University of Brighton

Arts and Humanities

An enquiry into the relationship between Differentiated Instruction and learner levels of engagement at university level

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TLM30 DISSERTATION
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Abstract

Individual learner differences are expected but are often only acknowledged by levels of ability, reflected in ability groupings. Teaching French to adults at a British University brings with it the need to acknowledge that individual learner differences far exceed levels of ability. Each learner brings with them different intrinsic and extrinsic motivations; different first and second languages; different language learning experiences; different interests and knowledge as well as aptitude for language learning to name but a few. These individual learner differences can affect learner engagement and if not considered responsively, could have negative effects on in-class engagement and course completion. Differentiated Instruction (DI), which first appeared in research in 1889, has since developed into a principle-based approach to teaching and learning that recommends teaching to each learner's level, needs, interests and learning preferences rather than a prescribed syllabus that disregards learners' differences. This research enquiry has explored the application of DI in a University language course setting and investigated its effect on learners' levels of engagement. Carried out using a small-scale action research (AR) study, it is rooted in my own teaching context, with me as teacher as researcher. Combining a cycle of action and reflection, the instruments for data collection have included participant pre-assessment questionnaire, class observations, teacher observer and participant interviews and questionnaires. The findings suggest that in acknowledging and responding to individual learner differences, especially interests, levels of learner engagement are positively affected. Although *readiness* and *learning profile* are more difficult to accurately determine, attmepting to respond to them provides learners with greater choice of how they learn, how they demonstrate learning and to what level of challenge. Findings further suggest the pivotal role of the teacher to invest time and effort in not only understanding each learner but in developing one's own teaching practice so that what we teach and how we teach truly makes a difference to learner engagement and language learning. It has been acknowledged that the small-scale nature of the study may have positively affected learner engagement and that further investigation with a typical class size needs to be carried out.

Keywords: Differentiated Instruction; individual learner differences; engagement; University Language Teaching

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Chapter 1: Introduction

> *What is moderately challenging and motivating for one learner may offer far too little challenge (and therefore little motivation) for a classmate. The same task may be too stressful for yet another classmate. Learning tasks must be adjusted to each student's appropriate learning zone.* (Tomlinson 2014: 34)

Learner diversity is a common aspect of many if not all classrooms, irrespective of subject, level or nature of study because learners are human beings with their own unique identities (Dornyei 2009: 230). Teaching a class with a diverse array of learners, each bringing with them a myriad of differences is therefore typical but can make responding effectively difficult if not impossible (Macintyre et al. in Hall 2016: 310). Understanding learners' differences and responding to them is therefore needed in order to engage learners (Subban 2006: 941) and ensure they are appropriately challenged (Hattie 2012: 52). Learner diversity, "learner factors" (Stern 1983) or "individual differences" (Dörnyei 2005; MacIntyre et al. in Hall 2016) offer a "key reason why many second language learners fail--while some learners do better with less effort" (Dornyei, 2005, abstract). Therein lies the need for the teacher, as a *reflective practitioner* (Schon 1983), to reflect on learners within the context (Dörnyei 2009), to understand their complex individual differences and respond with appropriate *contextual and pedagogic realisation* (Jolly and Bolitho 2011: 108). Failure to do so, as Tomlinson (2014: 34) suggests, could have negative consequences on the learners' learning and in-class engagement.

In this introduction I will present the context in which this research enquiry takes place. Then, outlining my aims and objectives, I will recognise other teaching methods and strategies that attend to individual learner differences before introducing Differentiated Instruction (DI). The rationale will give insight into my line of enquiry and theoretical base for DI. The research questions will clearly define what I am researching, with one principle and four sub-questions. Finally, the outline structure will delineate the order of the research enquiry.

1.1 Background

Teaching beginners' French as a foreign language at a British University, in an "external L2 setting" (Siegal in Doughty and Long 2003: 179) or target-language removed setting, as a non-native speaker, presents a variety of complexities in terms of teaching context or learning environment (Dornyei 2009). Taking into consideration the language learners, the level of complexity is intensified. Dornyei (2005) identifies 6 major and complex individual difference variables: *personality*, *temperament, and mood; language aptitude; motivation and self-motivation; learning styles and cognitive styles; and language learning strategies and student self-regulation*, as well as six lesser characteristics: *anxiety, self-esteem, creativity, willingness to communicate (WTC), and learner beliefs* (chapter 7). Macintyre et al. offer a melange of Dornyei's with eight individual differences: *anxiety, aptitude and multiple intelligence, beliefs, identity, language learner strategies and styles, motivation, personality and willingness to communicate* (in Hall 2016: 311 - 315), whereas other researchers identify three compound core differences: *readiness*, *learning profile* and *interests* (Tomlinson 1995, 1999, 2005, 2014; Heacox 2012; Blaz 2016). The wide range of individual difference variables (Dornyei 2005) are complex in their own right and do not exist in isolation but interact with each other (DeKeyser 2013 in Macintyre et al. in Hall 2016: 310). With this in mind, my learners' visible individual differences include: *nature of study*; studying as part of their degree (accredited module), studying it as an additional subject (non-accredited and extra-curricular) all from different years of study and main degree subjects, members of the public and members of staff, *their cultural backgrounds*; originating from a variety of international countries with various first and second languages, beliefs and attitudes to language teaching and learning, *their age*; from 19 to mid 70s, their *gender*, *interests and motivations* for learning French as well as their knowledge of and aptitude for learning French to name but a few. The individual learner differences are visible because they are recognised through experience of teaching and building a rapport over time, whereas the internal individual difference variables, as defined by Dornyei (2005) and Macintyre et al. (in Hall 2016), will be analysed in this enquiry.

The University's language courses are level specific, ranging from CEFR (Common European Framework of Reference of languages) A1 - C2 and attendance on each course is determined by previous language learning experience and by the teacher with a short 'interview'. The course syllabus is designed around the CEFR, which for French beginners level A1, advocates that by the end of the course, learners should be able to demonstrate communicative competence and:

Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (Council of Europe)

Learners' ability to demonstrate these can-do statements, which "reflect the continuum of growth in communication skills" (ACTFL), is continually assessed throughout the course, in formative assessments of homework and in-class presentations. Formative feedback is individual, from teacher to learner and includes error correction as well as commending strengths. However, it is only summative assessments where feedback regarding assessment criteria, learning outcomes and a grade is given. In addition, at no point during the course do we ask learners for their feedback. Only at the end of the course is learner feedback requested to modify next year's course. Macintyre et al. highlight the importance of feedback that considers learners' individual differences as well as the learning outcomes so that teachers can "openly discuss them and provide learners with guidance on how to manage them" (in Hall 2016: 319), positively impacting both teacher and learner.

On the A1 French course there exists a low percentage of learners completing the course and sitting the summative assessments, which in 2016/17 was only 12%. This suggests that there are more individually desirable learning outcomes and course content than simply demonstrating CEFR A1 level of competence. Ignoring individual differences could be a contributing factor to some learners' disengagement, which is reflected in low levels of attendance, retention and course completion. As Dornyei asserts, it is the combination of learners' individual differences that "has been seen to answer why, how long, how hard, how well, how proactively, and in what way the learner engages in the learning process" (2009: 231-232), an understanding that could be the foundation for building a more engaging learning environment.

1.2 Aims and Objectives of the Study

This research study is born out of the context aforementioned in which there has been no enquiry into individual learner differences to date. It is my belief that teaching with limited consideration of learners can negatively affect learner engagement in class, leading to low-attendance and course completion. I agree that "whenever two or more people are present in a

social context, there will be difference" (Adams & Nicholson 2014: 25) and that "diversity is the rule not the exception" (Macintyre et al. in Hall 2016), which is why individual differences need to be responded to. Whole class instructional strategies can lead to disengaged learners with learners not involving themselves, speeding through activities or struggling to complete them. These responses are arguably the result of teaching to the middle with a one-size-fits-all coursebook and whole-class materials. Although intent on interesting, motivating and engaging, these generic materials could arguably be "outside the cultural experience" of most learners and "thus effectively useless" (Jolly and Bolitho 2011: 108). Despite attempts to "personalise, localise and adapt" (Masuhara et al. 2008 in Masuhara 2011: 262) materials and employ an array of teaching methods and instructional strategies, these actions are based on my assumptions, beliefs and experience.

In an attempt to improve my learning environment and learner engagement, what appears necessary is a greater understanding of learners' individual differences and teacher action to make the course and teaching more responsive. With the adjunct but essential need to make formative feedback two-way and equally as considered, these developments could lead to a more inclusive and responsive practice. They could also have real demonstrable positive effects and reflect what Evans et al. refer to as a "high impact" strategy, which is "widely associated with undergraduate learning opportunities that lead to student retention, successful completion of programmes, and encourage student behaviours that lead to meaningful learning gains" (2015: 7).

There are various approaches and teaching methods that respond to individual differences that have been explored, including Individualised Instruction, Dogme and Task-Based Learning (TBLT). However, despite a key characteristic being to respond to learners, they have some disadvantages that cannot be overlooked in my context. For example, Individualised Instruction promotes one-to-one instruction and therefore a lot of teacher time, which in a class of 20 could be problematic. Its method promotes working in isolation, which for a language class contradicts the essential need for learners to use the language to communicate. Dogme (Meddings and Thornbury 2009) is the antithesis of working in isolation and promotes authentic communication but without the use of materials. A "materials light" approach that refutes synthetic, non-diegetic materials, which are devoid of the students' "inner life" (ibid) has many advantages for responding to individual differences. However, no materials could equally unsettle beginner learners, who rely on a textbook to provide "the major source of contact with the language apart from input provided by the teacher" (Richards 2015b: 1). TBLT is premised on the belief that learners need to be active in their own learning and "in doing and participating in tasks; not so

they think like target speakers, but simply so that they engage dynamically with the language" (Bygate 2016: 382). Although tasks need to respond to individual learner differences "age, level of first or second language [L1 or L2] literacy, working memory, aptitudes for implicit or explicit learning" (Long 2016: 7), the linguistic abilities of my beginner learners might restrict their ability to fully engage in this method.

An alternative to these approaches is Differentiated instruction (DI): a principle-based approach to teaching and learning that "advocates beginning where individuals are rather than with a prescribed plan for action that ignores student variance" (Tomlinson 2014: 170). It neither advocates nor denies the use of materials, nor the use of specific instructional strategies because there is "no patented formula for creating a differentiated classroom" (Tomlinson 2014: 25). It is an approach that recommends teachers "modify, adapt or design new approaches to instruction in response to students' needs, interests, and learning preferences" (Heacox 2012: 6-7) so that lessons no longer teach to the middle but are the product of understanding its learners. As Hattie said at his inaugural lecture (1999): "teachers make the difference, but only teachers who teach in certain ways" and DI seems to have great potential to make this difference.

It is my intention in this research enquiry to explore how DI can be implemented within this context and to investigate its relationship with learner levels of engagement. Intent on improving teaching and learning within my context and regarding learner variance as a "resource, rather than an obstacle to overcome" (Richards 2015a: 137) I will carry out a small-scale action research study. As "teacher-as-researcher" (Stenhouse 1975) I will combine a cycle of action and reflection, with teacher observation and both quantitative and qualitative feedback from the participants and peers. I aim to use this enquiry to further reflect and improve my teaching and learners' learning.

1.3 Rationale for the study

This research study intends to meet a gap in research, as Tracey Hall et al. state that although "differentiation is recognized to be a compilation of many theories and practices (...) the "package" itself is lacking empirical validation. There is an acknowledged and decided gap in the literature in this area and future research is warranted" (2003: 5). Likewise, Subban, after completing a research study states that "while differentiation is acknowledged to be a compelling and effectual means of restructuring the traditional classroom (...) the philosophy is

lacking in empirical validation" (2006: 936). It is therefore hoped that this research study could offer further insight into the practical application of DI, as well as a unique perspective into its effect on learner engagement within a university context.

The compilation of many theories and practices (Hall 2003) that DI is built on include Multiple Intelligences (Gardner 1993, 1999; Sternberg 1988), which expanded the notion of "being smart"; Cognitive Readiness (Vygotsky 1978) that refers to the learner's entry point (Tomlinson 2014); Vygotsky's Zone of Proximal Development or ZPD (1986) that advocates "the only good kind of instruction is that which marches ahead of development and leads it" (Vygotsky, 1986: 188); Bloom's Taxonomy (1956); Learner interests and their effect on learner's *integrative* and *instrumental* motivation (Gardner and Lambert 1972) as well as *intrinsic* and *extrinsic* motivation (Deci and Ryan 2000). Research on language learner motivation demonstrates that when instruction is responsive to the learners and their interests it can "enhance their motivation to learn while encouraging them to remain committed and stay positive" (Subban 2006: 938) or engage (Appleton et al. 2008: 369); a "fundamental tenet of the DI model" (Subban 2006: 941).

A lack of responsive teaching can de-motivate learners, which in turn can have negative effects on learner engagement (Appleton et al. 2008: 369). Described as the "energy in action, the connection between person and activity" (Russell et al. in Appleton et al. 2008: 380), engagement can be impeded by a variety of factors, including "1) school work is not extrinsically motivating 2) the dominant learning process pursued in school is too abstract and 3) classroom learning is often stultifying because educators are obsessed with coverage of the subject matter" (Wehlage et al. in Christenson 2012: 495). DI attempts to avoid these impediments and promote learner engagement, which is the underlying rationale for this study.

