapter the author examines the notion of differentiation in learning process and the differentiated instruction with its significant elements.

3.DIFFERENTIATION IN LEARNING

3.1. The Notion of Differentiation

In the latter days, the problem of differentiated instruction is increasingly being discussed in the education system. Its solution implies not only continuing education, but also paying attention to the individual approach to each student, development of the personality, interests and individual capabilities.

In the process of the studies the student not only gains knowledge on a specific subject, but is also intellectually developing, is studying independently by choosing the technique of perception of the material and organizes the educational activity. Thus, the differentiated approach contributes to the disclosure of individual capabilities. The teacher can update the education program for the students depending on the level of their knowledge, and can also plan the development of educational activities. However, the main difficulty is the search for the optimal combination of individual, group and frontal forms of work in the lesson. To achieve the set goal, the teacher should master the appropriate teaching methods and differentiate each student. It is not worth forgetting the reasons for the uneven progress of the students. It is necessary to identify these reasons, because the differentiation in teaching a foreign language is based not only on the individual characteristics of the student, but also on the individual problems in the knowledge of the student. In fact, each student has different capabilities to learn a foreign language. It should be noted that the same teaching material will be absorbed by different students in different ways: for somebody it is very simple, but for somebody it is difficult. One student can easily master the speech recognition, but the other student can easily memorize the vocabulary by virtue of the memory characteristics. Therefore, the teacher's task is also to determine how does the student or the group of students absorb the teaching material. Tomlinson believes that the education made an attempt to focus on the individual method of teaching 40 years ago, but later the teachers came to the conclusion that the implementation of this idea was practically impossible. Differentiated instruction offers several different methods of teaching and does not require individual instructions.

3.2. Differentiated Instruction Strategies

Nobody could say that all students are similar. Everyone knows that all students are different. They can be of different height, weight, body shape, have different color of hair and eyes and have different education experience. It is not possible to buy the same clothes for everyone, because it would not suit everyone. Students have different physical parameters and

characteristics of social development, they have different interests, needs and priorities and are learning in different ways. It means that one standard lesson would not fit to every student.

The teachers always tried to invent an ideal lesson, but still it was interesting for some students and boring for other students. Despite all the efforts, the teacher still hoped that the students would be able to absorb the teaching material in full. However, the teachers who wish to work more effectively should know their students and the standards very well. Gregory and Herndon (2010:8) believe that the programs and special materials should not guide instruction and curriculum. Special materials for the students should be selected in such a way as to meet the needs and satisfy the requirements of the student. Many teachers have studied and tried to apply the survey-based instructional strategies and assessments that make a difference in student achievement. Differentiation is what makes the teacher to look for strategies in order to meet the needs of each student or group of the students, thus achieving a generally accepted standard for a particular level of students.

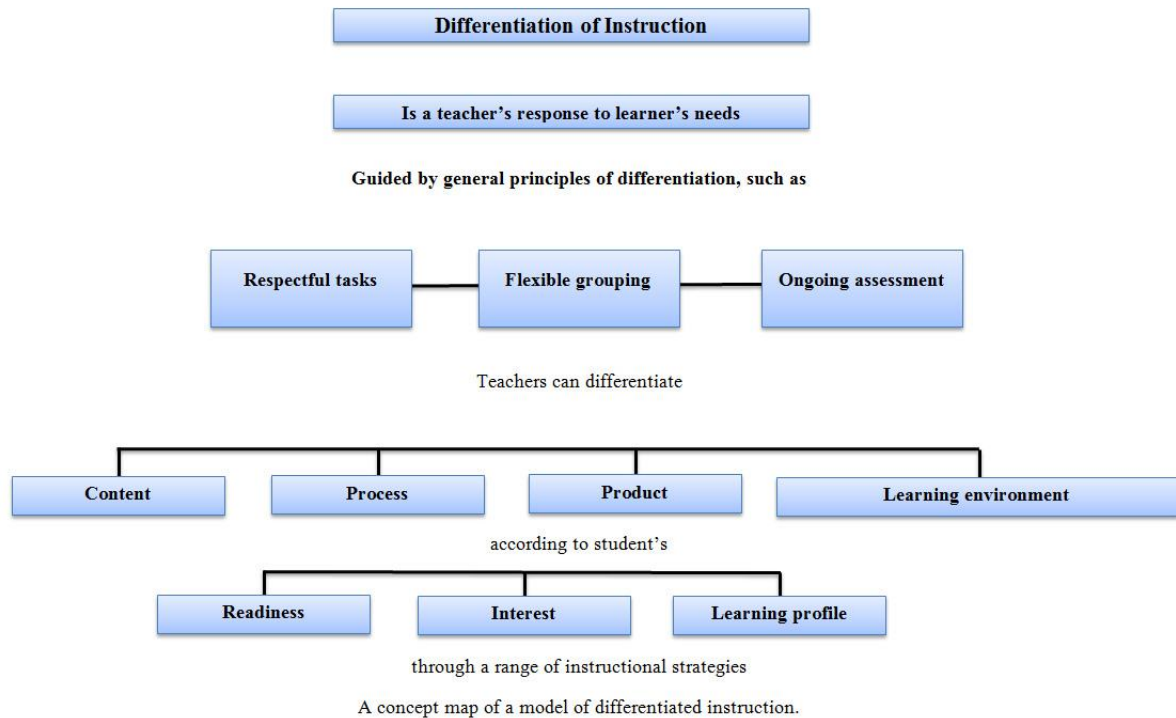
In the present Diploma Paper in order to implement the differentiation the author is examining the differentiated instruction strategy as one of the strategies that effects the learning process in mixed-ability classroom most positively. As it was already mentioned many educators such as Hess, Strickland, Tomlinson, Imbeau and others have been focusing on the differentiated instruction as a modern solution for modern classes. But the most significant figure, who is developing the popularity of this strategy nowadays, is Tomlinson. Tomlinson and Strickland (2005:6) claim that differentiated instruction is systematical planning of curriculum and instruction for students, who have academically different needs. They state that it is the way of thinking of every student's needs and the way of maximizing capacity of each student. Thomlinson and Strickland (2005:6) mention that differentiated instruction suggests teachers to concentrate on two important classroom factors: "the nature of the student and the essential meaning of curriculum". The author of the Diploma Paper may presume that these two factors are strategically important in mixed-ability classroom, because thinking of nature of the student is exactly thinking of learning style, of experience of knowledge background and of student's ability, by this way reaching student's needs. Thomlinson in her several books such as "The Differentiated Classroom, How to Differentiate Instruction in Mixed-Ability Classrooms, Leadership for Differentiating Schools & Classrooms" describes four significant elements that the teacher can differentiate:

Content- what the teacher is teaching and how is given the access to the information is given;

Process –how students are acting to understand the information;

Product – how students demonstrates what he/she has learnt;

Learning environment – the way how furniture is arranged and how classroom is functioning;



A concept map of a model of differentiated instruction.

Carol Ann Tomlinson. *The differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA ASCD 1999 p.15.

Blaz (2016: 9) offers several definitions of what differentiated instruction is. In her opinion it is a teaching style, that has to be complex and flexible at the same moment. She also claims that differentiated instruction is a teaching strategy that is focused on the student and teacher.

Blaz (2016: 9) states that every differentiated classroom has to be based on several ideas. These are: choice, collaboration, communication, learning how to learn, open endless, variety of instruction and assessment. The author of the Diploma Paper wants to add that Tomlinson also is paying attention to the assessment as one of the important elements of the differentiated classroom. It will be described in one of the next chapters.

Gregory & Chapman (2007:2) propose several principles that confirm the existence of differentiation in the classroom:

- all students are capable of learning;
- students can learn in different ways and at different time;

- each student has his own strengths and weaknesses;
- each student has areas in which the student may be weak;
- it is never too late to learn;
- emotions and feelings are also affecting the learning process;
- the brain of each student is unique.

By using differentiated strategies and activities, the teacher constantly takes into consideration these principles in class. Differentiated instruction makes the teacher analyze which material and activities are effective and which need to be changed. The author of the Diploma Paper may presume that changes of the activities would provide better results.

So what is the essential part of the differentiated instruction strategy? As it has been already mentioned in the Paper, Tomlinson highlights several significant elements: content and product. The content implies the knowledge that should be learned by the student and the standards that should be mastered. The product is the result of the instruction, i.e. how the student understands and interprets the material. Differentiated instruction allows changing the material so that students can achieve the set goals and objectives. Gregory and Chapman (2007:3) the same as Tomlinson in their work “Differentiated instructional strategies” also believe that teachers can strategically modify the following elements:

- Content
- Assessment tools
- Performance tasks
- Instructional strategies.

Almost every teacher is trying to differentiate the content to achieve the set goals and needs of every student. Content should be changed and adapted to the specific student to make him/her choose the best way to accept the information. Gregory and Chapman (2007:3) believes that this can be applied by:

- Providing choice
- Using a variety of instructional materials
- Using different genres
- Using selective materials

Assessment is an integral part of instruction. Some teachers use this before starting a new topic as pre-assessment in order to see on which level are the knowledge of students of the

particular theme, other teachers use it directly for assessment of the taught material. Assessment helps to plan the material so that the student is interested in studies. It is very important to assess not only the knowledge but also the interests of the student.

It is also necessary to change the tasks. Students can show their knowledge in various ways. There are different methods for different students. One of the strategies in the differentiation classroom is the constant change of tasks, which allows adapting to every student, depending on the level of knowledge and multiple intelligences.

Differentiated instruction is an “instructional model that provides guidance for teachers in addressing student differences in readiness, interest and learning profile, with the goal of maximizing the capacity of each learner” (Tomlinson, 1999, 2001, 2004, Tomlinson and Imbeau, 2010). The model presents the instruction as one of the key elements in a classroom of independent parts -learning environment, assessment, curriculum and instruction. It shows the importance of each element in student success (Callahan and Hertberg-Davis, 2012:287).

In order to successfully complete the task and gain specific knowledge from the material, certain strategies or clear instructions of the teacher are required. The better results can be achieved by using multiple intelligences (Gregory and Chapman, 2007 :3).

The author of the present Diploma Paper wants to conclude that differentiated instruction strategy refers sometimes to the work with whole class, or small groups or sometimes with individuals, but the idea is to create the community on the classroom, to arouse students to work together and individually, to help each other, to develop students' skills according to individual learning style. As it has been mentioned in the theoretical research, it is one of the most successful approaches working with mixed-ability classroom. Here the author wants to add that it necessary to remember about the role of the teacher in this process, as the person who is organizing, mentoring, directing ideas and leading the class. If it were possible to imagine triangle with students and content and teacher, then teacher would take the place on the top of triangle, because the teacher is the person who gives instructions that students meet their academical needs. The author of the Diploma Paper devoted the next chapter to the importance of the teacher's role in differentiated instruction.