1.4 Research questions

The core focus of this research study is to explore DI and how it affects learner engagement. The principal question therefore being:

1. What is the relationship between Differentiated Instruction and learner levels of engagement at University level?

In order to respond to this principle question I have set out four research sub-questions (RSQ) that will clarify and support my enquiry:

1.1 How can individual differences be identified and responded to through DI?

1.2 Do learners engage with this approach to teaching and learning equally? i.e. is it inclusive?

1.3 What are the learners' attitudes to the DI lesson?

1.4 What are the teachers' perceptions of learner engagement?

The RSQ 1.1 recognises that individual learner differences are multiple and complex. In order to respond to this question I will identify different means of assessing and responding to them. RSQ 1.2 looks to explore if the learners in the research enquiry engage equally with DI, which will be extended in RSQ 1.3 with feedback from the learner participants. RSQ 1.4 will be explored through teacher observation feedback on the action research lessons. The RSQs therefore aim to clarify what I will be investigating as well as how.

1.5 Outline Structure

This research enquiry will include five distinct chapters. This being Chapter 1 has provided an introduction to the study; identifying its background and context, the aims and objectives, the rationale for choosing DI to respond to individual differences within my context before outlining the principle question and sub-questions. I will now proceed with Chapter 2, a literature review of DI, exploring its key components that aim to respond to diverse groups of learners, as well as offering insight into engagement. Chapter 3 will present the methodology, presenting a rationale for and limitations of the small-scale, action research study, its instruments for data collection and data analysis. Chapter 4 will present the findings of the action research study, synthesised with previously presented research and attempt to answer the principle research question and sub-questions. Chapter 5 will summarise the overall findings of the research study, acknowledge its limitations and offer recommendations for further research.

Chapter 2: Literature Review

2.1 Introduction

Richards highlighted the link between DI and learner engagement, stating that in order to teach effectively and for language learning to be successful, learners must actively participate and be involved (engage) in learning that responds to their differences (DI) (2015a: 136). This literature review will firstly offer research into engagement, its definitions, *determinants and outcomes* (Janosz in Christenson et al. 2012: 695) before offering research into the roots of DI; where the concept first originated to where it is situated now. Definitions of DI will then be offered and its five attributes: *creating environments that are catalysts for learning; building on a foundation of a quality curriculum; using assessment to inform teaching and learning; tailoring instruction to assessment-indicated student needs; and leading and managing a flexible classroom* will be explored and analysed against teaching and learning theory.

2.2 Definitions of Engagement

Engagement is rooted in the constructivist belief that learning is "influenced by how an individual participates in educationally purposeful activities" (Coates 2005: 26). It has been described as "the time and energy students devote to educationally sound activities" (Kuh 2003: 25); "the connection between person and activity" (Russell et al. 2005, in Appleton et al. 2008: 380) and "the psychological process, specifically, the attention, interest, investment, and effort students expend in the work of learning" (Marks 2000: 154). From these definitions, engagement presents itself as a positive reaction to teaching and learning, reinforced by Janosz who states that engagement is when learners "consciously mobilise and devote some of their physical and psychological (cognitive, emotional) energy" (in Christenson et al. 2012: 695). Learner engagement is an optimal outcome of teaching and learning; teachers want their learners to be engaged and arguably learners, especially adult learners with their identifiable *intrinsic motivations* (Ryan and Deci 2000) want to be engaged. As "successful language learning depends upon active participation and involvement by learners" (Richards 2015a: 136) it is easy to believe the positive link between engagement and achievement (Marks 2000). Osterman's (1998) research study further suggests the positive cyclical effects of engagement, where "engaged students perceive more support from teachers and peers and that this perception leads to a beneficial cycle of increased levels of engagement and increased adult support" (in Appleton et al. 2008: 374). However, despite its agreed importance by educators and

researchers, and as a key determiner of the quality of university education (Coates 2005; Evans et al. 2015), it can be observed that "far too many students are bored, unmotivated, and uninvolved, that is, disengaged from the academic and social aspects of school life" (Appleton et al. 2008: 369).

Engagement is not a simple construct and Fredricks et al. describe it as a *meta-construct* with three dimensions: *behavioural, emotional and cognitive*, which "are dynamically interrelated within the individual, they are not isolated processes" (2004: 61). Researchers Reschly & Christenson (2006a and 2006b) and Appleton et al. (2006) identified one more dimension, *academic,* and in two separate studies put forward the *engagement taxonomy*. Evans et al. conclude that from their research, there are five dimensions: *cognitive; metacognitive; behavioural; students as producers; and sustainability measures* (2015: 23-24). All four research studies (Fredricks et al. 2004; Reschly & Christenson 2006a and 2006b; Appleton et al. 2006; Evans et al. 2015) highlight the multi-faceted nature of engagement and how individual learner factors and learning environment impact and are impacted by engagement. Research into a pedagogy that promotes learner engagement across disciplines concludes it is highly contextualised and "enacted in nuanced ways within disciplines" (Evans et al. 2015: 8). Therefore, what teachers do to engage and how learners respond is highly context, teacher and learner dependent, reinforcing the relevance of this research enquiry.

2.3 Determinants and outcomes

Janosz (2012: 695) distinguishes between *determinants* and *outcomes* i.e. what affects engagement (determinants) and the effects of engagement (outcomes). Appleton et. al (2008: 383) employ *facilitators of engagement* and *indicators of engagement* in a similar way. To achieve the latter Janosz argues that "we must privilege age-appropriate interventions, educational environments, and learning situations that respond to fundamental individual needs" (in Christenson et al. 2012: 699). Such learning situations include making sure learners feel supported, respected, are active in their learning, encouraged to be autonomous and experience success (Janosz 2012). Similarly, research into student engagement at college and university presents four conditions that promote engagement: *expectations*, *support*, *assessment and feedback* and *involvement* (Tinto 2012: 7). Research by Janosz (2012) and Tinto (2012) is echoed by Rumberger and Rotermund (in Christenson 2012: 503), who reiterate the importance of setting high educational expectations which are reinforced by assessment and feedback, arguably because they are integral to the positive cyclical effects of engagement

(Osterman 1998). These conditions are deemed pivotal for promoting engagement, where "students must believe they are capable of achieving success" (Rumberger and Rotermund in Christenson 2012: 503) and are "contrasted with less personalised or less student-centred approaches that have traditionally characterised higher education" (Evans et. al 2015).

The antitheses of determiners of engagement are those which impede engagement, such as work not being extrinsically motivating; too abstract instructional strategies and pressure to cover syllabus content (Wehlage et al. in Christenson et al. 2012: 495). These factors highlight the importance of considering individual learner differences and the negative consequences of a too rigid curriculum. Although "one of the most direct and visible indicators of engagement is attendance" (Rumberger and Rotermund in Christenson et al. 2012: 500), a lack thereof could be the result of a myriad of other individual differences such as *institutional factors* (ibid) that include families, communities and educational setting. As such, "identifying the causes of dropping out is extremely difficult" (ibid: 492) and demands further investigation. With this understanding, teachers should acknowledge that attendance is not the only determiner of engagement nor that they themselves can affect all *institutional.* However, within the learning environment "student engagement can be influenced by the ways we teach" (Darr 2012: 708) and we can work to consciously affect positive change.

2.4 The Roots of Differentiated Instruction

Affecting positive change was the key aim for Search, with what has become known as DI. Despite references to the work of Tomlinson (1995, 1999, 2005, 2014), the concept of DI did not start with her but in 1889, with the "Preston Plan" (Search) that advocated learners learn at their own natural rate and not their age (in Washburne 1953: 139). Burk and Ward's "Winnetka Plan" (1912) further established how other educators strived to support learners work at their own pace (in Peters 1994: 76), maturity and *readiness* (Washburne 1953: 140). Corroborator Parkhurst developed the "Dalton Plan", which included weekly and monthly work plans, responsive to each student that encouraged independent learning and differentiated progression (Peters 1994: 77). All three plans attended to learners' academic ability or *readiness*, which Washburne (ibid) acknowledges is only one of a complex set of variables that differentiates learners. These early references to individual learner differences clearly demonstrate how they have been and continue to be a prevalent issue in teaching and learning.

From this early research, it appears the majority of studies on DI derives from the US. However, authors Bennett et al. (1984) presented a large-scale study into the quality of six and seven year old's learning in UK primary schools. Although not my context, the study is important because it looked specifically at the teacher's role and found they struggled to effectively diagnose pupils' needs in order to set appropriately challenging tasks and manage classroom behaviour. Both of these negative findings could be context specific with large classes of immature pupils, dependent on the teacher. Classroom observations from this study reinforced the importance of the teacher as facilitator, where "the environment provided by the teacher fosters or inhibits the business of learning" (1984: 3). Another similar study demonstrated the difficulty of setting appropriate challenges for maximum development (Simpson 1997: 90) and raised a salient issue that directly relates to DI; the need for pre-assessments, ongoing formative assessments and qualitative feedback to ensure appropriate challenges (Hattie 2012) are set.

Tomlinson's first article on DI presented a case study of a school that was "confronted with a district mandate for differentiated instruction" (1995: abstract) in order to effectively respond to its "gifted" or more advanced students but which consequently positively affected more learners. In 1999, 2001 and 2012 Tomlinson published research that addressed how DI is applicable to all learners and her most recent publication (2014) reflects on the impact of technological development in the classroom and its effect on DI. Various other researchers have developed the concept of DI, referencing Tomlinson and offer research into different areas of teaching and learning from an array of contexts and subjects (Theisen 2002; Hall et al. 2003; Cassady et al. 2004; Chapman and King 2005; Subban 2006; Anderson and Algozzine 2007; Bender 2008; Heacox 2012 and Blaz 2016). Researchers often echo Tomlinson's research by offering theory behind DI, practical guides to implementing DI and outlining its guiding principles. The research to date is comprehensive and has highlighted how its responsiveness can promote engagement; the "connection between person and activity" (Russell et al. 2005 in Appleton et al. 2008: 380).

2.5 What is Differentiated Instruction? Its guiding principles

DI is said to be "heuristic or principle driven" (Tomlinson 2014: 25) as opposed to a fixed method or formula that breaks away from the "one size fits all" approach. Heacox (2012: 5) defines DI with five main attributes: *rigorous*, *relevant*, *flexible and varied* and *complex*, whereas Blaz offers ten: c*hoice, collaboration, communication, connections, learning how to learn, multiple learning modes, open-endedness, routine, variety in instruction and assessment and*

collegiality (2016: 4-5). Both Heacox and Blaz key defining terms are embedded within Tomlinson's five guiding "underpinnings" (2014: 14) of DI: *creating environments that are catalysts for learning; building on a foundation of a quality curriculum; using assessment to inform teaching and learning; tailoring instruction to assessment-indicated student needs and leading and managing a flexible classroom* (2014: 20). These underpinnings or principles, which are inherent if not explicit in many of the other research, often overlap and will now be explored in greater detail, linking theory to practice and vice versa; drawing on language teaching and learning theories.

2.5.1 *Creating environments that are catalysts for learning*

Tomlinson offered six separate tenets (2014:15) to achieve a positive learning environment; the ambience as opposed to the physical environment and emphasised the pivotal role of the teacher. Reflecting Bennett et al.'s ascertion that "the environment provided by the teacher fosters or inhibits the business of learning" (1984: 3), both emphasise the positive and potentially negative consequences of the teacher's actions. Richards definition of a supportive learning climate equally upholds the important role of the teacher in detemining the learning environment as it "results from the nature of the relationships between the students and the teacher (..) the enthusiasm the teacher has for teaching and his or her skills in managing the students' learning" (2015a: 197). Richards' term *enthusiasm* is referred to by Hattie as "passion" who describes teachers' responsibility to "show a passion that all can indeed attain success" (Hattie 2012: 26). Hattie furthers this belief in stating that it is teachers, not schools, that make the difference (*The Educators*, BBC Radio 4, 2014), again enhancing the importance of the social and cultural environment for encouraging learning, as opposed to the physical or material learning environment.

Promoting acceptance and affirmation is central to Tomlinson where learners "are welcomed and valued as they are" and where "both successes and failures are inevitable in the learning process" (2014: 15). This latter tenet also reflects Dornyei's foundations for motivating language learners, who encourages classrooms where "the norm of tolerance prevails" (2001: 41), where they "feel comfortable taking risks" (ibid) whilst having to "pay attention to pronunciation, intonation, grammar and content at the same time" (Dornyei 2001: 40). The teacher's intramural role therefore appears crucial in creating supportive environments that positively impact learners' affective needs or factors (Krashen 1982) that then impact motivation and engagement. If not considered they could have negative consequences on learning and

cognition (Tomlinson 2014); interfering with receiving and processing the fundamental comprehensible input. Anxiety alone, an individual difference variable (Dornyei 2005) and affective filter (Krashen 1982), has been found to negatively impact language achievement (Macintyre 1999).

The learning environment can consequently be perceived as both determiner and outcome of learner engagement (Janosz in Christenson 2012: 695) where the environment, curriculum and instruction are triangulated; all equally important and intrinsically linked (Tomlinson 2014: 15). However, the first of Tomlinson's five principles is not without critique as the aforementioned research study by Bennett et al. (1984) demonstrated. Although idealistic, teachers in practice struggle to manage the physical environment of a DI class. *Valuing them as they are* (Tomlinson 2014: 14) in order to assign appropriately challenging tasks and managing a DI classroom is difficult (Bennett et al 1984). Negative classroom behaviour can be enough to make the challenge of creating a supportive DI climate seem insurmountable. Furthermore, teachers' interpretations of what a supportive learning environment is and how to achieve it will be based upon their beliefs, which "result from their theorising from practice" (Richards 2015a: 170). *Creating environments that are catalysts for learning* is therefore idyllic and DI proposes a path to achieving them, but this seems not to be without challenge.

2.5.2 *Building on a foundation of a quality curriculum*

A curriculum can be defined as not only "what pupils learn, but how they learn it and how teachers help them learn, using what supporting materials, styles and methods of assessment" (Rogers 1976 in Johnson 1989: 26). A *quality curriculum* is engaging and not stultifying (Wehlage et al. 1989 in Christenson et al. 2012: 495) and "is characterised by high interest and high relevance, and it taps into learners' feelings and experiences" (Tomlinson, 2014: 33). A *quality curriculum* is therefore flexible, responsive and relative to its learners, the latter characteristic being that which Hattie (2014) deems of high importance in making a difference to learning. In order to increase its relevance, DI proposes the differentiation of three curriculum elements: *content, process* and *product* (Tomlinson 1995; 1999; 2001; 2014, Hall et al. 2003, Heacox 2012, Blaz 2016), which are flexible and responsive; based on three categories of learner individual differences: *readiness, interest and learning profile* (Tomlinson 2014).

Differentiating the first curriculum element, *content,* refers to "what pupils learn" (Rogers 1976 in Johnson 1989: 26) or more accurately what "teachers want students to learn" (Tomlinson 2014:

18). Rock et al. in their framework for DI refer to it as the "content variable" and propose that teachers ask themselves: "what content is there? Why should they care?" (2008: 35). DI proposes that in order to answer these questions with genuine effect, teachers must know their learners. Knowing what learners already know about a topic, their *readiness*, will inform their choice of *content* and challenge. The topic of *readiness*, is rooted in Vygotsky's Zone of Proximal Development (1986), which advocates that what is taught need always be ahead of their current level and "if material is presented at or below the mastery level, there will be no growth. If presented well above the zone, children will be confused and frustrated" (Byrnes 1996: 33). In order to apply this theory, teachers will need to know their learners' *level of mastery*.

The second curriculum element *Process* refers to how learners will "make their own sense of the content or input" (Theisen 2002: 2) and *"*how they learn it, and how teachers help them learn" (Rogers 1976 in Johnson 1989: 26). In order to differentiate *process*, the teacher uses knowledge of the learners' *identity*; their investment and motivation and *learning profile;* how they learn best i.e. learning strengths (Gardner 2006) and styles (Rubin 1975; Fleming and Mills 1992; Reid 1995; Skehan 1998; Dornyei 2005; Fleming and Baume 2006). Understanding how they learn best and what skills they want to improve, provides a foundation of knowledge on which *process* can be designed.

Differentiating the third curriculum element: *product*, involves differentiating the "styles and methods of assessment" (Rogers 1976 in Johnson 1989:) or *output* (Theisen 2002: 4), where learners demonstrate and extend their learning (Tomlinson 2014: 18). The *product* could be based on *interest* and *learning profile* and the difficulty of the *product* could be linked to *readiness*, rooted in Bloom's Taxonomy (1956) and underpinned by Vygotsky's ZPD (1989). The type of *product* can reflect their strengths (*Multiple Intelligences*, Gardner 2006) and styles (Rubin 1975; Fleming and Mills 1992; Reid 1995; Skehan 1998; Dornyei 2005; Fleming and Baume 2006) and presenting an *output* could encourage learner motivation and *investment* (Norton 2013). The act of "constructing a public entity" can encourage further learning and gaining feedback can help to "build knowledge structures" (Papert and Harel 1991). Such peer review, according to Petty, reinforces learners' motivation as "students are more motivated when peers are the audience rather than the teacher" (2006: 242). However, presenting work in public could trigger Affective Filters (Krashen 1984), interfering with receiving and processing fundamental comprehensible input and prevent learning.

Understanding learner *readiness*, *interests* and *learning profile* (to be discussed further in Principle 3) and using this knowledge to modify *content*, *process* and *product*, will undoubtedly help the curriculum be on its way to being of "high interest and high relevance" (Tomlinson 2014: 33). However, for it to be effectively carried out, teachers need to be invested, as Theisen observes "with so much to do in classrooms today, it is just much easier to have everybody doing the same thing" (2002: 6). Therefore, despite an acknowledgement of the importance of individual learner differences, responding to them with "excessive workload responsibilities, demands for substantial content coverage, and negative classroom behavior make the challenge seem insurmountable" (Rock et. al. 2008: 34).

2.5.3 *Using assessment to inform teaching and learning*

Assessment, used as a generic term to refer to the evaluation of learners' needs: *readiness, interests and learning profile* at a particular point in time, is therefore needed "to guide modifications to content, process, product" (Tomlinson 2014: 18). Assessment data could be collected from looking at "academic history, test results, (your) grade book, (your) professional observations, students' work portfolios" (Heacox 2012: 26) but what seems to be needed are bespoke assessments that extend opportunities for qualitative feedback; a contributing characteristic of a supportive learning climate (Dornyei 2001).

Irrespective of the course level, DI promotes assessment of learners' starting or *entry point* (Tomlinson 2014) because "finding out where the starting point is will make a big difference as to what instruction or practice is needed" (Blaz 2016: 12). Blaz suggests an "informal survey of student interest" (2016: 22) with "can do statements" (2016: 12) to ascertain learners' readiness for a new topic. However, this relies solely on learners' self-assessment, which could be subjective and open to misinterpretation. Blaz survey *Tell me a little about you* intends to assess students' confidence with a new topic, to ascertain prior knowledge (*readiness*) and pinpoint specific areas of interest. The effective use of such assessments by teachers could help build *a quality curriculum* (Tomlinson 2014) and heighten learners' own awareness of relevant connections between what they know and what they are about to learn, which could have "a positive effect on learning" (Blaz 2016: 4).

Individual *interests*, according to Long should be reflected in learner choices, which should "vary systematically" (2016: 7). Subban notes that such responsiveness can "enhance their motivation to learn while encouraging them to remain committed and stay positive" (2006: 938). When the

"subject matter is dynamic, intellectually intriguing, and personal - when it bestows power to the learner - the "details" also become more important and memorable" (Tomlinson 2014: 53) as there is a connection between person and activity (Russel at al. 2005 in Appleton 2008: 380). Relevant *content* therefore promotes behavioural engagement and encourages second language acquisition. Understanding learner interests could give the teacher a greater understanding that could promote reciprocal respect (Hattie 2012: 26). However, learners are undeniably complex and their identities fluid (Norton and Toohey 2011: 420), so there may be too many variables to respond to.

The assessment of learners' *learning profile*, "the ways in which a learner learns" (Tomlinson 2014: 19) allows for the differentiation of the *process and product* and is rooted in two main theories: Multiple Intelligences (Gardner 2006) and Learning Styles (Rubin 1975; Fleming and Mills 1992; Reid 1995; Skehan 1998; Dornyei 2005; Fleming and Baume 2006). Heacox (2012), Tomlinson (2014) and Blaz (2016) advocate Gardner's Multiple Intelligence (2006) self-evaluation assessment. The teacher can use this information to design tasks (*process*) that suit their strengths and allow for greater confidence in presenting their learning (*product*). However, Hattie suggests that teachers should acknowledge that "intelligence is changeable rather than fixed" (2012: 26), echoing the *fluid* nature of identities (Norton and Toohey 2011: 420) and changeable state of *readiness*, which makes putting this into practice seem challenging if not impossible. The second part of assessing their *learning profile* is rooted in theory on learning styles. Heacox (2012), Tomlinson (2014) and Blaz (2016) advocate a questionnaire that reflects the VARK approach (Fleming and Mills 1992; Fleming and Baume 2006) and Blaz modified version *How do you like to learn?* (2016: 20) reflects learning style research (Rubin 1975; Fleming and Mills 1992; Reid 1995; Skehan 1998; Dornyei 2005; Fleming and Baume 2006) that identifies learning styles as "the characteristic manner in which an individual chooses to approach a learning task" (Skehan 1998: 237). However, research by Kavale and Forness dismisses differentiating in relation to learning styles, and suggests "efforts be directed at enhancing general instructional methodology" (1987: abstract). Graham Hall doesn't dismiss learning styles as severely but recognises they are "not wholly innate and therefore not completely fixed nature" (2011: 4). The degree to which both learning styles and multiple intelligences should be considered to "engage the attention, interest, investment and effort students expend" (Marks 2000: 154) is therefore contentious.

Undeniably, the rationale for assessment in DI is to gather information that will better inform teaching and learning, where modifications to *content, process* and *product* will be in the aim of making the curriculum truly responsive. Assessment, according to Hattie (2012), is a means to

"evaluate (the) effect of teaching on students learning and achievement" (2012: 160), the emphasis being on reviewing the teacher's efficacy rather than the learners. This perspective, in addition to the quantity of formative assessments and their administrative burden could be overwhelming and Heacox recognises this concern by reassuring that "time may actually be saved as students engage in learning that responds to their needs" (2012: 14). However, this viewpoint does contrast with other research studies (Bennett et. al 1984; Simpson 1997; Rock et al 2008).

2.5.4 Tailoring instruction to assessment-indicated student needs

Tailoring instructional strategies is to "decide what strategies will be best for your students based on learning styles and preferences, brain research, time restraints and perhaps student input" (Blaz 2016: 160), i.e. using assessment data to make informed decisions on what instructional strategies to use. Tomlinson (1999, 2014), Theisen (2002), Blaz (2016) and Heacox (2012) all provide examples of instructional strategies that befit DI. Several examples will now be explored in further detail:

Stations "work in concert with one another" (Tomlinson 1999: 75) and involve "different spots in the classroom where students work on various tasks simultaneously" (Tomlinson 1999: 61). This strategy allows for the essential *content* to be the same but the *process* and *product* to be varied to respond to learners' *learning profile* and *interests*. Equally, the pace in which they progress through the stations could respond to *readiness*. This strategy enables learners to choose which station to attend; an integral attribute of DI (Blaz 2016) that helps make learning relevant, flexible and varied (Heacox 2012). However, Blaz recommends "not doing it exclusively" because "students don't always know (or choose) what is best for them" (2016: 12).

Centres (Theisen 2002), *learning centres* or *interest centres* (Tomlinson 1999) differ from stations because they allow for differentiated *content, process* and *product*. *Learning centres* "teach, reinforce or extend a particular skill or concept" whereas *interest centres* "motivate students' exploration of topics of which they have particular interest" (Tomlinson 2014: 76). Theisen uses *learning centres* (2002: 3) as "independent satellite activities that take place simultaneously, which share similar learning objectives but where each learning centre employs a different medium" (Moallemi 2017: 7). The variety afforded by both Theisen and Tomlinson's *centres* can be responsive to learners' *readiness*, *interest* and *learning profile* and in doing so promotes rigour, relevance, flexibility, variety (Heacox 2012) and choice (Blaz 2016).

R.A.F.T (Theisen 2002) seems a combination of Tomlinson's *agendas* (2014: 109)*, complex task* (ibid: 113) and *tiered activity* (ibid: 132)*,* all of which promote *choice, relevance, flexibility and variety, multiple learning modes* and could contribute to supporting *learning how to learn* (Blaz 2016) or developing a learning strategy. *R.A.F.T* is an acronym for Role, Audience, Format and Topic or content and it allows for teacher direction and student choice. According to Theisen "what makes R.A.F.T such a popular activity with students is the variety and creativity involved" (2002: 5), arguably because it allows for learner interpretation that again, allows for greater relevance. Advocating learner choice could support learners' affective filters (Krashen 1982) but if "students don't always know (or choose) what is best for them" (Blaz 2016: 12), then allocating tasks to learners, as the More Knowledgeable Other (Vygotsky 1978) could be a more favourable option.

These three offer a brief insight into the myriad of DI instructional strategies that "should grow as we grow more expert at creating academically responsive classrooms" (Tomlinson, 1999: 91) and embody a "willingness to be receptive to what the students need" (Hattie 2012). As "the chief architect(s) of learning" (Tomlinson 2014: 21), whose responsibility it is to be the "engineer of student success" (ibid: 26), teachers who share these values should develop an acute understanding of where learners are, where they want to be and how they will get them there. In setting responsive and appropriate tasks with "challenging goals rather than do your best goals" (Hattie 2012: 27) DI could support both learner and teacher development. However, despite the research on DI instructional strategies that "offer guidance for educators who want to regularly develop and facilitate consistent, robust plans in anticipation of and in response to students' learning differences" (Tomlinson 2014: 14), none seem to demonstrate how a teacher should respond to the multiple assessment data, representing so many complex and diverse individual differences simultaneously. Blaz advises to "focus on one aspect at a time (...) try one type of differentiation until you feel comfortable" (2016: 15), but this again focuses on instructional strategies as opposed to *circus juggling* (Blaz ibid) the assessment data. The fact that "differentiation is heuristic, or principle-driven, rather than algorithmic, or formula driven" (Tomlinson 2014: 25) goes some way to defend this point as all learners, contexts and teachers differ. Teachers need perhaps instead "design their own situated methodologies, driven directly by the question 'how are my students likely to learn best?'" (Ur 2013: 469), a question that is central to DI.

2.5.5 Leading and managing a flexible classroom

Flexibility is central to DI and can be reflected in its curriculum, time and instructional groups. The curriculum "ought not to be thought of as a document or program teachers teach "as is" but rather as a starting point for helping learners make sense and meaning of the world they inhabit" (Tomlinson 2014: 78). A flexible curriculum could in turn result in learners having flexibility in "what they learn, how they learn it, and how they show the knowledge they have" (Blaz, 2016: 3). Flexibility of time; giving individual learners different time allocations for tasks based on their needs (Heacox 2012) recognises that learners do not all learn at the same pace. It allows them to collaborate and communicate; to apply their knowledge and use their own resources (Ellis 2009) to "make their own sense of a topic" (Petty 2006: 234) without struggling to meet a predefined time limit. *Flexible instructional groups,* involves "the most effective way to organise them for particular tasks" (Heacox 2012: 12) or where learners choose their own group, based on their learning preferences. Blaz emphasises the importance of pair or group work, stating: "students listen best and learn best from other students" (2016: 4), a perspective that is echoed in various DI research (Tomlinson 1999, 2014; Heacox 2012) However, Adams claims that "while learner–learner interactions may provide a site for feedback to occur, the restricted set of feedback types may not provide evidence appropriate to learner developmental needs" (2007: 33 in Ellis 2017: 519). Petty advocates "teacher-chosen or random groups" (2006: 240), where such effective and responsive groupings can allow learners to "develop ownership of their learning as well as that of their classmates" (Tomlinson 2014: 21). This in turn could increase their sense of worth and have positive effects on their *investment* (Marks 2000; Norton 2013) and learner engagement.