3.3 The Role of the Teacher in Differentiated Classroom

Regarding the differentiation as the approach, which is favorably influencing the development of the students' knowledge, the author of the work considers it necessary to

mention the importance of the teacher in the organization of the educational activity. This occupation is one of the oldest ones, it requires the constant self-improvement and drive not only for self-development but also for attention to the changes that are taking place in the surrounding world.

The importance of the teacher's work has always been recognized, because the teacher transfers the knowledge to another generation, develops methods and approaches for the transmission of the information. "In the context of modernization of the education, the innovative activity is becoming increasingly important, as there is a need for the substantial update of the education content, the search for new forms and methods of organization of the educational process" (Grinicheva, 2012: 99)

One has to agree that the traditional methods lose their potential and significance. Along with the condition of globalization and development of the information society, the teacher increasingly has to look for new ways of transferring knowledge, to be flexible in the constant creative search. Along with other teaching methods, the differentiated instruction in the classroom is becoming increasingly important. Tomlinson (2014: 2) pays much attention to this approach in her work. She believes that today, as well as a hundred years ago, teachers wish to know how to use time in the lesson in the more efficient way in order to pay attention to each student and grow talent. She emphasizes the experience of the teachers who answer to this question with their activity. The methods used by the teachers are also interesting. For example, Tomlinson (2014:3) states that it is necessary to conduct a formative assessment before using a particular technique. She also takes the view that every student needs a daily practice of the material, so it is very important to give homework, which was invented for the certain group. She also suggests that the students choose the way to response to the educational material. They can also associate the task with something that is close or interesting to them and present it in the form of the project.

Tomlinson (2014: 20) always develops small instructions for the students and presents the educational material in detail in such a way that the students are offered the opportunity to understand the material by themselves. Formative assessment is used to assess how the students are following his instructions.

Teachers who use the differentiated instruction strategy believe that their role in the class significantly differs from the teacher's role in the traditional class. They act as the organizers of the learning opportunities. The teacher's task is to try to grip attention and interest of the student and lead him to the understanding of the material. Thus, the highest priority is the organization of effective activities in a classroom. When using the differentiated instruction

method, the teacher becomes the mentor who controls the process, but the students are also responsible for their self-education and their activities in the lesson.

By using the differentiated instruction strategy, the teachers:

1. assess students' readiness through a variety of methods;
2. interpret students about their interests and learning preferences;
3. create of variety of ways students can gather the information and ideas;
4. develop varied ways students can explore the information and produce their own ideas
5. present varied ways students can present their understandings; (Tomlinson, 2014 :16)

Ron Brandt states that there are several principles of successful lesson. He named those principles as "best-practice". The author of the Diploma Paper considers that if it is possible to connect "best-practice" principles with differentiation, then it will be clear what is the teacher's role in this process.

Differentiation calls implementation of the teacher's capabilities in the best way, by analyzing and improving the teacher's approach until he achieves an individual approach.

Ron Brandt (1998: 12) believes that there are several principles for a successful lesson. He called these principles as the "best-practice" principles. If we connect these principles with differentiation, then we can understand the teacher's role in the process.

R Brandt, 1998, *Powerful Learning*. Best-practice teaching linked with Differentiation

Best Practices	Differentiation
People learn under these conditions:	Teachers have to attend to student differences because:
1. What students learn is personally meaningful;	1. Students have different background of interests
2. What students challenging and they accept the challenge;	2. Students learn at different rates.
3. What they learn is appropriate to their development level;	3. At any one time, students will think more concretely, some more abstractly, some more dependently, and others more independently.
4. They can learn in their own way, have choices, and feel in control;	4. Students will not all learn in the same way, make the same

	choices, or feel in control with the same parameters.
5. They use what they know to construct new knowledge;	5. Students do not all know the same things at the same degree of competency, and they will construct knowledge differently.
6. They have opportunities for social interaction;	6. Students will vary in the amount of collaboration they need and the sorts of peers with whom they work best.
7. They get helpful feedback;	7. What is helpful feedback for one student may not be for another.
8. They acquire and use strategies;	8. Each student needs to acquire strategies new to him or her and use them in ways that are personally helpful.
9. They experience a positive emotional climate;	9. Classrooms are quite positive for some students are distinctly not so for others.
10. The environment supports the learning.	10. Students will need varied scaffolding to achieve both common and personal goals.

“Best Practices” column adapted from Brandt, R 1998. *Powerful Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Not all teachers are capable to lead the classroom that could respond to the students’ different needs. Working on differentiated instruction strategies the teacher can develop different skills like:

- Organizing and focusing curriculum on essential information, understandings and skills
- Reflecting on individual as well as the group
- Using time flexible
- Using of the wide range of materials
- Thinking of many ways how to reach goal
- Diagnostic students’ need, learning experience

- Thinking what could go wrong in activity, in a task
- Sharing responsibility for teaching and learning with students
- Giving directions
- Moving students
- Organizing space
- Building a sense of community in a classroom (Tomlinson, 2001:17)

A good differentiated classroom can be compared with music, that was performed with different musical instruments.

3.4 Learning Environment in the Differentiated Classroom

“Changed place will change practice” (Susan La Marca 2010; 49)

In this chapter the author describes the importance of the Learning environment in the differentiated classroom. Firstly, it is worth knowing what is the learning environment. Wilson describes a learning environment as “a place where people can draw upon resources to make sense out of things and construct meaningful solutions to problems”. In other words environment is a place or space where students can achieve their goals in learning.

Concordia University offers the following meaning of the Learning Environment “conditions for optimal learning that includes physical and psychological elements”. It means that the classroom has to have not only positive and friendly climate but also different arrangements that support effective and motivated individual and group working.

Hunt and Seney (2001: 64) state that physically the classroom should be designed as learning laboratory. It means that classroom may look not like a room but like a different place according to the theme. It may look like a library or a museum or a shop. It is very important to provide the connection between the curriculum and the classroom.

An Environment, that is created has to encourage students, to allow them to be themselves, to trust, to bear the risks and to develop themselves. Such a classroom invites diversity and individuality. (Riley, 2000:1)

According to the Clark’s (1997:328) responsive Checklist:

Physical Environment is responsive if:

- There is space for students to simultaneously participate in a variety of activities.

- Students have access to materials with a range of levels and topics.
- There is space for the students to engage in a variety of instructional groupings,
- and flexible grouping is used.
- There are areas supportive of student self-management.
- Desks are not individually owned.
- The classroom has a comfortable, inviting ambience supportive of exploration,
- application, and personal construction of knowledge (Clark, 1997:329).

And Psychological environment is responsive if:

- The emotional climate is warm and accepting.
- The class operates with clear guidelines decided upon cooperatively.
- Instruction is based on each individual student's needs and interests as assessed
- By the teacher from the student's interaction with the materials and the concepts.
- Student activities, products, and ideas are reflected around the classroom.
- Student choice is evident in planning, instruction, and products of evaluation.
- Building and practicing affective skills are a consistent and valued part of the
- Curriculum and of each teaching day.
- Students and teachers show evidence of shared responsibility for learning.
- Empowering language is evident between the teacher and student and among students.
- Students show evidence of becoming independent learners with skills of inquiry and self-evaluation (Clark, 1997:328).

Tomlinson (1999:31) compares the learning environment with a triangle that involve content, student and teacher. Each part support each other. In this triangle, the leadership belongs to the teacher, because he or she has to balance and coordinate the process. Exactly the teacher is the person who has to create an environment that is setting differentiation.

Tominson (1999:31-34) invites to create a “healthy” classroom environment. She names some of the best points of a “healthy” environment that can support differentiated instruction:

- The teacher appreciates each child as an individual.
- The teacher remembers to teach whole children.
- The teacher continues to develop expertise.
- The teacher links students to ideas.
- The teacher strives for joyful learning.

- The teacher helps students make their own sense of ideas.
- The teacher shares the teaching with students.
- The teacher clearly strives for student individuality.
- The teacher uses positive energy and humor.
- Discipline is more covert than overt.

Changing the learning environment, the teacher changes the practice and the key to explore the content in a different way. The lesson becomes a “journey” that organizes the teacher and involving the students with, and the learning environment is what supports the lesson and makes it real- life lesson.

3.5 The Role of Assessment in Differentiated Classroom

Assessment is “*the process of observing student learning by collaborating with students to collect data, interpret data about their academic strengths and weaknesses, interests, learning preferences with the goal of making decisions that benefit their instruction*” (Moon, 2005:226).

Classroom assessment is the “process of collecting, synthesizing and interpreting the information in a classroom for the purpose of aiding a teacher’s decision making”. It includes variety of information, that helps teacher to understand students, to monitor learning and teaching processes, to diagnose students’ weaknesses, form students’ working groups, develop instructional plans (Tomlinson and Moon, 2013: 18)

Moon (2005:226) in her article “The Role of the Assessment in Differentiation” represents the connection between differentiation and assessment through “lens of decision-making”. Moon is offering three phases of assessment: planning instruction, guiding instruction and evaluating instruction. Under *planning instruction*, she understands the phase that involves making-decisions about what to teach, what students should understand, be able to do; and learning profiles that might affect students’s learning. Under phase *guiding instruction* she provides connection between instruction and assessment: teacher is planning activities and in the same moment they have to “constantly gather the information” to understand when to stop, continue or change focus. Under the third phase evaluating instruction she understands the evaluation of effectiveness given instructions based on students’ success (Moon, 2005:226).

In the book “Assessment and student success in a differentiated classroom” Tomlinson and Moon introduce two kinds of assessment: formative and summative. Formative assessment means to monitor, to observe, to guide, to direct and help students growth. The teacher uses this

kind of assessment in order to monitor how are developing the knowledge and understandings of students related to the topic (Tomlinson and Moon, 2013:19). Tomlinson divides formative assessment in pre-assessment or ongoing assessment. The aim of the formative assessment is to change the direction if something goes wrong.

Summative assessment has a different aim than formative assessment. The aim of summative assessment is “to measure and to evaluate students’ outcomes” (Tomlinson and Moon, 2013:19).

Tomlinson mentions that effective differentiation requires to assess students before unit (pre-assessment), during the unit or study (formative assessment), and when the unit is ending (summative assessment). *Pre-assessment* helps to determine student’s starting point with previous knowledge and it also helps to find out student’s interests and learning preferences.

Formative assessment allows teacher to monitor the process of learning and understanding of topic.

Summative assessment evaluates student’s results for example exam, or the end of the unit, end of semester or end of the year (Tomlinson and Moon, 2013:20)

The author of the Diploma Paper considers that the role of the assessment is very important. The teacher is setting aims, monitors development and gives students reflection, then assessment will increase the success of learning (Tomlinson, Moon and Imbeau, 2015:8). The author of the Paper considers that if assessment is used regularly, it may help to develop students learning outcomes.