2.5.6 Summary

This chapter offered research into engagement before presenting research on DI and its key principles. What seems apparent from research is the complexity of both engagement and DI and the necessity, in order to achieve success with both, to respond to individual learner differences. What also seems of paramount importance is the role of the teacher. Described as *diagnostician* (Tomlinson 2014: 4), *change agent* (Hattie 2012: 162) and *More Knowledgeable Other* (Vygotsky 1978), the teacher's role is instrumental in identifying learner needs, in using this information to better their teaching and in doing so, securing a positive and supportive climate for learning that will positively impact learner engagement. As Subban states, "curricula should be designed to engage students, it should have the ability to connect to their lives and

positively influence their levels of motivation" (2006: 941). The next chapter, Research Methods, will outline the the methods for investigating the relationship between DI and learner levels of engagement at university level.

3.0 Research Methods

3.1 Introduction

The aim of this research enquiry is to explore the relationship between (DI) and levels of learner engagement in a university teaching context. What is proposed is a small-scale *action research* (AR) study, rooted in my own personal teaching experiences (Bryman 2001: 4- 5), where I am "teacher-as-researcher" (Stenhouse 1975). By combining a cycle of action and reflection (Kolb 1984), I aim to improve my teaching practice by interventionist means, whereby I will implement DI in the aim of researching how to solve a real problem and meet real needs (Cohen et al. 2007: 84). Although small-scale due to time, which arguably only "permits answers to short-term issues" (Cohen et al. 2007: 80), the issue of this enquiry is a long-term issue. To ensure credibility, legitimacy and practicality of the research enquiry (Cohen et al. 2007: 78), the research strategy, instruments for data collection and analysis, ethics, validity, reliability and limitations have been considered in advance and will now be presented.

3.2 Research strategy

This research enquiry appears to be situated outside of the *positivist* and *interpretivist* paradigms but instead within a *praxis paradigm*: "the interdependence and integration – not separation – of theory and practice, research and development, thought and action" (Zuber-Skerritt 2001: 15) in which "knowledge is derived from practice, and practice informed by knowledge" (O'Brien 2001: 11). The research design therefore most suitable is action research (AR). Defined as "an intervention in practice to bring about improvement" (Lomax 1995: 49), AR is "a flexible, situationally responsive methodology that offers rigour, authenticity and voice" (Cohen et al. 2007: 312), which can promote change within "the culture of the groups, institutions and societies to which they belong" (Kemmis and McTaggart 1992: 16). Although the focus of this AR will be my learners, it will allow for teacher observation and feedback that could encourage departmental reflection on practice.

The four stages of AR: *planning, acting, observing and reflecting* (Lewin 1946; 1948), with feedback between each stage and cycle, increases opportunities for reflection on practice and practice based on reflection (Ebbutt 1985); a continuum of reflection on action (Schon 1983). Rooted in my desire to improve my quality of teaching and learning, this study will involve a mixed method approach; incorporating quantitative and qualitative questionnaires, group interviews, peer observations and teacher as researcher observations to allow for both inductive and deductive reasoning (Bryman 2001: 20). This design will help add validity to the findings and help reduce researcher bias although AR, initiated by the teacher-as-researcher, will inevitably be biased. Situated more as an individualistic AR study (Stenhouse 1975; Whitehead 1985) due to the intervention being personally situated, it also has aspects of a collaborative AR study (Hill and Kerber 1967; Kemmis and McTaggart 1992) due to the involvement of a colleague in questionnaire piloting, observations and feedback.

3.3 Participants

The participants of this AR and *collective study* (Kumar 2011), were all invited, self-selected learners of French level A1, constituting university students, public and staff. Consent from the Language Course Leader, as "gatekeeper" (Cohen et al. 2007: 110) was first given before informing participants of the study. A participation information sheet (appendix 1) was read out and given to them, as well as the participant consent form, the latter being completed and returned either by hand or email (appendix 2). The number of self-selecting participants that gave consent and completed the pre-assessment pack was twelve. The number of participants that took part in the two seperate AR classes was eight: five in class one and three in class two. In class one there was one student studying French as part of his degree, two students studying as an additional subject and two members of the public. In class two there were two members of staff and one member of the public. The participants' ages ranged from twenty to sixty-seven (appendix 4).

3.4 Instruments for data collection

In order to subdue "subjectivities" (Bryman 2001: 22) of me as teacher as researcher and ensure the democratic nature of AR (Collier 1945; Lewin 1946; Pine 2009), a combination of instruments for data collection have been employed. Furthermore, "triangulation" (Denscombe 2010: 154) of methods that consider researcher observations, teacher observations and

participant feedback allow for different perspectives that can be compared and contrasted (ibid). The four research sub-questions will now be presented, with instruments identified and justified for each so that the "concrete questions to which specific, concrete answers can be given" (Cohen et al. 2007: 81).

1.1 How can individual differences be identified and responded to through DI?

Based on research (Heacox 2012; Blaz 2016 and Tomlinson 2014), a pre-assessment pack (appendix 3) was designed and disseminated to participants. The pack consists of questionnaires: *tell me a little about you* (p.1), *pre-assessment for unit 8* (p.2) *how do you like to learn* (pp.3-4) and *what are your learning preferences and talents* (pp. 5-11). *Tell me a little about you*, a modified version of Blaz (2016), should have been carried out at the beginning of the course, however, due to the nature of the AR, it took place at the end. Open-ended questions allowed for authentic responses of opinion, attitudes and perceptions (Kumar 2011), giving greater insight into individual differences (appendix 4) and closed questions obtained usable facts (Kumar 2011) on learners' *readiness* and *interests*. The "can do statements", modified from Blaz survey (2016: 12) to reflect the CEFR level descriptors, aimed to measure learners' perceptions of specific language competencies. With three indices: *not at all, somewhat* and *quite well*, learners could indicate their "learning zone" (Tomlinson 2014: 34). *How do you like to learn*, sourced directly from Blaz (2016: 20-21) and *What are your learning preferences and talents* (pp.5-11), sourced directly from McKenzie (1999), are both closed-question surveys.

A pre-assessment pack was chosen because it is cost and time effective, illuminative and heuristic (Wallace 1998: 137) and allowed for both qualitative and quantitative data that could inform DI instructional strategies. This instrument allowed participants to complete it in their own time, however the distance from researcher removed opportunity to clarify any issues (Kumar 2011). The pack was pre-tested by a colleague to ensure readability (Kumar 2011: 158).

1.2 Do learners engage with this approach to teaching and learning equally? i.e. is it inclusive?

In order to answer this question, three specific dimensions of engagement: *academic, behavioural and cognitive* (Appleton et al 2006: 429) will be measured accordingly. Although

presented as three separate components, they are "dynamically interrelated within the individual, they are not isolated processes" (Fredricks et al. 2004: 61) and will be reflected upon collectively.

Academic engagement: can be measured through time on task and (home)work completion (Appleton et al. 2008: 372). The AR classes were filmed and the raw data was transformed into observational data, documenting time spent on each task and task completion (appendix 11). The quantitative measurement of time, coupled with a more subjectivist measurement of task completion will be reflected upon.

Behavioural engagement: can be monitored through attendance and voluntary classroom participation (Appleton et al. 2008: 372). Due to the nature of the participants attending the AR class, the first indicator of behavioural engagement renders itself obsolete but the latter, voluntary classroom participation, can be both observed and measured: quantitatively in frequency and qualitatively in type of participation (appendix 12).

Cognitive engagement: is argued to be better measured through self-report (Appleton et al. 2008; Fredricks and McCloskey 2012) because it involves internal indicators such as "self-regulation, relevance of schoolwork to future endeavors, value of learning, personal goals and autonomy" (Appleton et al. 2006: 246). Fredricks and McCloskey emphasise that it is "critical to collect data on students' subjective perceptions" (2012: 765) and as such, two instruments were employed: a post-class group interview that aimed to obtain rich, reflective and qualitative responses and a post-class questionnaire (appendix 6) for both quantitative and qualitative data. Both instruments are convenient, cost and time effective.

1.3 What are the learners' attitudes to the DI lesson?

In order to reduce subjectivity and misinterpretation of learners' attitudes, a group interview and an individual questionnaire were chosen. A group interview is practical, timesaving and convenient for collecting rich and qualitative data (Cohen et al. 2007: 373) through participant interaction (Delamont 2012: 408). Dynamic in nature, it offers the possibility of discussions to develop and for "participants to support, influence, complement, agree and disagree with each other" (Cohen et al. ibid) but can also pose challenges, including participants talking over each other and non-verbal communication being lost in transcription (Watts and Ebbutt: 1987: 30). The group interviews were consequently filmed.

The second instrument to measure learners' attitudes to the DI lesson is a questionnaire. Despite its "unsophistication and limited scope of the data" (Cohen, et al. 2007: 317) the questionnaire gives participants time to purposefully reflect. The questionnaire is structured, requesting an ordinal response to questions, which aims to measure attitudes towards one aspect of the class at a time (Oppenheim 1992: 187) and then a comments box for richer, qualitative data. The small sample size allows for the questionnaire to be more open and word based (Cohen et al. 2007: 32).

1.4 What are the teachers' perceptions of learner engagement?

Using a method that encourages collaboration (Hill and Kerber 1967; Kemmis and McTaggart 1992), other teachers' perceptions were important. A colleague was asked to observe the lessons, as a non-participant observer (Cohen et. al 2007: 259) and evaluate them in situ, completing a Differentiated Class Assessment Form (Chapman and King 2005) (appendix 5). The ordinal questions provided quantitative data and space for further comments, provided qualitative data. The follow up interview allowed for further time to reflect and for richer data. In addition, as both participant and practitioner, my analysis of the findings and conclusions will ultimately reflect my perceptions as one who is "part of the social world that they are studying" (Hammersley and Atkinson 1983: 14).

3.5 Framework for data analysis

Douglas and Selinker state that "data by themselves do not compel any particular conclusions" (in Tarone et al. 1994: 121) and as such, a framework for data analysis has been developed for each instrument. The data will be presented in response to each sub-question and where appropriate, data from different instruments will be analysed; comparing and matching the data. Although Cohen et. al present an argument against categorising data under specific issues i.e sub-questions, as "the wholeness, coherence and integrity of each individual respondent risks being lost" (2007: 467), the research enquiry is divided into sub-questions, making this appear the most manageable and coherent systematic approach (Becker and Greer 1960).

The pre-assessment pack questionnaire

Given to learners prior to the AR class, the returned and completed packs' were collated and tabulated in an Excel spreadsheet (appendix 4) and learners' responses analysed for similarities

and differences.

Video based observation

The videos were viewed, reviewed and specific clips selected for narrative description. Deductive indices of academic and behavioural engagement were used to analyse each participants' engagement.

Group Interview

The video was viewed, reviewed and then transcribed (appendix 8 and 14). Using the data to respond to two sub-questions (1.2 and 1.3) involved deductive analysis; using predetermined indices and inductive analysis; interpreting data and forming categories to analyse impressionistically (Sturman 1997).

Post-class questionnaire

The post-class *student feedback form* data consisted of ordinal and soft data. The soft data was analysed inductively and coded, where the codes "derive from the data responsively rather than being created pre-ordinately" (Cohen et al. 2007: 478) and the ordinal data analysed statistically (Sturman 1997) and presented in an Excel spreadsheet (appendix 7).

Teacher assessment form

The assessment form included ordinal data from likert scale questions, based on predetermined DI criteria, which were analysed deductively. Although space for comments, they were not given.

Teacher semi-structured interview

The semi-structured interview was audio recorded and transcribed. The open-ended questions, which sought "unstructured responses" (Tuckerman 1972 in Cohen et al. 2007: 359) provided a mass of soft data that was inductively analysed, coded for further analysis and used in comparative analysis.

3.6 Ethical issues

Cohen et al. on the *field of ethics* emphasise the researcher's "responsibility to participants" (2007: 58) to protect and preserve their dignity. In order to abide by these principles and those of the University, Guidance on issues in Research Ethics was followed. The University's

Research Ethics Tier 1 Checklist was completed and approved. As the research enquiry was to be situated within the University, consent from the Language Course Leader, as "gatekeeper" (Cohen et al. 2007: 110) was essential as was participant consent. Participants in this process were competent, well informed and the consent given was both "voluntary and uncoerced" (Schinke & Gilchrist 1993 in Grinnell 1993: 90).

With regards to the collection of data, details of research instruments were included in the participant consent form and despite all participants being consenting adults and the AR classes not deemed "ethically sensitive" (Cohen et al. 2007: 58), all participants and the institution were made anonymous. Codes allocated to each individual participant enforced anonymity and confidentiality whilst preserving the importance of the individual in the nature of the enquiry. Video recordings of lessons and interviews were uploaded onto a private computer. Otherwise, data presented is in narrative descriptions and through tabulating data, where participants' identities are anonymously coded.