4. CASE STUDY

The case study was carried out in Riga Secondary School № 31. The object of the research was the Form 7 with 26 students from 7a and 20 students from 7b. The following methods of data collection were used:

- Questionnaire for students
- Questionnaire for teacher
- Analysis of marks for the first term and after the implementation of specific research objectives
- Multiple intelligence tests
- Observation

Data collected from questionnaire for students were used to determine the background of learning English and students' learning preferences in the classroom to design activities for students in accordance with the learning background. The questionnaire for teacher was used to collect the data on whether the differentiated instruction strategies were used by teachers during the lesson. Data collected from the multiple intelligences test were used to organize the grouping during the lessons and to find out the learning style of each student. Data collected from the observation gave the opportunity to critically analyze the effectiveness of designed activities that were used during the practical research.

Marks

The documents under analysis included the electronic register. As long as marks are still the main criteria of assessment at school, the decision was made to consider them as the starting point within the present case study. They give the general overview of students' progress in their studies, however marks do not always reflect the proficiency level precisely. Nevertheless, students' marks allow determining strong and weak students in the class which is crucial in the context of a problem of mixed-ability groups.

The Questionnaire for Students

The questionnaire (Appendix 1) was designed with the aim to explore students' background and preferences in the English language learning process in order in order to design effective activities for English lessons in the mixed-ability classroom. The objectives of the questionnaire for Form 7 students are as follows:

- to determine students' preferences in learning English;

- to define students' background in learning English;
- to define activity types students give preference to.

Questionnaire for Teachers

The aim of the questionnaire for teachers was to find out:

- whether the teacher used grouping as a method during the lesson;
- whether they knew what the differentiated instruction strategy is;
- whether they implemented the differentiation during the lesson. (see Appendix 2)

Multiple Intelligences Test

There is a well-known theory of multiple intelligences introduced by Howard Gardner in 1983. Gardner distinguishes among linguistic, logical-mathematical, spatial, musical, bodily kinaesthetic, interpersonal and intrapersonal intelligences. Later naturalist intelligence was added to this list, as well as existential intelligence was informally introduced. In the frame of the present research, it was decided to test them on the basis of theory of multiple intelligences in order to define the learning style that would be suitable for each of students as long as it influences the way a person perceives information. The Multiple Intelligences test was taken from (see Appendix 3).

Observation

The last stage of the present research was to apply the activities designed for mixed-ability classroom and include the principles of the differentiated instruction strategy, observe the lesson and make conclusion on the effectiveness of each type of activities applied during the lesson.

4.1 The Analysis of the Questionnaire for Students

4.1.1 Learners' Preferences in Learning English

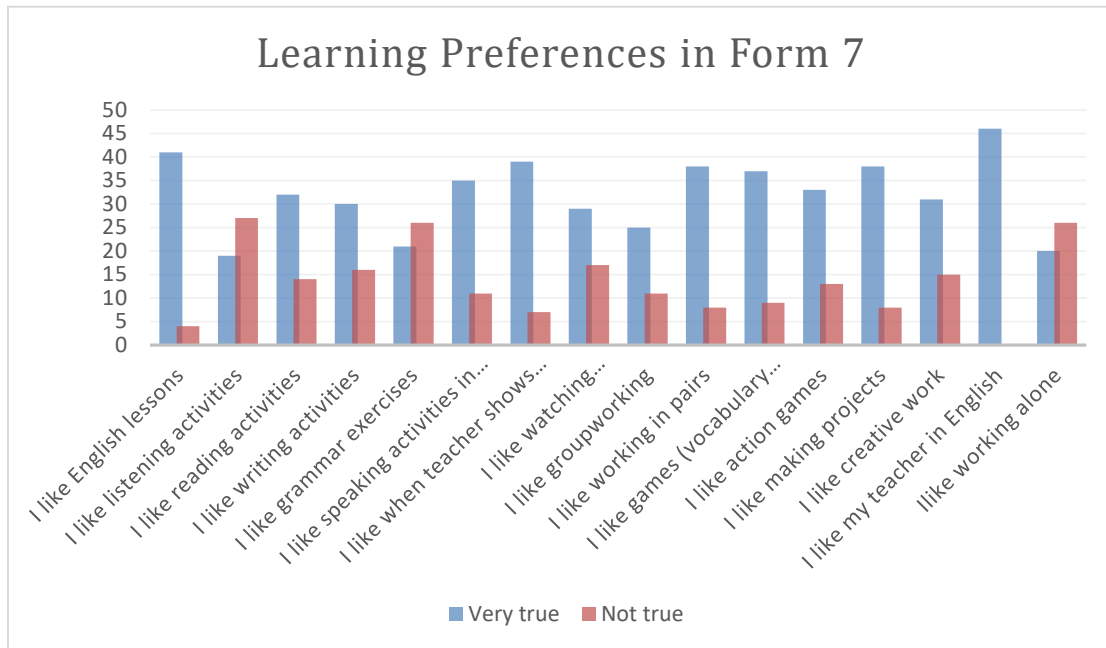


Chart 1. Learning Preferences

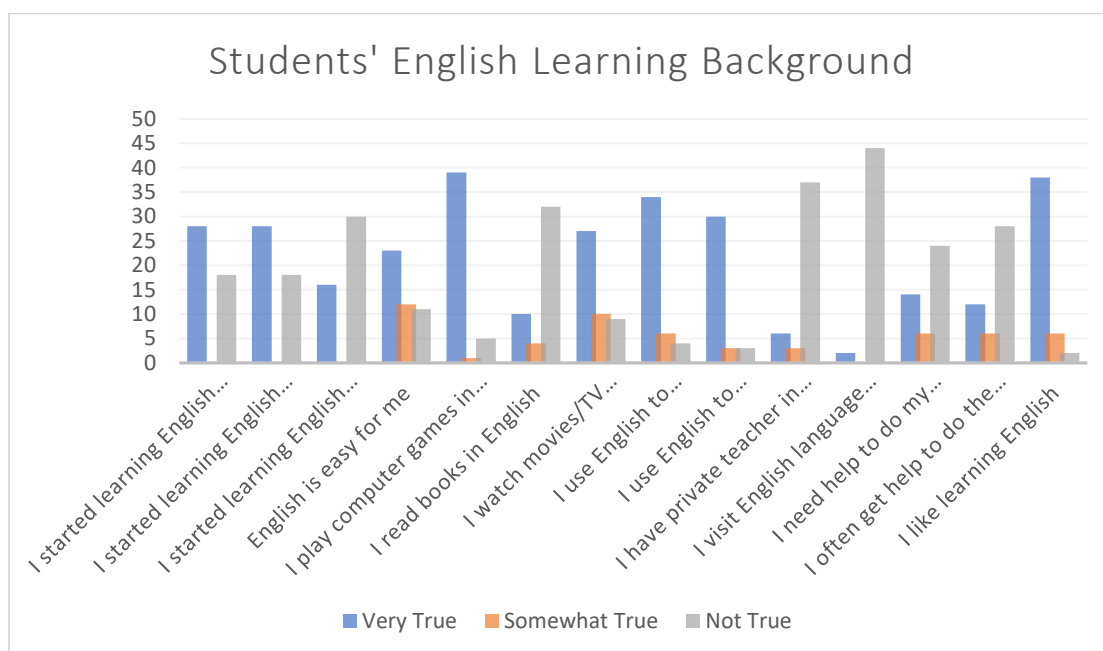
To design activities which would fit the mixed-ability classroom, the questionnaire was designed to identify learners' background in English learning and their preferences.

Chart 1 Shows that almost all the respondents like English lessons. Students have different preferences in learning English: both groups from the Form 7 prefer working in pairs (38 students). 25 students do not like group or pair work, they like to work individually. 30 students like to complete different writing tasks and 16 students are not among them. Many students like speaking activities, they like to discuss situations and present their work 35 students and 11 of them don't like to speak English. Perhaps it shows their fear of mistakes and the lack of confidence between their peers. 37 students from 46 show their preference to participate in projects, among them 30 students like creative work. They like to make different presentations, to look for the information. Many students feel weak in listening activities about 26 students, and 20 students instead of it feel comfortable completing listening exercises. 39 students like listening and watching when teacher shows Power Point Presentation, comparing to this only 29 of 46 students like to watch videos in English, it also let suppose that 17 students feel uncomfortable watching video in English, they don't understand whole information and can't complete post video exercise.

Following students' learning preferences teacher has to include while designing activities for the lesson plan. In spite of being not popular individual work also will be included into lesson plan, because 20 students prefer to work individually. Grammar exercises need to be practiced because too many students dislike to complete grammar exercises 26 students. It means that students have problems with grammar.

4.1.2 English Learning Background

There are many different factors, which can influence the use of English, which can improve learning outcomes in English. During the research students received questionnaire, where they had to answer 14 questions about their experience and the use of English language. The results of the questionnaire were following:



The results of the questionnaire are showing that most of the students are very interested in English and they use English in particular situations whether it is computer game or trip or private teacher. It means that most students of the 7 Form feel very convenient using English in different situations. The results also show that there is a small part of students, who are still doubting about their knowledge. Author of the research is seeing here the ability for the individual approach for helping students to overcome this lack of knowledge. The chart 2. Shows that the half of students of the Form 7 started learning English in Kindergarden-27 students, while the others 18 students didn't have experience of learning English from the Kindergarden. In the Form 7 there are two groups who started learning English from the 1st Form and from the 3rd Form, according to this fact 27 students started learning English from the 1st grade and 15 from the 3rd grade. The difference between these three points may assume

that there is strong difference between students' knowledge levels of English. Most of the students' influent factor of different entertaining things like computer games -39 students or watching movies or programs on TV- 26 students. In spite of this only 10 students are interested in reading books in English, the other 31 students are not reading and they don't like it. Some of them wrote: "*I don't read books in Latvian too*". 30 students are happy to use their knowledge going abroad. 14 students shared their desire that someone could help them by doing their homework and 11 students often get help from the relatives by doing their homework, 5 students among of them sometimes get help from adults doing English home task. Unfortunately, only few students visit English Language courses or have private teacher- 6 and 1 students. As a teacher of this classroom, author suppose that this depends on depends on the financial status of the parents, many parents also suppose that the child has to get the education only visiting the school.

4.1.3 The Analysis of the Marks

The aim of the present research was to determine the influence of the differentiated instruction strategies on the effectiveness of the learning outcomes. According to the themes, that have been chosen for the lesson planning, the author decided to observe in general motivation that during differentiation improving learning outcomes. Due to short period of time author realized to analyze the marks in the first term and approximate marks for the end of the practical research. For showing the result of the present practical research the author realized to analyze the marks of the students of the Form 7. As long as marks are still the main criteria of assessment at school, it was chosen to consider them as a starting point of the research in the present case study. The analysis of the marks shows the general overview of students' progress in their learning of the English language. Nevertheless, students' marks allow determining strong and weak students of a class in the context of a problem of mixed-ability classroom.

The practical research started in January, 2017, it was decided that the author will examine students' mark for the first term before differentiation was applied, and the average mark after differentiation was used in April, 2017, in order to assess the frontal lesson work and the result of the use of differentiation. The first significant mark under examination was the mark for the first term in English. Here follows the chart of this position in Form 7:

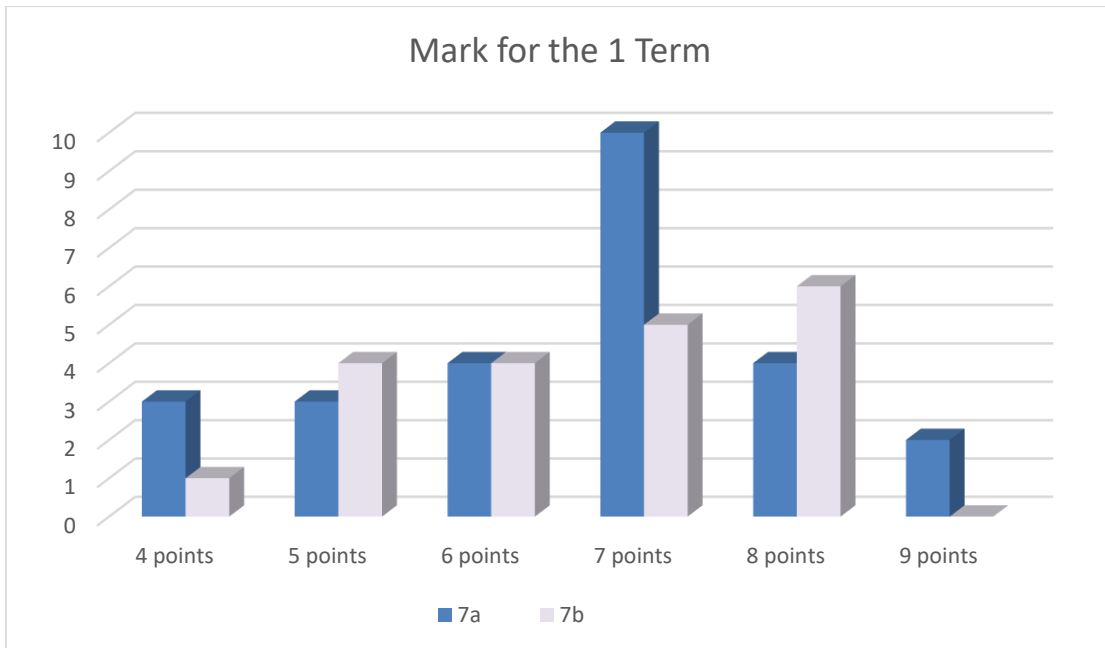


Chart 3. Mark for the 1st Term 2017 of the Form 7a and 7b

Chart 3 shows that there are 2 classes of the Form 7, 7a and 7 b. And the Chart shows the mark at the end of the first term in English. The result shows that more stable marks have 7b form, only 1 student has mark 4, 4 students have mark 5, the others 4 students have mark 6, 5 students have 7 points and 6 students have 8 points. According to results author can say that this class doesn't have bad result, and the results are stable good. The Form 7a also deserves attention, the results of this form are more different. Most students have mark 7, the others students have marks between 4 and 9. Interesting is that 7a form has more 4 point than 7b, and in spite of this students from 7a have 2 students with the mark 9, and 7b doesn't have such students.

One more mark that claims for attention is the mark, that students received after the practical research and results of students after the use of differentiated instruction strategy can be observed with the help of Chart 4:

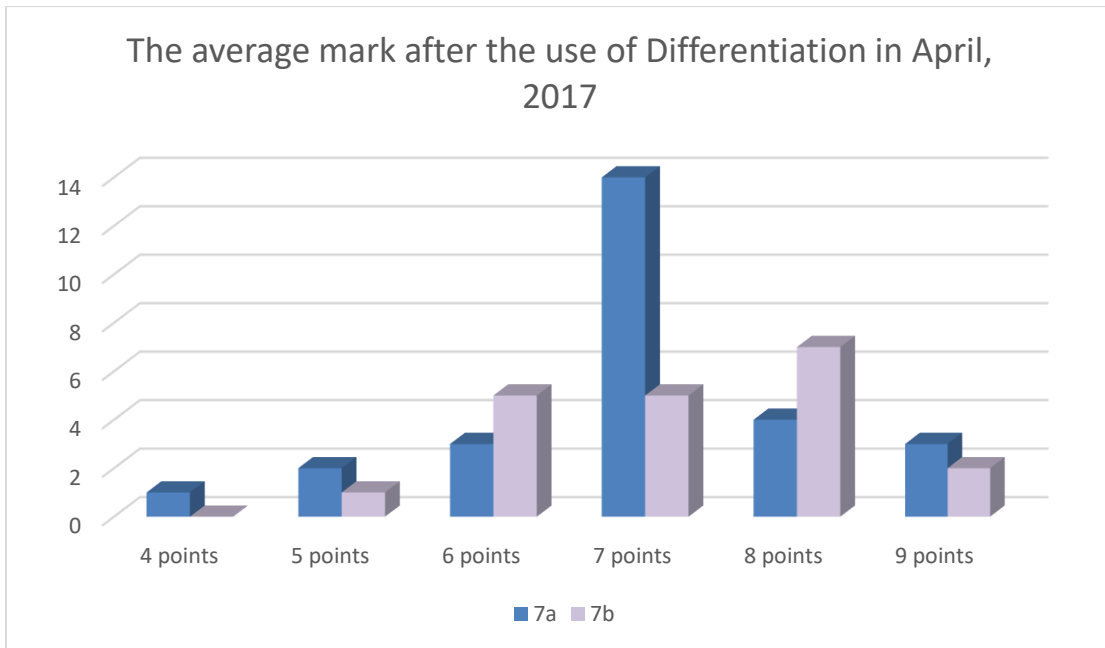


Chart 4. The average mark after the use of the Differentiation

From January, 2017 till April, 2017 the author has applied Differentiated instruction strategy during the research, to find out the influence of the approach on the learning outcomes according to themes that have been learning during these months. After the use of differentiation, the following results were obtained. If compared with the chart 3, chart 4 shows that in both classes were reduced students who had mark 4, from 7a now there is only 1 student (instead of 3) and from 7b (there are no students with mark 4 (instead of 1 student)). The number of students, who had mark 5 has reduces. Gradually it decreased in Form 7a from 4 students till 2. There are less students who received mark 5 from 7a and thee are less students from 7b, who received mar 7. At the same time there are more students, who received mark 8 from 7b (7 students instead of 6). There are also more students from 7a, who received the mark 7 (14 students). Very important result is, that in 7b Form 2 students received mark 9 (instead of 0). After the use of the Differentiation results show that students, who had marks 4 and 5 improved their marks, the same the author can say about students who received 9 point from 7b, that there were no students who had point 9 before. According to analysis of the marks for such a long period of practical research, author can confirm that generally the results had improved, what can be caused by the use of Differentiated instruction strategy.

4.1.4 The Multiple Intelligences test

In the frame of the present research of students and according to the constructing of the activities for lesson plans (including grouping) it was decided to test them on the basis of the theory of multiple intelligences in order to define the way they perceive information. The author of the Diploma Paper considers this knowledge to be useful when designing activities for English lessons in Form 7. The test was taken from the website lauracandler.com. Students were given the test in English.

Students were asked to complete the test on multiple intelligences. After having analyzed answers the author of the Diploma Paper made a chart based on two multiple intelligences mostly characteristic for each student. The chart is as follows:

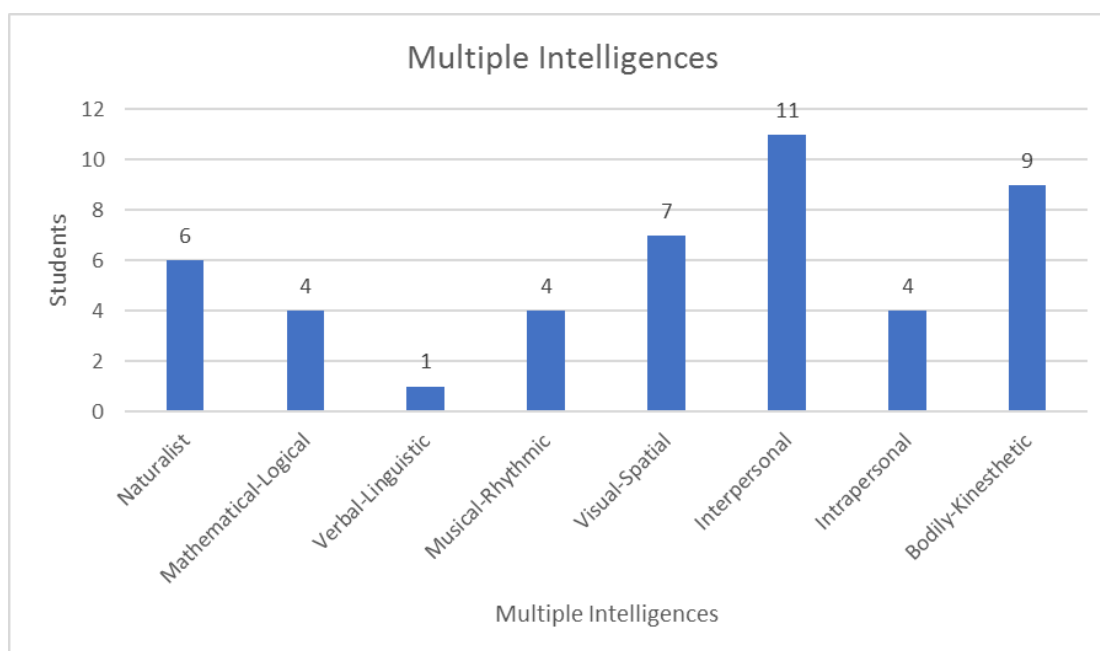


Chart 5. Multiple Intelligences.

Chart 5 reveals that the intelligence that prevails among students of the form is the interpersonal intelligence – 11 students possess it. Logical/mathematical and Musical-Rhythmic and intrapersonal are equally spread in the form, namely 4 students for each. There are also 7 students with visual/spatial intelligence, 6 students with naturalist intelligence, 9 students with bodily-kinesthetic intelligence and 1 – with verbal/linguistic intelligence.