3.7 Validity and reliability

Validity is "an important key to effective research" (Cohen et al. 2007: 133) and AR offers a valid design where "knowledge is derived from practice, and practice informed by knowledge" (O'Brien 2001: 11) in a continuum of action and research. Validity is further concerned with how "a particular instrument in fact measures what it purports to measure" (Cohen et al. 2007: 133) or "construct validity' (Bryman, 2001: 30). In order to ensure such validity, the afore-presented *instruments for data collection* and *framework for data analysis* have been outlined and kept loyal to, so that the results and subsequent discussions accurately reflect the main aims of the enquiry. The quantitative and qualitative data triangulation within the findings also aims to ensure validity (Cohen et al. 2007: 140). Internal validity, where the "findings must describe accurately the phenomena being researched" (ibid: 135) and external validity "the degree to which the results can be generalised to the wider population, cases or situations" (ibid: 136) have been sought. However, due to the research enquiry being highly situated and responsive to a particular context, the enquiry does have restricted external validity. That being said, the issue of responding to learners' individual differences is a ubiquitous issue and the concluding findings could be generalised to other adult language courses.

Reliability "is concerned with the question of whether the results of a study are repeatable" (Bryman 2001: 29). Due to the independent variables of me as teacher, teaching a class using

my interpretation of DI instructional strategies, to learners with various independent variables, the chances of accurately repeating this specific study are minimal. However, the very nature of AR, whereby the the researcher "bring(s) their good professional practice into the public arena so that others can judge the quality of the professional work in which they have engaged" (Lomax 1995: 56) allows for further, wider interpretation. Its use or lack of, will further reflect the enquiry's validity and reliability.

3.8 Limitations and problems

The consideration of limitations is important as "you do not want to inadvertently overgeneralize the findings or add an opinion that is not supported by the data"(Pine 2009: 260). The key limitations to address are: sample size, short term and bias and the pivotal problem of this study was the failure to fully record one AR class.

Although approximately thirty learners of French level A1 were informed of the study and invited to participate, only eight participants took part in total: five in one class and three in the second class. The intention was to perform two cycles of reflection (Kolb 1984) but the reality was that this further diluted the sample size. This makes generalising findings to a larger class size difficult, limiting its external validity (Cohen et al. 2011: 186). Furthermore, being self-selecting participants, their predisposed engagement with learning could weaken the findings of this study. Had the participants been disengaged learners of French, the results and findings could have been significantly different.

Lomax identifies how AR studies are mostly "small scale, local enquiries, often linked to award bearing courses and limited by the duration of their course of study" (1995: 51). Limited by the duration of the course and the learners' impending summer holidays, the study was very short. Had it been a longitudinal study, it could have produced richer findings.

Bias is a key risk especially with methods requiring observation (Cohen et al. 2007: 410) and can limit reliability and validity. Investigator bias of me as teacher as researcher; developing, designing and carrying out an AR study, could in turn could reduce my criticality. *Reactivity* (Cohen et al. ibid) of participants, where they modify their behaviour when being observed, also known as the Hawthorne Effect (Cohen et al. 2007: 144), could also affect the authenticity of learners' behaviour. Although Norris declares "there is no paradigm solution to the elimination of error and bias" (1997: 171) and that researchers are "fallible" (ibid), bias needs consideration.

The major problem of this study was the failure to fully record one AR class. As such class two was only partly recorded, which renders the data obtained pre, during and post-class obsolete. The second class was a developed version of the first; a result of reflexivity and as such, the omission of the data further reduces the generalisability of the study and potential effects.

3.9 Summary

This chapter intended to present and justify this enquiry's research methodology and mixed-method approach. It identified AR as the most appropriate design framework because the issue is situated in my own teaching context. "A small-scale intervention in the functioning of the real world" (Cohen and Manion 1994: 186), AR promotes reflection and improvement of practice, which was the core aim of the study. For coherency, each research sub-question was outlined with instruments for data collection and framework for data analysis described. Ethical issues were considered as were issues of validity, reliability, limitations and problems. The presentation of all of these aspects intended to ensure credibility, legitimacy and practicality of the research enquiry (Cohen et al. 2007: 78), in advance of presenting and discussing the research findings in the next chapter.

4.0 Findings and Discussion

4.1 Introduction

This *findings and discussion chapter* aims to answer the principle question: *what is the relationship between differentiated instruction and learner levels of engagement at University level?* Findings from the AR study will firstly be offered; presenting and describing the research data under each subquestion. A discussion will then be offered, where the data will be analysed and synthesised. It is important to state that due to the amount of data recorded, only the most salient findings that address each sub-question will be presented and discussed, as well as any interesting findings that have arisen from the research. Research instruments, collated data and further information can all be found in the appendices.

4.2 Findings

4.2.1 How can individual differences be identified and responded to through DI?

In order to present the findings to *how can individual differences be identified,* individual differences have been put into three sub-headings: r*eadiness, interest and learning profile* (Tomlinson 1995; 1999; 2001; 2014). *How can individual differences be responded to through DI* will be presented in the discussion section.

Readiness

Information on participants' *readiness* was assessed in order to determine what should be taught and at what level of challenge. Participants' responses demonstrated that four out five participants felt that they felt "somewhat" confident in competencies related to the subject topic and one participant, P5, felt competent. Participants' *readiness* was further evaluated by attendance records as well as professional observations (Heacox 2012: 26), all of which were consistent.

Interests

Participants' interests were collated in order to gain further understanding of their motivations for learning French, hobbies and interests so that the *content* could be responsive (Table 1). All participants stated personal reasons for learning French despite P5 learning French as part of a degree. Four out five expressed they intend to use French when travelling and two of those said that they will also use it for work.

The open question: *do you have any hobbies and interests?* presented a variety with some crossovers (table 1). The multiple-answer questions: *types of holidays I enjoy* similarly showed an array of different holiday preferences with only one, city (n=2) receiving more than one vote and *things I would like to know in French about holidays* received only four out of five responses but all four stated *activities* and three *destinations*.

P	Nature of study	Age	Why learn French?	Where do you intend to use French?	Hobbies/interests	Types of holidays I enjoy	Things I would like to know about holidays
P1	Extra to degree	26	Personal	travelling and work	movies, drawing, museums, coffee shops, learning languages from watching TV	City	activities / food and drink
P2	Public	26	To live in France	France, work and travel	Films, books, travel photography	Cultural and nature	activities / food and drink / clothes / destinations
P3	Extra to degree	20	Like French culture	Travelling and watching Films	Cinema and reading. Politics. Nature and hiking.	adventure / hiking	Activities / Destinations
P4	Public	67	To read French - especially art/historical texts/literature	Travelling and reading	Literature, art history, cultural history, history of blues and jazz, travel, garden, swimming, book collecting	Cities and countryside	
P5	Part of degree	21	Wants to be fluent	French friends who live and work in France	Football, swimming, tennis, fitness, boxing,	Beach	activities / food and drink / clothes / destinations

Table 1. Participants' data relating to interests from Tell Me A Little About you (Appendix 4)

Learning Profile

Assessing *learning profiles* sought to identify participants' learning styles and strengths so that the *process* and *product* of the AR class were equally responsive. The data (Table 2) indicates that all five participants had a variety of learning styles, some of which were out of the realm of control i.e. morning/afternoon learner. P1 and P5's answers suggested they have no specific learning style preferences, whereas P2, P3 and P4 claimed to have mixed styles that include visual and kinaesthetic. P3 and P4 claimed to prefer sitting but also had a preference for kinesthetic learning. The results therefore were varied and at times contradictory (P3 and P4).

Participant	Learning style	Learning strengths
P1	All equal preference	1) Naturalistic 2) Visual
P2	Auditory / visual / kinesthetic / afternoon learner	1) Intrapersonal 2) verbal / kinesthetic / existential
P3	Visual/Kinaesthetic/Independent/Sitter/Morning	1) Logical 2) Visual 3) Naturalistic
P4	Visual / Kinaesthetic / Sitter / Morning	1) Naturalistic AND Intrapersonal
P5	All equal preference. Not afternoon learner	1) Naturalist 2) Logical, Kinaesthetic and Existential

Table 2. Participants' data relating to *learner profile* (Appendix 4)

Data relating to participants' learning strengths similarly demonstrated a diversity. The responses revealed that four out of five acknowledged their *naturalistic intelligence*: "learning through classification, categories and hierarchies" (McKenzie 1999) and the other responses were without noticeable pattern. All participants therefore reported having varied learning strengths.

4.2.2 Do learners engage with this approach to teaching and learning equally? i.e. is it inclusive?

Findings to this question will be divided into three sub-headings: *academic*, *behavioural* and *cognitive engagement:*

Academic engagement

In task 1 all participants academically engaged and completed the task. P1 and P3 worked together; P2 worked independently and P4 and P5 worked together, although P4 appeared to dominate *content* choices and discussion. Observations from task 3 suggest that they all academically engaged, completing the task but not what they intended to produce: P1 and P2 intended to create a dialogue; P4 intended to visually represent his holiday and P5 intended to create a vlog but instead, they all wrote out a description. When asked why they all decided to write it down, P2 responded: "Just to get our head around the grammar ((P1 and P4 nod)) and to work out ((hand gestures writing)) the grammar" (appendix 8). Observations of task 2 and 4 suggest that all participants academically engaged, apart from P3, who neither verbally conferred with his peers nor verbally contributed to group discussion. However, although not academically or behaviourally engaged, P3 was emotionally engaged; listening to his peers and

smiling.

Behavioural engagement

Behavioural engagement was measured by observing voluntary classroom participation (Appleton et al. 2008: 372), which was analysed inductively and coded under six categories: *asking a question, giving an answer, clarifying vocabulary or grammar, volunteering to present, asking to move on to the next task* and *starting a conversation with the teacher.* Throughout all four activities, P4 voluntarily participated the most (n=37) and P3 (n=9) and P1 (n= 8) the least. However, inductive analysis showed that participants engaged in learning another way; by carrying out independent and voluntary research using previous handouts, smartphone and the class Ipad. Two more indices were consequently added: *voluntary research*: *use of technology to research language* and *use of other materials to research language.* Measuring this specific data showed that P4 (n=4) engaged the least with voluntary research whereas P5 the most (n=35). When taking both voluntary participation and voluntary research into consideration, P3 demonstrated the least behavioural engagement (n=28) throughout the class and P5 the most (n=47) (Table 3).

Participant	Voluntary Participation Sub-total	Voluntary Research Sub-total	Total
P1	8	24	32
P2	17	23	40
P3	9	19	28
P4	37	4	41
P5	22	25	47

Table 3. Tabulated data of behavioural engagement of each participant (Appendix 12)

The data also demonstrated which tasks induced the most behavioral engagement (Table 4). Task 3, which differentiated *content*, *process* and *product* and had an allocated 30-40 minutes to complete, induced the most behavioural engagement with voluntary participation (n= 41) and voluntary research (n= 69). Task 1, which involved differentiating only the *content* and had 20 minutes allocated to it, induced under a half of task 3's behavioural engagement. Although task 4 induced the least behavioural engagement, it was the plenary and was cut short so therefore task 2, a comprehension exercise, proved to behaviourally engage participants the least (n=17).

Task	Voluntary Participation Sub-total	Voluntary Research Sub-total	Total
1	32	24	56
2	15	2	17
3	41	69	110
4	5	0	5

Table 4. Tabulated data of each behavioural engagement afforded by each <u>task</u> (Appendix 12)

Cognitive engagement

Cognitive engagement was measured against five internal indicators: *self-regulation, relevance of schoolwork to future endeavors, value of learning, personal goals* and *autonomy (*Appleton et al. 2006: 246). The questionnaires measured 23 references to at least one of the five indicators and the group interviews measured 60. *Relevance of schoolwork to future endeavors* measured the highest in the questionnaires (n=10), followed by *value of learning* (n=6), *self-regulation* (n=5) and *autonomy* (n=2). *Personal goals* received 0 references. *Self-regulation* scored the highest in the group interview (n=27), followed by *value of learning* (n=20), *relevance of schoolwork to future endeavors* (n=11) and *autonomy* (n=2). Again, personal goals received 0 references (appendix 13).

Each participant scored their own level of engagement in the class with five out of five (appendix 7) and the group interview saw all participants agree, verbally or nonverbally, that they felt engaged. In terms of individual responses P1, P2, P4 and P5 all referenced the same amount of internal indicators (14 or 15), whereas P3 made significantly less references (n=3). P4 and P5 were the only two to positively reference autonomy and the most internal indicators (n=7 and n=8 respectively) in the questionnaire with P1 and P3 mutually scoring the least (n=4). P2 didn't write any comments (appendix 7).

4.2.3 What are the learners' attitudes to the DI lesson?

Learners' attitudes were analysed inductively for positive and negative comments and recurring themes, which will provide the sub-headings for this question's findings.

Relevance of content and learning opportunities

Participants positively responded to being interested in the *content* with replies including: "yes I like holidays" (P1), "I love holidays and am going to South of France in the summer so it was

perfect timing" (P5) and "yes (...) in my case museums in Nice (...) we want to talk and write about what matters to us!" (P4). The group interview equally measured positive feedback with comments such as: "related to personal experience ((P1 nods))" (P2), "I think you concentrate ((hand gestures to head)) more when it's when it's something you feel [you actually use it]" (P4) and "Yeah because I was thinking] what I would want (...) [to talk in the future] when I'm in France" (P2). These comments positively reflected on the relevance of the *content*.

Participants similarly described the relevance of the learning opportunities with comments relating to language learning in general: "I need to practice more French!" (P1), "it helped me practice what I needed to" (P5) and to grammar and vocabulary: "effective way of reinforcing key grammatical points but also of extending vocabulary" (P4). Group interview comments equally reflected on specific skills: "I could focus on speaking ((hand gestures from mouth)) because that's my weakness" (P5); on revision: "to sit down and actually like (…) rattle what we know" (P4) and on learning a language structure: "only today when we actually had to try to work them out (...) Actually wrote them down then I understood the rule" (P2).