In accordance with the obtained results the teacher of the form can choose certain activities that work best for certain types of intelligences, since each type supposes its own perception of information for a student who possesses it. People with interpersonal intelligence are the socializers, they like to communicate to others and know how to do it. The best activities

for them involve group/pair work, mingle activities. People with bodily/kinesthetic intelligence are the movers, they are very active, like moving around, use body language. The best activities for such students are TPR activities, for example miming, charades or running dictations. People with logical/mathematical intelligence are the questioners, they like solving puzzles, exploring patterns. The best activities for them are puzzles and problem solving. People with visual/spatial intelligence are the visualizers, they like drawing, building, arts and crafts. The best activities for them are drawing, watching video, work with pictures, project work. People with naturalist intelligence are the nature lovers, they like being outside and observing nature. The best activities for them are environmental projects, field trips. People with intrapersonal intelligence are the loners, they like working alone and pursuing own interests. The best activities for them are individual work and personalized projects.

Possessing all the above stated information, the author of the Diploma Paper can use it when designing activities for English lessons in Form 7 and applying them.

4.2 The Analysis of the Questionnaire for Teachers

One of the most important roles in the lesson belongs to the teacher. Teachers “*become partners with their students..., ensure students to experience reality..., engaging instructions..., lead to understanding*”. (Tomlinson C.A., 2014: 4) On the approach, that applies the teacher depends the plan of the lesson and the effectiveness of the students’ learning outcomes. According to the theme of the Diploma Paper, the author decided to find out do the teacher of English use the Differentiation in their classrooms. Teachers from Riga Secondary School № 31, Riga Rinuzi Secondary School and Secondary School № 14 was given questionnaire with 9 open questions:

1. *Do students of the form you teach have different levels of English?*

All teachers, who have been participated in research answered YES.

2. *Do you divide your students into groups according to the student level?*

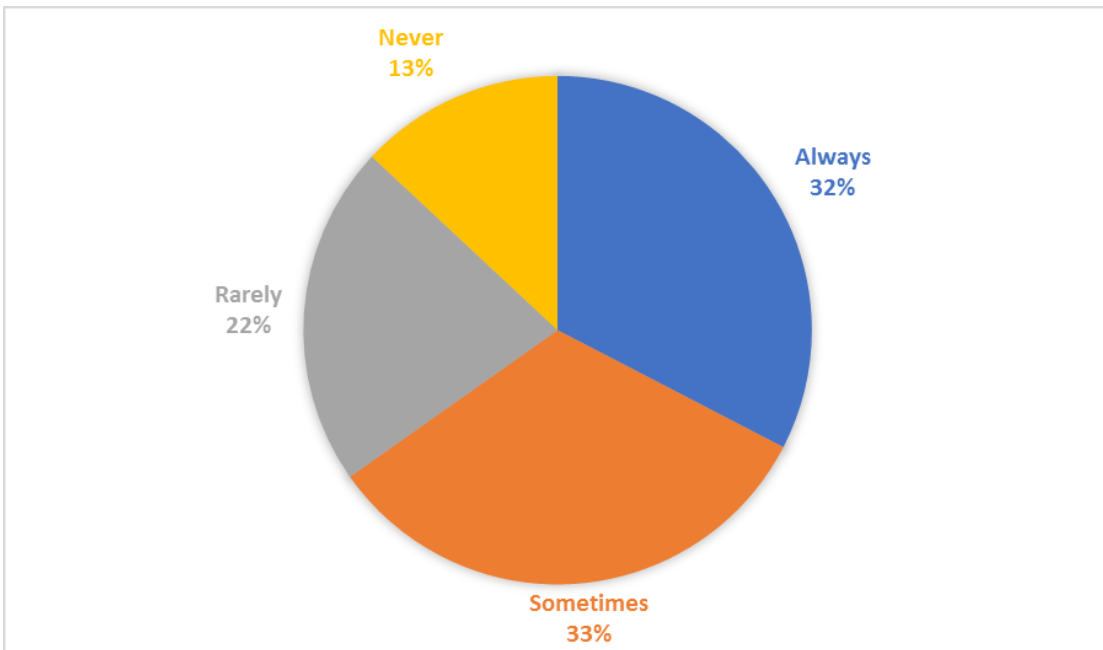


Chart 6.

According to Chart 6, 32% of teachers answered, they divide students accordingly students' level into groups always. 33% of teachers sometimes use the grouping according students' level. Only 22% of respondents rarely divide students into groups according their level. 13% never do it: students usually work individually or in pairs the way they are sitting in classroom.

3. Do you adapt lesson materials according to different levels of students?

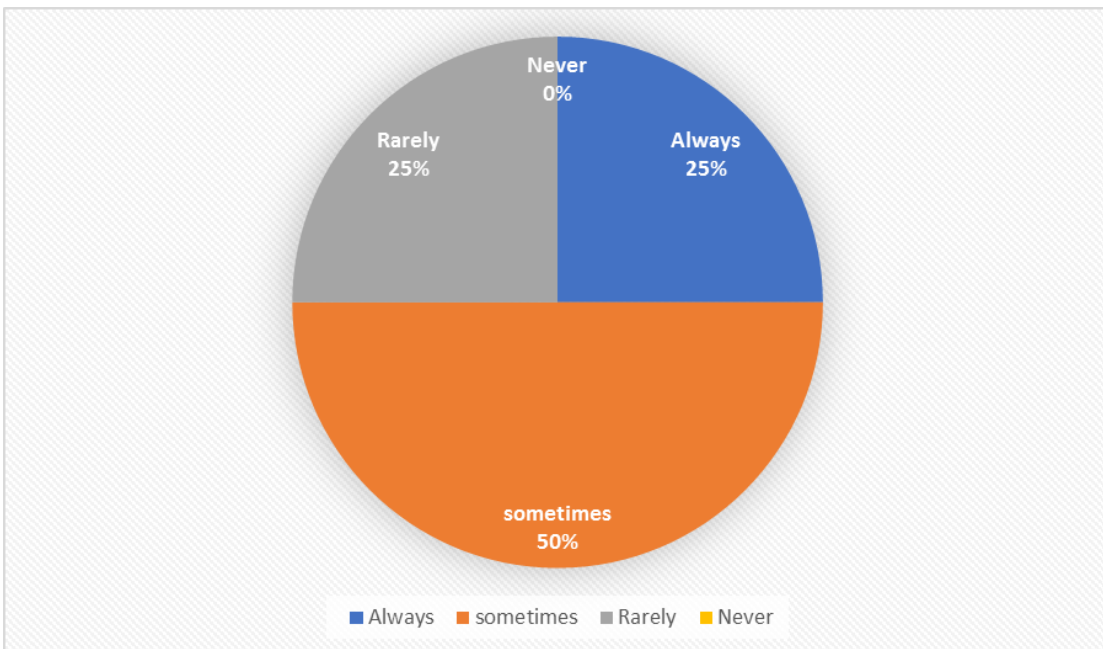


Chart 7.

Chart 7 shows that most of teachers adapt materials according to their students' level. Unfortunately, there are only 25 % of teachers who do it always and rarely. Usually teachers work according to the students' book. They say that all students have to know the same material.

4. Do you take into account students multiple intelligences when you plan lesson activities?

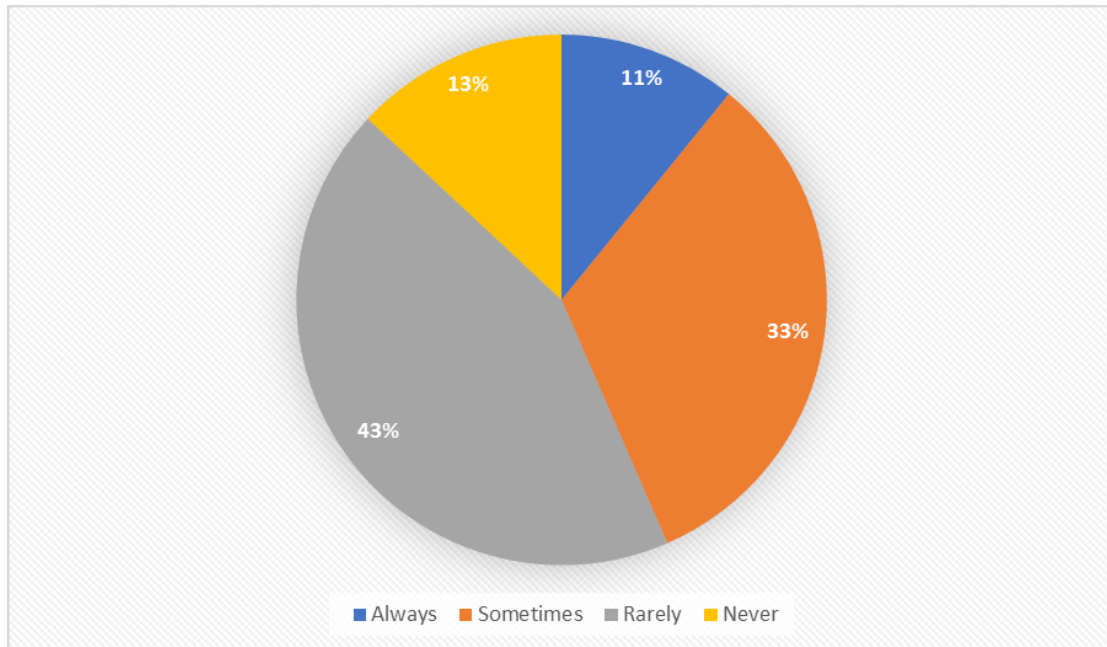


Chart 8.

Only 11% of teachers answered, that they were applying some exercises, that are relating to the multiple intelligences, but very seldom. The teacher described that it's time-consuming to construct such activities to use different learning styles of students to work during the lesson. Students feel free, but at the same time noisy and loud. The author realizes that teachers rarely are implementing different multiple intelligences test, to determine the student's learning style, according to Chart 8, they are 43%. But still there are some teachers, who do it 33%.

5. Do you implement grouping as method of learning in your classroom?

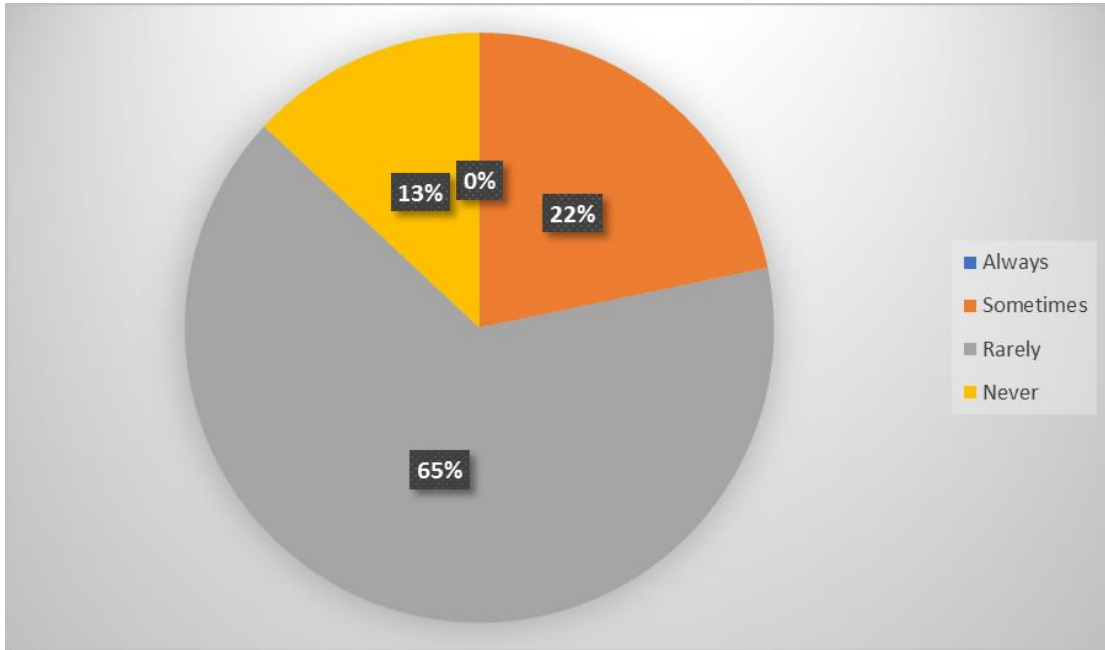


Chart 9.

Almost all teachers answered they used grouping rarely 65%. 22% of teachers use grouping sometimes. And 13% never used it. The author in a dialogue with a teacher found out that there were some exercises when the teacher divided students into groups, like project work or comprehension. But it doesn't mean that the teacher is implementing grouping as an approach to improve skills of the particular group.

6. Do you mix students of the different English levels into one group? Why?

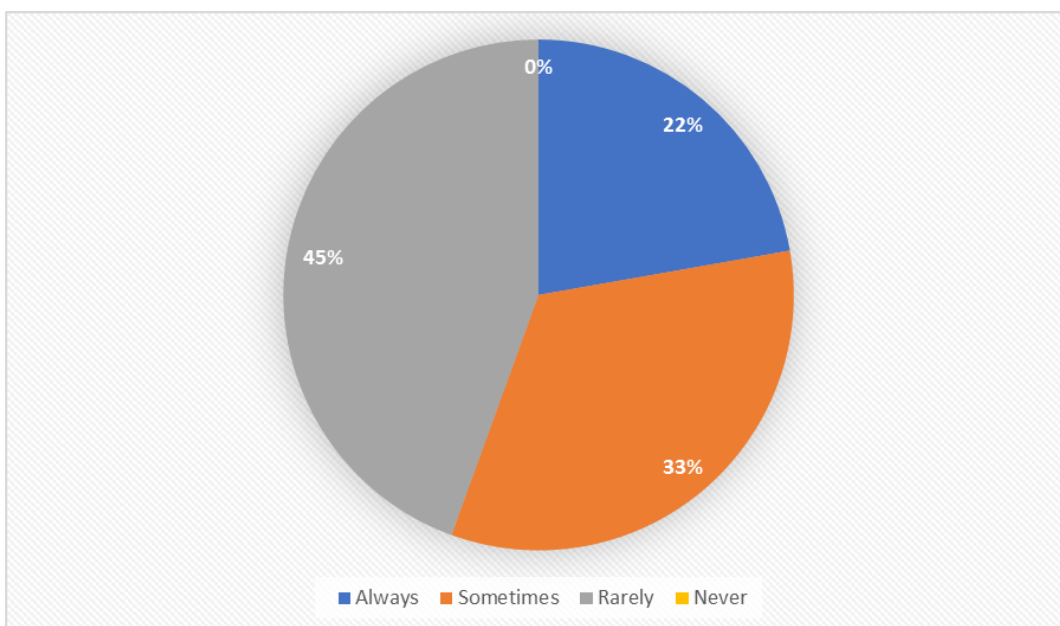


Chart 10.

Most of teachers it is 45% of teachers answered that they mixed students of different levels into one group. The author thinks, it is an interesting fact that there are no teachers, who do not mix students of different level in one group. On the question, why teachers answered: Firstly, students with strong knowledge help students with weak knowledge of English and secondly, weak students understand the material better and their motivation is growing. Next time they understand more.

7. Do you mix students of the one English levels into the same group? Why?

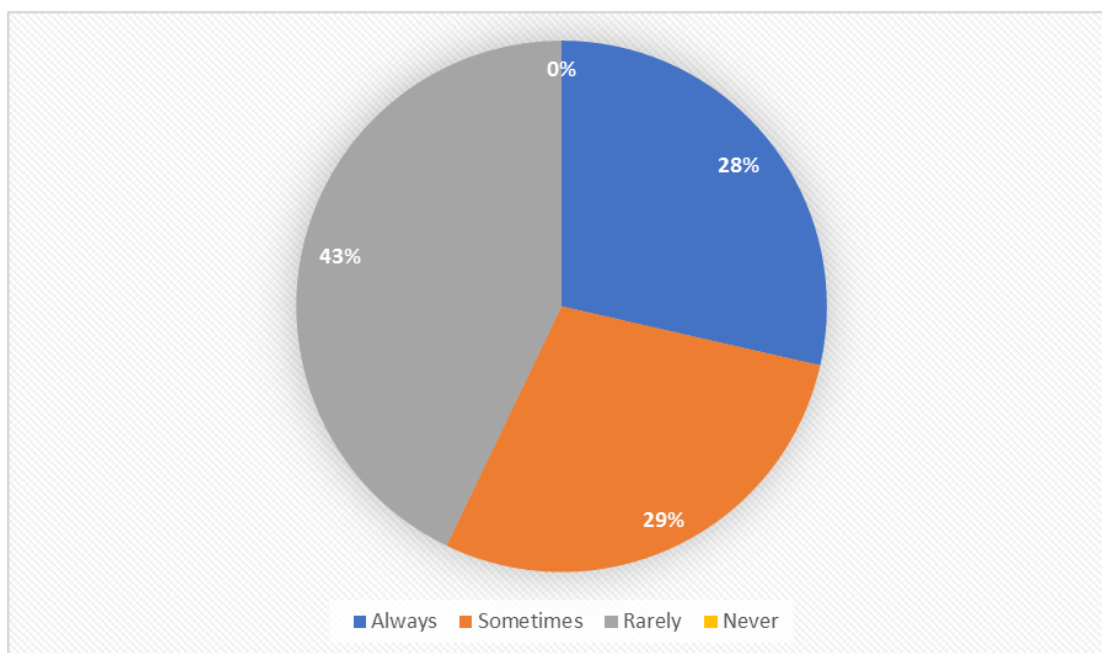


Chart 11.

Only 28% of teachers answered positively. They answered that working in the same group of levels, students can reach higher results. 29% answered “sometimes” and 43% answered “rarely”, because it is easier that students make pairs the way they are sitting, because usually students are sitting together with their friends, and they quickly decide who do they like to work with. More common is the grouping students with different levels to make weaker students work harder.

8. Do you meet all the needs of students in teaching process?

All teachers answered positively to this question. That is true, that all teachers more or less meet students’ needs during the learning process. During the lesson, all teachers manage to involve all students in the learning.

9. Do you know what is the Differentiated instruction strategy?

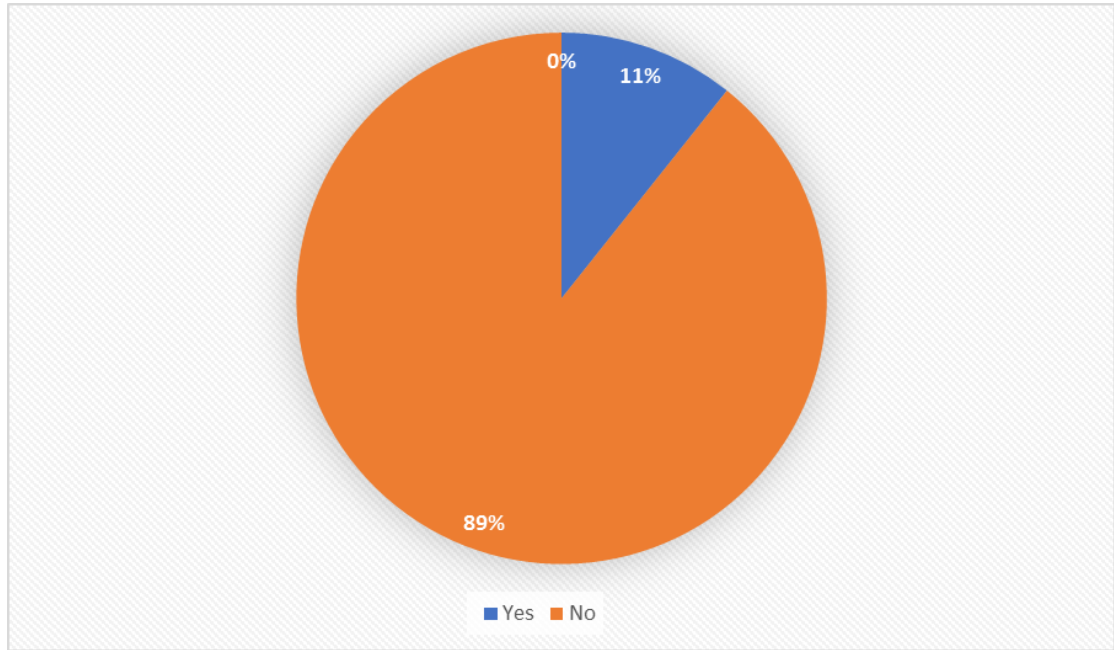


Chart12.

Only 11% of respondents answered that they knew what it meant, but they didn't implement it during the lesson. It is very time-consuming to prepare for such a lesson. The other 89% had not heard about it. It may be supposed, these teachers were not using differentiated instruction strategy during the lesson and they do not know whether it can improve or not students' outcomes in English.

4.3 Observation Outcomes Checklist

The author of the Diploma Paper has provided some lessons in the observed Form 7. During the planning of activities for these students, the author took into account the multiple intelligences of students and included elements of differentiated instruction strategy in order to respond the abilities of students, to raise their motivation and to improve learning outcomes.

4.3.1 Lesson 1

The elements of the differentiated instruction strategy during the lesson were the following:

- Teacher creates the learning environment that supports the learning process: the teacher arranges the furniture and organizing the classroom for students to work in pairs, groups and individually (different places in the classroom).
- The teacher divides students into groups, pairs and individuals. Students work according to their prevailed intelligence if it is possible or necessary for the particular lesson.

- Every group or pair or individual are getting the name of the colour. It helps to escape discrimination between the students. There are three groups of students: weak, medium and strong. Every group receives the exercises according to their level of knowledge and abilities.