Variety of choice
Variety and choice are combined under the same sub-heading and they recurred in the questionnaires' data, with positive comments including: "the variety of tasks helped" (P3), "the variety of activities was stimulating and held our attention" (P4) with regards to feeling engaged and "being able to choose topics within one broader topic was nice" (P3), "I could choose what type of holiday" (P1) and "the opportunity to choose your own option (...) we want to talk and write about what matters to us!" (P4). However, responses from the group interview also inferred a preference for teacher guidance: "Yeah you say you should do this ((hand gestures)) and you should do that", which was expanded upon by P4 who referred to the teacher as the "expert (...) who can identify things there ((P1, P2 and P5 nod)) I think that obviously built into any kind of programme like that should be the expert saying ((P1 nods)) what you need to concentrate on".

Time
Participants made several positive references to having more time to apply what had been taught in previous lessons. One participant commented that the original teaching was "too short it didn't register ((P1 nods)) (...) I had no memory of them" (P2) but the class allowed her to "try to work them out (...) Actually wrote them down then I understood the rule" (P2). This point of view was verbally agreed with by P4 who reflected: "actually do connected pieces ((P1 and P2 nod)) rather than simply I know the phrase for that or I know the phrase for that". P4 also

positively reflected on the greater allowance of time, commenting: "the 30 minute task was an extremely effective way of reinforcing key grammatical points but also of extending vocabulary" (appendix 8).

Technology

Technology, i.e. use of smartphones for voluntary research, played an important role and one participant laughingly stated "it was challenging and if I didn't have my Google translate" (P3), wouldn't have understood the *content*, suggesting a preference for "translations of key words or something" (P3). P1, P2 and P5 however all recognised that in the 'real world' they would use their phones to translate a word they did not know. P4, who did not voluntarily interact with technology, only when prompted by me, reflected how "the generation difference (...) comes instantly and immediately into play".

4.2.4 What are the Teacher Observer's (TO) perceptions of learner engagement?

The Assessment Form data was positive, with the TO allocating "often observed" to all of the criteria under the heading *student engagement* (appendix 5). Unfortunately the TO didn't make any further comments on the form.

The follow up interview allowed for richer data that found similarly positive responses:

> They were absolutely engaged I don't think there was a moment when they they just were you know when you see students sort of (.) i don't know thinking or wondering or looking at their phones so no absolutely they were completely emerged in the activities and the other thing they liked was that you had already prepared materials according to their preferences that materials that gave them a little bit of background (...) they were always engaged one hundred percent yes. (appendix 10)

Other positive comments on the class referred to *learner readiness*: "they were ready for the tasks"; *relevance*: "I think it responded in terms of preferences and in terms of needs"; learner *interests*: "you really took into account what they wanted to do" and *learning profile*: "the assessment was obviously was brilliant because they had a choice of making a video or a blog writing a blog or doing a role play". The teacher concluded that "by differentiating you are actually saying you are unique and these are your needs and I have assessed them and this is an activity for you", contributing to a positive reflection on DI.

The TO did raise some concerns over "multiplying your preparation time" and how the class size could negatively affect teacher and learner interaction, with "more students to see what they're doing". However, the TO did comment on the prospect of DI positively affecting engagement and potentially retention, stating: "they're actually actively doing something and they feel <u>valued</u> and they feel they are learning at their own pace because we nobody learns at the same pace definitely not so we all need to learn at different paces so that brilliant for retention I think this is the way forward".

4.3 Discussion

4.3.1 How can individual differences be identified and responded to through DI?

Readiness

Identifying participants' readiness through various instruments (Heacox 2012: 26) seemed consistent before the AR class took place. However, in-class observations and interviews showed it to be inaccurate. This could be due to the Hawthorne Effect (Mayo 1933) or it could reflect the findings from Simpson's (1997) study, where teachers struggled to set appropriate challenges. Despite aiming to begin "where individuals are rather than with a prescribed plan for action that ignores student variance" (Tomlinson 2014: 170), the inconsistency of the pre-assessments with participants' actual *readiness* highlights the difficulty of accurately setting challenges to their actual level of mastery (Vygotsky 1996).

The TO comment that it was a revision class and participants were "revising something that they had already learnt" (TO, Appendix 10) suggests what was observed and what participants' actually experienced were not always consistent. This acknowledgment encouraged a deeper awareness of what is taught is not necessarily learnt, highlighting the need for better formative assessments than can-do statements to accurately "evaluate (the) effect of teaching on students learning" (Hattie 2012: 160) and proactively respond with DI.

Interest

Assessing participants' interests was manageable, insightful and cogent. The data demonstrated motivations that support the belief that there *are* more desirable learning outcomes to our course than simply demonstrating CEFR A1 level of competence. This is arguably due to the fact that only one participant, P5, is studying French as part of his degree and even he provided more *integrative motivations* (Richards 2015a: 150): to interact and

communicate with other speakers of French. This knowledge allowed me to design instructional activities for P5 that encouraged oral communication.

Knowing participants' *interests* allowed for responsive *content* of Task 1 with holidays reflecting participants' preferences and Task 3 with relevant interest centres (appendix 9). Understanding participants' *interests* made planning the lesson easier and the findings suggests that it did "motivate students' exploration of topics" (Tomlinson 2014: 76) because the content was "dynamic, intellectually intriguing, and personal" (ibid: 53). Knowing participants' interests and hobbies and designing responsive *content* allowed me to truthfully answer "what content is there? Why should they care?" (Rock et al. 2008: 35) and promote active learner engagement.

Learning Profile

Data collated on participants' learning profiles was varied, eclectic and occasionally contradictory, supporting Graham Hall's assertion that learning styles are "not wholly innate and therefore not completely fixed nature" (2011: 4). That being said, each participants' styles and strengths were taken into consideration with Task 1 involving *flexible instructional groups,* which took into consideration their learning style preferences, with matching images with text that aimed at the four participants with naturalistic strength. Task 3 again involved *flexible instructional groups,* as well as participants choosing *content, process* and *product* (appendix 9). Ironically, in task 1, despite P3's preference for working independently, he worked in a pair. Likewise, in task 3, despite participants stating they wished to produce a role play (P1 and P2), produce a drawing (P4) and a film (P5), they all wrote down a script in prose format. How they engaged in their learning and what they produced was ultimately different to their self-assessed learning styles and strengths, an incongruity that again supports Hall. However, participants' feedback suggests that this response was rooted in their own learning strategies, writing it down "just to get our head around the grammar and to work out the grammar" (P2 appendix 8), reflecting their linguistic abilities as A1 learners.

Participants' learning strengths and styles were ultimately assessed in order to identify "the ways in which a learner learns" (Tomlinson 2014: 19) so that instructional strategies could be tailored to each participant (Blaz 2016: 160). However, the eclectic and sometimes complex learning styles (P1 and P5), strengths (P2 and P5) and how they responded to the tasks, demonstrated how their styles and strengths were not completely reflected in "the characteristic manner in which an individual chooses to approach a learning task" (Skehan 1998: 237). Therefore, although advantageous in terms of encouraging reflection and designing an array of instructional strategies with a variety of choices, whether participants chose the most suited

process and *product* appeared insignificant on their engagement. Consequently, a "fairly complete knowledge of the student's learning styles and preferences can provide an effective basis for differentiated instruction" (Bender 2008: 4) because it encourages a variety of choice of *process* and *product*, irrespective of whether participants' choose the most suited process and product.

4.3.2 Do learners engage with this approach to teaching and learning equally? i.e. is it inclusive?

Academic Engagement

As per the findings, P3 didn't academically engage in two of the tasks, where engagement is "the energy in action" (Russell et al. in Appleton 2008: 380). This could have multiple explanations, reflective of the complex nature of individual internal variables that "interact with each other" (Dekeyser 2013 in Macintryre et al. 2017) including anxiety and willingness to communicate (Dornyei 2005). It could have been reflective of his *readiness,* being that the tasks were above his level of mastery (Vygotsky 1996: 33) or alternatively, he didn't like those particular tasks, having a preference for working independently. Although learning styles and strengths appear inconsequential in terms of participants' choice of *process* and *product*, this task offered no choice and may have brought on an affective filter (Krashen 1982) such as anxiety, which can negatively impact engagement and consequently language achievement (MacIntyre 1999). Alternatively, if learners "are welcomed and valued as they are" (Tomlinson 2014: 15) then perhaps this finding should simply reflect this participant's individual choice to not actively engage, despite its potential negative effect on language learning. Furthermore, even though I share the DI mantra that "both successes and failures are inevitable in the learning process" (Tomlinson ibid), if the participant does not subscribe to this belief, then perhaps he will not fully academically engage when he feels self-conscious. As Dornyei asserts, it is the combination of learners' individual differences that "has been seen to answer why, how long, how hard, how well, how proactively, and in what way the learner engages in the learning process" (2009: 231-232) and therefore truthfully knowing why P3 did not academically engage in two tasks requires further investigation.

Behavioural Engagement

Similar to the academic engagement findings, P3 demonstrated the least behavioural engagement throughout the AR class. Interestingly, P5 behaviourally engaged the most and despite having initially responded over confidently with his *readiness,* his confidence arguably

positively affected his behavioural engagement. Griffiths theory that "learners' sense of identity is seen as a major contributor to motivation" (2015: 430), is supported by P5 who commented "what I found good about that is I could focus on speaking ((hand gestures from mouth)) because that's my weakness". Reiterating his awareness of self and motivations for investing time in the class, P5's sense of identity has therefore been accurately responded to with DI's "learning situations that respond to fundamental individual needs" (Janosz in Christenson et al. 2012: 699).

The data also demonstrated that Task 3 generated the most behavioural engagement. Differentiating *content*, *process* and *product* and having an allocated 30-40 minutes to complete, which although did not accurately implement DI's *flexibility of time,* did give all participants an extended amount of time to complete the task. The extended time allowed participants to collaborate and communicate; to apply their knowledge and use their own resources (Ellis 2009) to "make their own sense of a topic" (Petty 2006: 234). The combination of differentiating all curriculum elements and increasing time spent on the task seems to have increased participants' behavioural engagement.

Cognitive engagement

Findings from the cognitive engagement analysis showed that all felt engaged and the three main *determinants* (Janosz in Christenson et al. 2012) or *facilitators of engagement* (Appleton et al. 2018) were *relevance schoolwork to future endeavours*, *value of learning* and *self-regulation*. *Relevance* is one of five main attributes of DI, as defined by Heacox (2012: 5) that is equally a characteristic of a *quality curriculum* that "taps into learners' feelings and experiences" (Tomlinson, 2014: 33). Arguably, participants felt engaged because the *content, process* and *product* held their attention, interested them and encouraged expending effort because it was deemed relevant, echoing Marks (2000: 154) definition of engagement. *Value of learning* reflects participants' positive perception of the *content, process* and *product* and *self-regulation*, the opportunity to self-direct (Zimmerman 2002), arguably reiterates what Janosz describes as "learning situations that respond to fundamental individual needs" (in Christenson et al. 2012: 699). With opportunities to be active in their own learning, participants were equally encouraged to be autonomous.

Findings on P3's cognitive engagement could be explained by the individual difference variable of anxiety (Dornyei 2005) or affective filters (Krashen 1982). Alternatively, his lack of contributions to the group interview could demonstrate *reactivity* (Cohen et al. 2007). Moreover, P3's observed lack of active participation and engagement could reflect the reverse of

Osterman's (1998) findings of a "beneficial cycle of increased levels of engagement and increased adult support" (Appleton et al. 2008: 374). Not as engaged as the others, perhaps P3 did not perceive the support available. In contrast, P4 and P5, who had the highest frequency of behavioural engagement, also referenced the most internal indicators of cognitive engagement, which arguably does demonstrate the "beneficial cycle of increased levels of engagement" (Appleton et al. 2008: 374).

4.3.3 What are the learners' attitudes to the DI lesson?

Relevance of content and learning opportunities

Relevance of content
Consensus of participants' interest in the topic and how the types of holidays and activities reflected their individual preferences, reiterated the importance of *relevance*, an attribute of DI (Heacox 2012: 5) and arguably a *determinant* of learner engagement (Janosz in Christenson et al. 2012). P4's comment about wanting to "talk and write about what matters to us!" (appendix 14) indicates how DI related to *interests* alone can encourage learner engagement as the "the connection between person and activity" (Russell et al. in Appleton et al 2016: 380). DI encouraged the *connection* between participants and *content* because pre-assessing their interests allowed me to truthfully answer "what content is there? Why should they care?" (Rock et al. 2008: 35). Collating the answers allowed the design of content that reflected each participants' unique and individual identities, demonstrating "high respect" (Hattie 2012: 26) for the learner-participants. In doing so, the relevant content helped create a supportive learning climate (Dornyei 2001) where participants felt engaged, interested and their needs met.

Relevance of learning opportunities
Despite the inaccuracy of assessing *readiness*, participants left positive feedback regarding the *relevance of the learning opportunities.* The tasks were designed in response to their self-reported and observed *readiness* to meet their "appropriate learning zone" (Tomlinson 2014: 34) and "march(ed) ahead of development and lead(s) it" (Vygotsky, 1986: 188). Even P5 who stated that he felt "confident" in the pre-assessment pack with all three can-do statements, welcomed the opportunity to practice speaking and P3 positively reflected on the challenge (appendix 14). Due to *learning profile* data being varied, eclectic and occasionally contradictory the *processes* and *products* were varied in choice and allowed participants to respond in a way that was relevant to them, which seemed to encourage autonomy, a contributing factor to

engagement (Janosz 2012).

Variety of choice

Variety of choice was perceived, in the most part, as positive, especially with regard to choosing *content* or "what pupils learn" (Rogers 1976 in Johnson 1989: 26). Responding to "fundamental individual needs" (Janosz in Christenson et al. 2012: 699), participants had choice of *content*, *process* and *product* and their feedback, combined with observational analysis, evidenced how choices "enhance their motivation to learn" (Subban 2006: 938). However, participants' feedback relating to choice of *process* and *product* reinforces Blaz suggestion of "not doing it exclusively" because "students don't always know (or choose) what is best for them" (2016: 12). There appears a need for a balance of *choice,* especially with regards to *process* and *product* and for the teacher to be the *diagnostician* (Tomlinson 2014: 4); identifying and giving more structured support to learners to make informed choices and increase learning opportunities. In doing so, the classroom climate (Dornyei 2001) could be more supportive and further impact learner engagement. In this regard the teacher's role is integral in supporting learners to make the right choices and make the difference to learners' learning (Hattie, *The Educators*, BBC Radio 4, 2014).