Teacher: Andriana Meļņika
Theme: Geographical places
Form: 7b

Observer: Andriana Meļņika
Date: March 23, 2017

Stage of the lesson, procedure	Analysis
<p>Beginning Students come into the classroom. The teacher arranged desks for pair work, for group work and for individual work and divides students to sit according the colours. Each colour means the group of strongest and weakest students. The teacher asks students to get prepared to the lesson, wait till everybody is ready and greets them. On the different places of the classroom’s furniture are pictures covered with the paper. Teacher walks around the classroom and opens some of pictures, under the covered pictures are different photos with geographical features (island, beach, cave, ...). Teacher asks students to give the name of the island, they know or they have been on. Then the teacher opens the other pictures, that also have been closed. Here also students see different geographical places, they have to guess the name of the place: The Sahara, Lake Titicaca, the Alps, the Nile, the Black Forest, Mount Fuji.</p>	<p>Learning Environment The classroom is organized to encourage students about the theme, to arouse the interest.</p> <p>Brainstorming This kind of activity is very suitable for students who have linguistic intelligence.</p>
<p>Body of the lesson The teacher suggests working in pairs or groups (according to the arranged places and group colours). The teacher distributes worksheets (two variants) to each pair or group and explains the task. Students have to find these geographical places on the map. Strong and medium students are getting more pictures and weaker students less pictures.</p> <p>The teacher writes five words on the blackboard to introduce new vocabulary. She explains word by word using two variants – gives the oral description in English and mimes a word. When the meaning of all the new</p>	<p>Grouping Students are grouped according to the needs of the mixed-ability form. There are groups of strong students, who can work without help. There are groups of medium students, who also need some help from the teacher. And there are groups of weak students who are assisted by the teacher if necessary.</p> <p>Pair work Students are devoted into groups, pairs and individuals. Pair work is a kind of collaborative work that is perfect for students with</p>

<p>words are known to students, the teacher asks students to complete the listening task. Teacher gives worksheet with table. Week students fill in the table (using key words). Medium students feel in the table using some words. Strong students have to fill in the table and describe one of the places. The teacher explains the task and then plays the recording. Students listen to the recording twice. Teacher is monitoring the work and checking separately each work coming to the students individually.</p> <p>Next exercise is connected with the text. To make the exercise students get worksheets with the short description of the geographical places. The weakest group is getting short description of geographical places and the table, which they have to fill in. The medium group is getting description of the places and answer on the question about the description. The strongest group is getting the beginning of description and the end they have to find, filling the gaps. During the lesson students may use their books or dictionaries, and access to the Internet. Students work, the teacher monitors the activity and helps when it is necessary each group or student individually. When the time is over, the teacher asks some students of each group to read out their results.</p>	<p>interpersonal intelligence. Pair work is also one of the preferences for students according to the students' questionnaire results.</p> <p>Listening activity This kind of activity is good for students that have linguistic intelligence.</p> <p>Writing task This kind of task is good for students with linguistic intelligence. It is also necessary for that particular form to practice writing in order to meet students' needs revealed by the needs analysis questionnaire.</p> <p>Differentiation Students were given three variants of the same task. One of them is more difficult and is meant for strong students, the other one is for medium students and the third one weak students since it is easier.</p> <p>Group work Students work in groups, help each other, interact, feel safe being supported. This kind of activity is good for students with interpersonal intelligence. Group work is also one of the preferences for students according to the needs analysis questionnaire results.</p>
<p>Ending The teacher explains the home task and writes it on the blackboard. The teacher thanks students for their work at the lesson and welcomes them to evaluate their work today and answer what did they like, what was difficult.</p>	

Overall comment on the lesson:

Students have revised the vocabulary on travelling, they were developing speaking skills, describing the places they have seen on the pictures and talking about their own experience.

Students were active, participated in activities. The first activity –brainstorming students took very well. It was interesting for them to talk about places they have seen in reality or on the Internet. The second task was to find these places on the map, which also encouraged students, students were working in pairs, so the strong student could help the weak student. The third task was devoted to the developing of listening skills. Students were working in groups: strong, medium and weak group. Teacher was checking the activity coming to each group. The last activity was devoted to the description of the geographical place. Students were working in groups: weak, medium, strong. Each group had to complete their own exercise. The last task was devoted to the description of the geographical place. Each group of students had its own exercise.

4.3.2 Lesson 2

The elements of the differentiated instruction strategy during the lesson were the following:

- Working with students the teacher is taking into account the multiple intelligences.
- The teacher divides students into pairs and individuals. Weak students are working together with strong students; weak students get supported from strong students.
- Weak students are getting adapted materials.
- According to the differentiated instruction strategy the teacher is checking the tasks separately with every pair and is giving additional advises. It is important, because every student has his own speed of work.
- The teacher creates a “journey” for students (students are going on the trip to Africa).
- As homework students get open-ended task. They had to present an animal. They had to choose the way of presentation on their own.

Teacher: Andriana Melnika
Theme: Wild life
Form: 7a

Observer: Andriana Melnika
Date: April 5, 2017

Stage of the lesson, procedure	Analysis
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<p>Beginning</p> <p>Students are entering the computer classroom. The teacher greets students. Students take their seats and the teacher asks students to work in pairs. Each student can choose the pair or working individually.</p> <p>The teacher gives students pictures with parts of the body of animals (leg, mouth, ear,) and slips of paper with the names of animals. Students have to match pictures with names).</p> <p>The teacher is checking separately every pair. After that on the blackboard are written questions: Who lives in Africa? Who lives in Australia? About each continent.</p>	<p>Pair work</p> <p>Pair work is a kind of collaborative work that is perfect for students with interpersonal intelligence. Pair work is also one of the preferences for students according to the questionnaire results. It is also addresses the needs of the mixed-ability form since weak students can get help from their strong classmates.</p> <p>Peer sharing</p> <p>This kind of strategy allows students sharing some information with each other and is perfect for students with interpersonal information.</p>
<p>Body of the lesson</p> <p>The teacher suggests to go on the trip to the Africa. Which animals live in Africa? Students remind the teacher about animals. Then teacher gives out the worksheets with texts about African animals. And explains the task: working in pairs weak-strong student or individually students have to read the texts and find the most suitable title to the whole text.</p> <p>Weak students are getting support from the strong student and also teacher is giving the worksheet with translation of some words. Depending on the individual speed of work, the teacher is checking the answers and gives additional exercises.</p> <p>The next exercise students had to complete the chart and find the information about animals from the text (1. Where do animals live? 2.What do they eat? 3.What do they look like?) Teacher is monitoring the situation especially with weak students).</p> <p>After that students are getting the text where they have to fill in the gaps. Weak students are getting adapt text with gaps, easier variant. The teacher is checking individually each student.</p> <p>The next exercise is, in the text 1 there are 9 underlined words. Students have to find the</p>	<p>Pair work</p> <p>Students are given a task to work in pairs and reach the result. In order to do that they have to assign responsibilities.</p> <p>Cooperative work</p> <p>Students are working in groups strong-weak student. Cooperative work is perfect for students with interpersonal intelligence, as well as for the mixed-ability environment since weak students can be assisted by strong students being in one pair.</p>

<p>meaning of these words from 1-5. Strong students are helping weak students.</p>	
<p>Ending When a few minutes are left till the end of the lesson, the teacher gives the home task and asks students to describe the animal. Students may do it in PPPresentation with pictures or on the A4 sheet of paper or how do they wish. The way students are presenting their description will influent the mark. The teacher thanks students for their work at the lesson and welcomes to the next one.</p>	<p>Homework Students who did not manage to finish their part of work in the classroom are allowed to do it at home, which may be easier for weak students who need more time to complete the task, as well as for students with intrapersonal intelligence who prefer working individually.</p>

Overall comment on the lesson:

Students have revised the vocabulary on animals, they were quessing the animals, describing their parts of body that they have seen on the pictures.

Students were active, participated in activities. The first activity –encouraging the students by the parts of animals’ body. After that students had to arrange the animals according to their living places (continets). The second task was to find the suitable title to the text. Students were working in pairs strong-weak student. Weak students were supported by strong students. The third task was devoted to the chart. Students had to complete the chart and find the information in the previous text. The teacher was monitoring the situation with weak students. It is necessary to give additional advice to them. The last exercise was connected with the vocabulary. Students had to find the meaning of the given word using the text. As the hometask students had to describe an animal.

4.3.3 Lesson 3

The elements of the differentiatiated instruction strategy during the lesson were the following:

- Students are working on the project, sharing responsibilities.
- The teacher monitors the students and give advises or helps them, this way showing them direction.
- The teacher organizes the project.
- Students have access to different information sources: each of them is searching for different information for one exercise. It means that students have one aim but they reach it in different ways.

Teacher: Andriana Melnika

Observer: Andriana Melnika

Theme: Londons' sightseeing

Date: April 13, 2017

Form: 7a

Stage of the lesson, procedure	Analysis
<p>Beginning</p> <p>Students are entering the classroom. The teacher greets students and tells that they do not need to take out books today.</p> <p>The teacher informs students that today they have to make a project and they have one task for two lessons – today they are making project, searching for information they need and tomorrow students have to present their work and the best presentation will get surprise for this.</p> <p>The teacher says that there should be eight groups. Students are working in groups: weak and strong. Teacher chooses eight students to be leaders of the groups and asks them to choose classmates into their teams. After that, each leader takes a small paper out of the little box given by the teacher. Each slip of paper has the name of a contry written in it. Each contry means the name of the group.</p>	<p>Presentation</p> <p>Teacher asks students to choose the way how do they want to present. Teacher gave the A3 sheets of paper and craions.</p>
<p>Body of the lesson</p> <p>When groups are made the teacher names the theme of the project “London’ sightseeing”. The teacher is showing the short movie about London sights and asks students to take their places and switch on the WLAN (each group has to have the Internet access).</p> <p>The teacher gives students worksheets with the table “The main facts of Great Britain”. Students have to complete the chart using the information from the Internet. If students need help teacher comes and gives</p>	<p>Project work</p> <p>This kind of work is useful for several reasons: firstly, this is a creative work, that allows students express themselves and showing their skill and talents not necessarily concerned to linguistics; secondly, this project presumes searching information on the Internet, which is not usual for English lessons and thus interesting and works perfectly for students with spatial intelligence; thirdly, this project is connected with intercultural learning, which is perfect for</p>

another worksheet with text, where students who are weaker, can find the information.

Students also get the other exercise about London's sights. They have to find the description on the Internet. Students are working cooperatively and share the responsibilities.

Students start working, using their mobile phones. Students are very engaged and are very interested.

When the first lesson is over, some of the students go out, but most of them stay and keep working.

When the second lesson begins, all the students come back and keep working.

Ending

When a few minutes are left till the end of the second lesson, the teacher asks students to finish their projects at home and prepare the presentation for the next lesson – students can choose the how do they want to present.

The teacher thanks students for their work at the lesson and welcomes to the next one.

students with naturalist intelligence. The project work involves drawing, designing, which is perfect for students with bodily-kinesthetic intelligence. The project work is also a very suitable activity for students that differ in their abilities since roles and tasks within the group may be distributed according to abilities each student possesses.

Cooperative work

Students are given a task to work cooperatively and reach the result. To do that, they have to share the responsibilities to every member of a group and follow them in order to have an outcome. Cooperative work is perfect for students with interpersonal intelligence, as well as for the mixed-ability environment since weak students can be assisted by strong students being within one group.

Homework

Students who did not manage to finish their part of work in the classroom are allowed to do it at home, which is helpful for weak students who need more time to do the task, as well as for students with intrapersonal intelligence who prefer working individually. Students' homework to prepare the presentation. It depends on students how do they want to present the result they have reached (it is also one of the differentiated instruction strategy).

Overall comment on the lesson:

The procedure of the lesson was unusual for students. They admitted that it was unusual for them to use mobile phone and the Internet during the English lesson, they had not done it before (usually the use of the mobile phone during the lesson is forbidden). It was interesting to work in groups, to share the responsibilities. Students enjoyed working on their projects and finding out new information about London. The teacher was worried about possibility to have some problems with grouping students, since there are often some students who refuse working with someone. Presentation is a very good strategy to develop speaking skills and is very helpful for students who usually refuse to talk. They divide the speech for presentation. Presentation is also good for raising responsibility for students, because every student is responsible for the task and for the speech. The final outcome was the poster that was placed on the wall.

CONCLUSIONS

Teachers working with large classes face many challenges, such as discipline, low motivation, different level of language proficiency. They should also be aware that every student is different having an individual learning style, strengths and weaknesses. Working with mixed-ability students, a teacher needs to search for new strategies and methods to respond to all the needs of modern students and lead the mixed-ability classroom.

The author of the present Diploma Paper has chosen differentiation as one of the possible solutions for the problems within mixed-ability classroom. Under the differentiation, the author has examined the differentiated instruction strategy, the role of the teacher, learning environment and assessment.

The present Diploma Paper was devoted to the research of the influence of differentiation on the learning outcomes of Form 7 students. Several methods of data collection were used to analyze the information and results of the empirical research.

The first stage of the empirical research aimed to explore students' learning preferences, abilities, background of learning English and learning styles. The results of the questionnaire for students were crucial for designing the lesson plans for mixed-ability Form 7 in Riga Secondary school № 31, in order to apply the differentiation. The results were as follows:

- The students of the 7a and 7b Forms have different levels of English knowledge. Fifty per cent of the respondents started learning English in the Kindergarten and the remaining 50 per cent were exposed to English when starting schooling. 27 students started learning English from the 1st form and 18 from the 3rd form.
- The students have different learning background: most students master English from computer games, travelling abroad, watching movies and from school lessons. However, only a few students have a private teacher. Some of them also report reading books. Students also showed their desire to be helped by someone in English doing their homework. The majority of students showed their positive attitude to English lessons;
- Students' prefer working in pairs or groups during their English lessons. Students also prefer different methods of learning English, such as games, watching Power Point Presentations, videos, creative work, different projects and speaking activities. However less than half of the students prefer working individually;
- The most popular multiple intelligences among students of Form 7 are the interpersonal intelligence, the bodily-kinesthetic intelligence, the visual-spatial intelligence and naturalist intelligence.

The second stage of the research was devoted to the exploration of teachers' attitude and experience of the differentiated instruction strategy in the lesson. The results were as follows:

- Only 32% of teachers stated that they always divide students into groups according to students' level, while 13% of the respondents never do it. It means that there are teachers who never put students of one level into one group and there are teachers who always do it. The majority of teachers are mixing student of different proficiency levels into one group. The majority of teachers adapt materials according to student's level. Most teachers do not implement multiple intelligences test to find out how student perceive the information, in order to use the learning style according to the student intelligence. Only 11% of teachers answered that they know what the differentiated instruction is; the other 89% answered they did not know what it is.

The third stage of the research comprised the application of lesson plans containing differentiated activities as a solution to the problems faced working with mixed-ability classroom. The third research stage also included the observation of lessons followed by the analysis of applied activities. Five lessons in the context of the case study were conducted, observed and analyzed. The results of the observation showed that almost all the strategies, methods and techniques used in the process of applying differentiated activities were appropriate and adequate for students of the Form 7. The students demonstrated interest, engagement and motivation to work in groups with different proficiency levels.

The finalizing part of the research was devoted to the analysis of the implementation of differentiation in the empirical research. Due to limited research duration, the author has chosen to analyze the marks before the implementation of differentiation and after the practical research implementation. The results of the analysis of marks showed that the average mark of students' after the research implementation increased in comparison with the average mark of students before the research.

The author of the Diploma Paper may conclude that the implementation of differentiation has positive impact on learning outcomes, responds to the needs of mixed-ability classroom and, therefore, raises the motivation of every student. Based on the research data, the conclusion can be drawn that the observation showed that the differentiated instruction strategy was completely new for students leading to aroused interest. Students were active and even tried to make suggestions about the lesson implementation – they expressed their preferences and pointed out the activities which are less engaging for them. After the lesson, students were suggested to assess their work, the lesson in general. The results revealed that all of them liked flexible grouping and project work. Students were also suggested to choose their own way to

present the product of their work, what in turn stimulated the spirit of comprehension and the free choice of presentation, which was also new for them.

The author of the Diploma Paper wants to conclude that the topic chosen is very interesting and deserved to be researched more during the longer period of time in order to get more significant results.

THESES

1. Differentiation is one of the solutions for problems teachers face working with mixed-ability classroom.
2. Pre-assessment is a required procedure before implementing the differentiation in the new classroom. Differentiated instruction is a model to address students with different abilities, which guides students to success due to being based on the student's natural and innate abilities.
3. The role of the teacher working in the mixed-ability classroom is increasingly important: teacher is a mentor leading the class and providing the support to learners. Teacher gives instructions to provide content in the most engaging way for students.
4. Every classroom may be considered as mixed-ability classroom, as students differ in their experience, ability to think, to analyze, ideas, strengths and weaknesses.
5. Students have different abilities, English learning background, motivation and preferences and multiple intelligences, that the teacher needs to take into consideration when constructing the lesson. Knowing the student allows teacher to choose the best way to transfer the knowledge.
6. Differentiation is raising students' motivation, engagement this way improving the learning outcomes of students.
7. The learning environment should support the learning process and respond to all the needs of teacher and students.
8. Planning implementation of differentiated instruction in mixed-ability classroom, teacher needs to take into account flexible grouping. Students can work in small or large groups, in the same level group, or different level group, in pairs or individually. Weaker students may be supported by stronger students.
9. The application of differentiation in mixed-ability classroom in accordance with the data obtained in the observation framework has had positive influence on the learning outcomes of students.

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Preferences in Learning English

N.	Statement	Very true	Somewhat true	Not true
1.	I like English lessons			
2.	I like listening activities			
3.	I like reading activities (text, adverts etc.)			
4.	I like grammar exercises			
5.	I like speaking activities in English			
6.	I like writing activities			
7.	I like when teacher shows videos in English			
8.	I like watching Power Point Presentations in English lesson			
9.	I like groupworking			
10.	I like working in pairs			
11.	I like games (vocabulary games)			
12.	I like action games			
13.	I like making projects			
14.	I like creative work			
15.	I like my English teacher at school			
16.	I like working alone			

English Learning Background

N.	Statement	Very true	Somewhat true	Not true
1.	I started learning english in Kindergarden			
2.	I started learning English from the 1st form of the school			
3.	I started learning English from the 3rd form of the school			
4.	English is easy for me			
5.	I play computer games in English			
6.	I read books in English			
7.	I watch movies/TV programs in English			
8.	I use English to communicate with friends (chatting online/sending E-mails)			
9.	I use English to communicate abroad			
10.	I have a private teacher in English			
11.	I visit English language courses			
12.	I need help to do my homework			
13.	I often get help to do the task in English from my relatives/friends			
14.	I like learning English			

Questionnaire for English teachers

1. Do students of the form you teach have different levels of English?

- Yes No

2. Do you divide your students into groups according to the level?

- Always Sometimes Rarely Never

3. Do you adapt lesson materials according to the different levels of students?

- Always Sometimes Rarely Never

4. Do you take into account students' multiple intelligences when you plan lesson activities?

- Always Sometimes Rarely Never

5. Do you implement grouping as a method of learning in your classroom?

- Always Sometimes Rarely Never

6. Do you put students of the different English levels into one group? Why?

- Always Sometimes Rarely Never
-

7. Do you put students of the one English level into the same group? Why?

- Always Sometimes Rarely Never
-

8. Do you meet all the needs of students in teaching process?

- Yes No

9. Do you know what the Differentiated instruction strategy is?

- Yes No

<http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/9842/Multiple%20Intelligence%20Survey.pdf>

Name _____

Getting To Know You Survey

Directions:

Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart?

Which of the following are true about you? 0-5

	Naturalist	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
I enjoy singing and I sing well.								
I love crossword puzzles and other word games.								
I like spending time by myself.								
Charts, maps, and graphic organizers help me learn.								
I learn best when I can talk over a new idea.								
I enjoy art, photography, or doing craft projects.								
I often listen to music in my free time.								
I get along well with different types of people.								
I often think about my goals and dreams for the future.								
I enjoy studying about the earth and nature.								
I enjoy caring for pets and other animals.								
I love projects that involve acting or moving.								
Written assignments are usually easy for me.								
I can learn new math ideas easily.								
I play a musical instrument (or would like to).								
I am good at physical activities like sports or dancing.								
I like to play games involving numbers and logic.								
My best way to learn is by doing hands-on activities.								
I love painting, drawing, or designing on the computer.								
I often help others without being asked.								
I enjoy being outside in all types of weather.								
I love the challenge of solving a difficult math problem.								
Having quiet time to think over ideas is important to me.								
I read for pleasure every day.								
Totals →								

Nature Math Word Music Art Body People Self

Diplomdarbs/ maģistra darbs “Diferenciācija kā veids mācību rezultātus uzlabošanai skolēniem ar jauktām spējām angļu valodā 7. klasē” izstrādāts LU Pedagoģijas, psiholoģijas un mākslas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: _____ Andriana Makarova

(paraksts)

Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: profesore Dr. Ped., Mg. Phil. Anna Stavicka _____ . ____ . 201__.

(paraksts)

Recenzents: _____

(zinātniskais grāds, akadēmiskais nosaukums, vārds, uzvārds)

Darbs iesniegts Skolotāju izglītības nodaļā _____

Dekāna pilnvarotā persona: metodiķe Agnese Kozlovska _____

(paraksts)

Darbs aizstāvēts Valsts pārbaudījuma komisijas sēdē

____ . ____ . 201__ . protokola Nr. _____ , vērtējums: _____

Komisijas sekretārs: _____

(vārds, uzvārds, paraksts)