Time

Participants' positive reference to having more time highlights the need and want for more time to apply and learn what has been taught, as P2 comment suggests (appendix 14). These comments highlight how time allows for the application of knowledge to "make their own sense of a topic" (Petty 2006: 234) and thereby participate in active learning where they "build knowledge structures" (Papert and Harel 1991). Time paired with relevant and appropriately challenging *content*, *process* and *product* could therefore contribute to a "high interest curriculum" (Tomlinson 2014: 33), where learners have more time to attempt to "make sense and meaning of the world they inhabit" (ibid: 78). Time gave learners greater opportunity to express themselves and to experiment with the language, an offer that both promoted and is indicative of learner engagement: "the time and energy students devote to educationally sound activities" (Kuh 2003: 25).

Technology

The use of technology, especially smartphones, was significant because participants were essentially left to *self-regulate* and they became resources that they relied on (Ellis 2009). Technology allowed them to access further information that helped them make sense of the language and content within each *interest centre,* aided by communication and collaboration

with peers. Only P4 demonstrated a reluctance to engage with technology, stating a "generation difference" (Appendix 8) between himself and the other participants who admittedly have their phone with them "all the time" (P2). Being over fourty years older than the other four participants, P4's comment reflects the normalisation of technology (Bax 2011) among younger learners and his reluctance potentially also reflects cultural differences afforded by age and prior language learning experiences. As such, P4 relied more on the teacher, as opposed to technology, as the MKO (Vygotsky 1978).

4.3.4 What are the Teachers Observer's perceptions of learner engagement?

The Teacher Observer's (TO) perceptions of learner engagement were positive, stating that they were "absolutely engaged" and "completely emerged", reflecting participants' own admissions, as well as Marks' definition of engagement as "the attention, interest, investment, and effort students expend in the work of learning" (2000: 154). The TO noted the positive impact of responding to individual learner differences, noting they felt "valued" and were "learning at their own pace", comments that resonate with Tomlinson's (2014) principle: *creating environments that are catalysts for learning*. These comments suggest the acknowledgement of the *content* being inside the cultural experience of the learners (Jolly and Bolitho 2011: 108), which reflects the importance of a flexible curriculum that enables differentiated *content* (Rumberger & Rotermund in Christenson et al 2012: 495). Valuing individual learner differences also suggests how DI can outwardly portray "high respect" (Hattie 2012: 26) for its learners, a contributing factor to the "beneficial cycle of increased levels of engagement and increased adult support" (Appleton et al. 2008: 374).

Despite the overarching positive feedback, the TO did make two critical observations: preparation time and class size. The comment on preparation time reflected findings from other research studies (Willard-Holt 1994; Rock et al. 2008) who found that DI takes too much time, with many teachers opting against it. However, preparing *content* for this AR study was not onerous or overly time-consuming but instead extremely rewarding knowing that it could increase participants' interest and engagement. Furthermore, the positive feedback on the longer tasks and its positive effect on learning suggests that perhaps "time may actually be saved as students engage in learning that responds to their needs" (Heacox 2012: 14). The longer tasks, reflecting elements of TBLT, could reduce teacher preparation time and simultaneously encourage learners to "engage dynamically with the language" (Bygate 2016:

382). What is apparent is that DI is a process (Heacox 2012: 14) that needs further investment but such an investment seems highly worthy.

The TO's second critical comment regarding how a larger class size could negatively affect teacher and learner interaction did raise concerns as the study's class size was admittedly smaller than average. This fact could have had further positive implications on participants' feelings of engagement. Blaz states that DI requires "focus on one aspect at a time" (2016: 15) and therefore with practice, development and greater awareness of DI by the learners and teacher, class size might not be an issue. With further practice and development, DI could be a long-term solution to the "one size fits all" approach (Tomlinson 2014: 25) that stultifies learners (Wehlage et al. 1989 in Christenson et al. 2012: 495). Concluding that DI is "brilliant for retention I think this is the way forward", the TO's over-arching optimism positively reflects on DI as "heuristic or principle driven" (Tomlinson 2014: 25) and identifies its potential role in augmenting learner levels of engagement and potentially, retention.

5.0 Summary of findings

This small-scale AR study suggests the positive relationship between DI and learner levels of engagement at university level in response to meeting the needs and wants of an albeit small number of diverse language learners. After discussing the data gathered to answer the four RSQs, the following main findings seem to emerge:

5.1.1 Individual learner differences are varied and can be identified and responded to through DI

Interests seem the easiest for participants to accurately identify and of most value when designing relevant *content*, whereas *readiness* seems more difficult to accurately assess. Such inadequacies could lead to setting inappropriate challenges that could be detrimental to development, progress (Vygotsky 1986) and engagement. That being said, DI raised my awareness of learner *readiness* and what seems necessary is further investment, development of formative assessments and better two-way feedback. Assessing *learning profile* gave insight into learners' multiple learning strengths and preferences, a knowledge that perhaps unbeknown to the learners themselves, was used to optimum effect when designing instructional strategies that offered choice that varied "systematically to cater to individual

learner differences" (Long 2016: 7). Variety and choice of *content*, *process* and *product* were positively received by learners who felt engaged. However, it seems apparent that a careful balance of learner choice and teacher directed instruction is needed for learners' optimum development, as agreed "students don't always know (or choose) what is best for them" (Blaz 2016: 12). The teacher's role is therefore paramount in the success of DI and its effect on learner engagement.

5.1.2 Two-way feedback is pivotal in analysing and securing learner engagement through DI

Although this study did take learners' individual differences into significant consideration, through the pre-assessment pack, as well as course outcomes, it did not "provide learners with guidance of how to manage them" (Macintyre et al. in Hall 2016: 319). Therefore, what has been concluded from this study is the need for more constructive and dialogic feedback. Although this would take more time, it could prevent inaccurate reportings of *readiness*, such as P3, and promote engagement in all tasks (Tinto 2012: 7). A cycle of assessment and dialogic feedback therefore seems crucial in supporting learners in a DI class and for encouraging positive self-perceptions, where "students must believe they are capable of achieving success" (Rumberger and Rotermund in Christenson 2012: 503). Advocating such a student-centred approach might not only encourage dialogue, improve the teachers' understanding of learners' individual differences and learner engagement but could also reflect what Evans et al. refer to as a "high impact" strategy that could " lead to meaningful learning gains" (2015: 7).

5.1.3 DI appears inclusive although not all learners engage with this approach equally

Analysing findings from all three "dynamically interrelated" (Fredricks et al. 2004: 61) measurements of engagement makes apparent that learners engaged with DI differently, based on their own individual differences. All participants gave positive feedback on their engagement, reflecting "their attention and interest in the psychological process" (Marks 2000: 154) of learning. Therefore, although not equal in their engagement, DI allowed all participants, including P3, to feel engaged and respond to the tasks with individualised levels of engagement.

5.1.4 Participants and teachers' share positive attitudes towards DI and its opportunity for tasks

Four key themes emerged from participants' feedback: *relevance, variety of choice, time and technology*, all of which, apart from technology, are embedded within DI's guiding principles (Tomlinson 2014), recognising the effective nature of DI. The emphasis on the main task and time allocation, positively reflect attributes of task-supported language teaching (TSLT), which advocates tasks "not so they think like target speakers, but simply so that they engage dynamically with the language" (Bygate 2016: 382). The tasks provided "an opportunity for additional communicative language use" (Bygate 2016: 387) and allowed learners to develop and demonstrate communicative competence at level A1; to "understand and use familiar expressions" (Council of Europe), where the familiar expressions were situated within each participants' own wants and needs. DI therefore appears to meet the demands of a CEFR course syllabus, while remaining relevant and responsive to its learners.

Despite the lack of research on how to respond to the multiple assessment data, representing so many complex and diverse individual differences simultaneously, the participants and TO's reflections of participants being "absolutely engaged" (appendix 10) suggest success. However, the participants' reflection on class size, echoed by the TO, of being smaller than a regular class suggests the need for further research.

5.2 Limitations and recommendations

A major limitation of this study was its small-scale nature. Although two seperate classes took part in the study, the second class failed to record and its subsequent omission was detrimental to evidencing and reflecting on the study's cycle of action and reflection (Kolb 1984). What is therefore recommended is a longitudinal study into the relationship between DI and learner levels of engagement. Over a greater amount of time and analysis of potentially richer data, a longitudinal study could give further insight into DI and learner engagement and if class size does affect it. It could also give further insight into teacher preparation time and if it will be saved (Heacox 2012: 14) or whether responding to an even greater array of individual difference variables will be insurmountable (Rock et. al. 2008: 34). Findings from future studies could far exceed what has been found in this small-scale AR study and offer greater external validity (Cohen et al. 2011: 186).

A secondary limitation of this study was bias (Cohen 2007: 410). All of the participants were self-selecting; inferring their predisposed levels of learner engagement. A recommendation for a future longitudinal study would be to involve an entire class of learners as participants, enhancing its external validity. Individual interviews with participants, post-study, could also have reduced bias and ascertained true levels of engagement with individualised questions. Bias also concerns the TO, a colleague who may have offered preferential feedback as opposed to honestly critically reflecting on learners' levels of engagement and what is recommended is having a neutral TO, as a non-participant observer (Cohen et. al 2007: 259), which will still encourage collaboration (Hill and Kerber 1967; Kemmis and McTaggart 1992) and potentially reduce bias.

5.3 Conclusions

This AR study, within its own specific context of a university adult language course, has raised poignant issues relating to how we as teachers acknowledge and respond to learners' individual differences and its effect on learners' morale and engagement within the classroom. Although responding to the myriad of individual differences was not impossible (Macintyre et al. in Hall 2016: 310), this AR study was small-scale and an average class size may have been different. What has proved apparent is learners' positive acknowledgement of the conscious effort made to respond to their individual differences (Hattie 2012) and their subsequent engagement in learning (Subban 2006: 941), which could have further positive cyclical effects on engagement (Appleton et al. 2008: 374). Individual differences (Dörnyei 2005; MacIntyre et al. in Hall 2016) require the teacher, as a *reflective practitioner* (Schon 1983), to invest time and effort in understanding each learner so that instructional strategies can be designed that are relevant, responsive and maximise learner engagement. To repeat Hattie (1999) "teachers make the difference, but only teachers who teach in certain ways" and DI does seem to have great potential in supporting this positive change and positively impacting learner engagement.

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Appendix 1 - Participation Information Sheet

Action Research Study into Differentiated Instruction

The aim of this action research study is to evaluate the effect of differentiated instruction on your learning and engagement with learning.

I would like to invite you to take part in this research study. Before you decide we would like you to understand why the research is being done and what it would involve for you. I will go through the information sheet with you and answer any questions you have. This should take about 10 minutes. Talk to others about the study if you wish and ask us if there is anything that is not clear. You will be given time to think about whether you wish to take part before making a decision and may take this sheet away with you.

What is the purpose of the study/project?
This study will form the research for my dissertation for my MA. Differentiated instruction is something that really interests me as a teacher and something I have trialled with you over the year. My dissertation gives me the opportunity to carry out an informed and purposeful research project, where I can record and evaluate its effect on your engagement and gain your feedback as well as that of my colleagues.

Why have I been invited to participate?
You have been invited to participate because the study will focus on beginners of French, of or below A1 level. There will be approximately 30 students taking part in the study.

Do I have to take part?
Your participation is voluntary and that participants are free to withdraw at any time without giving a reason. If you choose not to take part, there will be absolutely no negative consequences. The study will take part after the French course finishes and it will consist of one, additional class.

What is expected from participants?
I would like to invite you to take part in one additional class, for two hours: Monday 22ⁿᵈ May **OR** Tuesday 30ᵗʰ May, where you will take part in a French class.

Prior to the class I will invite you to complete a short, learner profile form that will be emailed to you and you can then email it back to me.

On the day of the class, you will not have to do anything other than be a learner and participate in the learning. The class will be video-recorded for observational purposes and further data analysis.

Straight after the class I would like you to give feedback on the lesson by completing a questionnaire. Your candid honestly will be of most importance.

What are the potential benefits of taking part?
In participating in this study you will have the opportunity to learn and develop your French.

Will my taking part in the study/project be kept confidential?
All participants in this study will be made anonymous and you will not be identifiable but represented by L1, L2, L3, etc.

Questionnaires completed by you will not contain any personal information other than your name and information regarding your learning. These questionnaires will be held by myself and used only for this study.

However, if data is to be shared or archived for possible re-use by other researchers, you will be made aware of this (see the University's Data Management Policy).

What will happen if I don't want to carry on with the study?
Participants may withdraw at any time without giving a reason. In doing so, data provided will not be part of the study.

What will happen to the results of the project?
The results of the study will form the research project of my dissertation for my MA, which will be read by University of Brighton Lecturers and External Examiners. If desired and upon request, I can send you the results of the study.

Who has reviewed the study?
The study has been reviewed and approved by the relevant Research Ethics Committee.

What if there is a problem?
Any concerns or complaints will be addressed and you can contact myself or my tutor directly using the contact details below:

Contact details
Robyn Moallemi
R.steer2@brighton.ac.uk
Room D419 Checkland Building, Falmer Campus

Angela Pickering
Senior Lecturer
A.Pickering@brighton.ac.uk

Appendix 2 - Participant Consent Form

Action Research Study into Differentiated Instruction

I agree to take part in this study that is to take part in a French class.

The researcher has explained to my satisfaction the purpose, principles and procedures of the study and the possible risks involved.

I have read the information sheet and I understand the principles, procedures and possible risks involved.

I am aware that I will be required to answer a questionnaire and be video recorded as part of the class observation.

I agree to the researcher taking video recordings during the project.

I understand how the data collected will be used, and that any confidential information will normally be seen only by the researchers and will not be revealed to anyone else.

I understand that I am free to withdraw from the study at any time without giving a reason and without incurring consequences from doing so.

I agree that should I withdraw from the study, the data collected up to that point may be used by the researcher for the purposes described in the information sheet.

I agree that data collected may subsequently be archived and used by other bona fide researchers.

Name …………………………………………………………………………………………

Signed …………………………………………………………………………………………

Date   …………………………………………………………………………………………

Appendix 3 – Participant Pre-assessment Pack

Tell me a little about you

Name _____   Age_____

Why are you learning French?

_____

_____

Out of the class and after the course, where do you intend to use French?

_____

_____

Languages I speak other than French and English: Why I speak it:

_____   _____

_____   _____

_____   _____

Do any of your family members speak French and to what level of fluency?

_____

_____

_____

Do you have any hobbies or interests? Please detail:

_____

_____

_____

What is your highest qualification and area(s) of study?

_____

Pre-assessment for Unit 8: *Les Vacances et loisirs*

Name: _____   Class day/time: _____

Please put an "X" in the correct column and hand the form back in to the teacher.

In French, I can :	Not at all	Somewhat	Quite Well
Talk about my last holiday			
Talk about what activities I did on holiday			
Talk about what I liked and didn't like			

LIST three things I would like to be able to do in French that are not listed above:

1.
_____

2.
_____

3.
_____

Types of holidays I enjoy are (i.e. beach, city, adventure, etc.):

1. _____   2. _____

Countries I have enjoyed going on holiday to:

1. _____   2. _____

Countries I would like to go on holiday to:

1. _____   2. _____

Things I would like to know in French about holidays (tick all that apply):

_____ Holiday activities   _____ Holiday food and drink

_____ Holiday clothes   _____ Holiday destinations in France

How do you like to learn?

1. Complete the questionnaire.

2. Find the numbers you have answered YES to and turn the page to read the recommendation(s).
Please note: you may have more than one learning styles

STUDENT QUESTIONNAIRE—How do you like to learn?

	Yes	No
1. I like to sit at a table or desk to do my work.		
2. I like to work on the floor.		
3. I like to learn by talking to others.		
4. I like to learn by looking at pictures and reading things.		
5. I like to learn by moving/doing things.		
6. I like to learn by hearing things.		
7. I work hard for my own benefit, rather than to please others.		
8. I work hard to please my parents and/or teacher.		
9. I work on something until it's done, no matter what.		
10. I work on something until I'm frustrated, and then quit.		
11. I like to work by myself.		
12. I like to work with a partner or in a group.		
13. I like to have things broken down into specific steps on how to do an assignment.		
14. I like to create my own plan for how to do an assignment.		
15. I like to have a specific amount of time to finish my work.		
16. I like to have unlimited time to do my work.		
17. I like to work where it's quiet.		
18. I like to have music/background noise when I work.		
19. I am most awake and alert in the morning.		
20. I am most awake and alert in the afternoon.		

Figure 2.6a. How Should I study?

Find the numbers you answered "Yes" to below, and read the advice.
(The more "Yes" answers you have for one section, the more important it is for you to do!)

3 and/or 5: AUDITORY LEARNER: You like to be told things. In class, join discussions, make speeches, and tell stories. Read aloud. Create musical jingles to aid memorization, and practice them whenever you can. Study with someone else and stop occasionally to talk over the information. Say words aloud to yourself. If studying alone (or during a test) imagine hearing the words on the paper. On a listening quiz, repeat the words very softly to yourself.

4: VISUAL LEARNER: You absorb new material better by seeing it. If there is a lecture, you *must* take notes and add pictures when possible. Ask your teacher for printed handouts or more examples on the board. Sit where you can see the teacher's body language and face. Ask to have things diagrammed. Use color to highlight important things in your notes. Seek out films, books, or articles on things you didn't grasp well in class. Make flash cards. Study in a quiet place away from verbal disturbances.

6: KINESTHETIC/SENSORY: Hands-on learning works best for you. You need to see, hear, and touch things to learn them. If possible, do your work on computers or typewriters. Watch films on the information you want to learn. Use language labs that use both recorded and visual materials. Flash cards would work well for you, especially if you sort them into piles using a system you invent.

7, 9, 11, 14: WORK WELL ON YOUR OWN: You can handle a big project or paper on your own and do really well in areas that interest you. You may not need feedback while working, but you definitely need recognition when you are done. Celebrate finishing, and if you don't get recognition, ask for it!

8, 10, 12, 13, 15: WANT FEEDBACK WHILE WORKING: You work best on short assignments, and prefer workbooks and assignments where things are broken down into small pieces. Ask someone for feedback while you are working! Break big projects down into smaller pieces, and set deadlines for yourself to get them done.

1, 18 MOVER: You need breaks every half hour or so. If you can't leave your desk, take a few really deep breaths, and alternately relax, tighten, and relax different body parts (your fingers, hands, and arms especially). Use bright colors to highlight reading, and skim through it to get the general idea, before really reading it carefully. Work while standing, riding an exercise bike, or pacing. Posters around you are good, and chewing gum while studying will help!

5, 17 SITTER: Study when and where the only interruptions will be the ones you choose. Try to avoid clutter. This will allow you to absorb information without losing your train of thought.

19 MORNING LEARNER: Try to schedule your most challenging classes in the morning, and don't start homework on Sunday night! Don't stay up late; set your alarm clock half an hour early to get up and review your notes.

20 AFTERNOON LEARNER: Take your most challenging classes later in the day. Also, rather than going home from school and turning on the TV, use those afternoon hours to do homework when you're at your best.

Blaz, D. (2016) *Differentiated instruction: a guide for world language teachers,* Second edn, Routledge, New York. pp. 20 - 21

What are your learning preferences and talents?

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

_____ I enjoy categorizing things by common traits

_____ Ecological issues are important to me

_____ Classification helps me make sense of new data

_____ I enjoy working in a garden

_____ I believe preserving our National Parks is important

_____ Putting things in hierarchies makes sense to me

_____ Animals are important in my life

_____ My home has a recycling system in place

_____ I enjoy studying biology, botany and/or zoology

_____ I pick up on subtle differences in meaning

_____ TOTAL for Section 1

Section 2

_____ I easily pick up on patterns

_____ I focus in on noise and sounds

_____ Moving to a beat is easy for me

_____ I enjoy making music

_____ I respond to the cadence of poetry

_____ I remember things by putting them in a rhyme

_____ Concentration is difficult for me if there is background noise

_____ Listening to sounds in nature can be very relaxing

_____ Musicals are more engagingto me than dramatic plays

_____ Remembering song lyrics is easy for me

_____ TOTAL for Section 2

Section 3

_____ I am known for being neat and orderly

_____ Step-by-step directions are a big help

_____ Problem solving comes easily to me

_____ I get easily frustrated with disorganized people

_____ I can complete calculations quickly in my head

_____ Logic puzzles are fun

_____ I can't begin an assignment until I have all my "ducks in a row"

_____ Structure is a good thing

_____ I enjoy troubleshooting something that isn't working properly

_____ Things have to make sense to me or I am dissatisfied

_____ TOTAL for Section 3

Section 4

_____ It is important to see my role in the "big picture" of things

_____ I enjoy discussing questions about life

_____ Religion is important to me

_____ I enjoy viewing art work

_____ Relaxation and meditation exercises are rewarding to me

_____ I like traveling to visit inspiring places

_____ I enjoy reading philosophers

_____ Learning new things is easier when I see their real world application

_____ I wonder if there are other forms of intelligent life in the universe

_____ It is important for me to feel connected to people, ideas and beliefs

_____ TOTAL for Section 4

Section 5

_____ I learn best interacting with others

_____ I enjoy informal chat and serious discussion

_____ The more the merrier

_____ I often serve as a leader among peers and colleagues

_____ I value relationships more than ideas or accomplishments

_____ Study groups are very productive for me

_____ I am a "team player"

_____ Friends are important to me

_____ I belong to more than three clubs or organizations

_____ I dislike working alone

_____ TOTAL for Section 5

Section 6

_____ I learn by doing

_____ I enjoy making things with my hands

_____ Sports are a part of my life

_____ I use gestures and non-verbal cues when I communicate

_____ Demonstrating is better than explaining

_____ I love to dance

_____ I like working with tools

_____ Inactivity can make me more tired than being very busy

_____ Hands-on activities are fun

_____ I live an active lifestyle

_____ TOTAL for Section 6

Section 7

_____ Foreign languages interest me

_____ I enjoy reading books, magazines and web sites

_____ I keep a journal

_____ Word puzzles like crosswords or jumbles are enjoyable

_____ Taking notes helps me remember and understand

_____ I faithfully contact friends through letters and/or e-mail

_____ It is easy for me to explain my ideas to others

_____ I write for pleasure

_____ Puns, anagrams and spoonerisms are fun

_____ I enjoy public speaking and participating in debates

_____ TOTAL for Section 7

Section 8

_____ My attitude effects how I learn

_____ I like to be involved in causes that help others

_____ I am keenly aware of my moral beliefs

_____ I learn best when I have an emotional attachment to the subject

_____ Fairness is important to me

_____ Social justice issues interest me

_____ Working alone can be just as productive as working in a group

_____ I need to know why I should do something before I agree to do it

_____ When I believe in something I give more effort towards it

_____ I am willing to protest or sign a petition to right a wrong

_____ TOTAL for Section 8

Section 9

_____ Rearranging a room and redecorating are fun for me

_____ I enjoy creating my own works of art

_____ I remember better using graphic organizers

_____ I enjoy all kinds of entertainment media

_____ Charts, graphs and tables help me interpret data

_____ A music video can make me more interested in a song

_____ I can recall things as mental pictures

_____ I am good at reading maps and blueprints

_____ Three dimensional puzzles are fun

_____ I can visualize ideas in my mind

_____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Score	Multiply by 10	Total score
1		X 10	
2		X 10	
3		X 10	
4		X 10	
5		X 10	
6		X 10	
7		X 10	
8		X 10	
9		X 10	

Part III

Now plot your scores on the bar graph provided:

100
90
80
70
60
50
40
30
20
10
0

sec 1   sec 1   sec 3   sec 4   sec 5   sec 6   sec 7   sec 8   sec 9
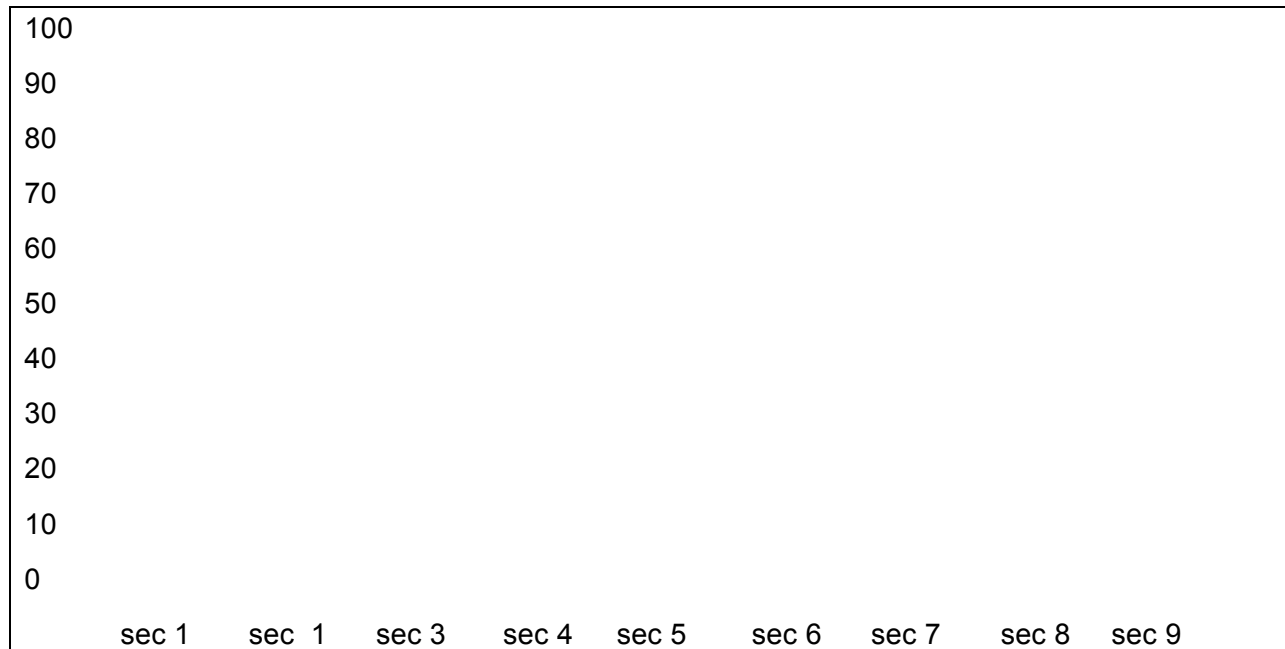
Part IV

Look at which section(s) where you scored the most highly and look at the key below to find out what your learning strengths are. Information about each strength are on the separate sheets provided.

Key:

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This illustrates your Existential strength

Section 5 – This shows your Interpersonal strength

Section 6 – This tells your kinaesthetic strength

Section 7 – This indicates your Verbal strength

Section 8 – This reflects your Intrapersonal strength

Section 9 – This suggests your Visual strength

McKenzie, W (1999) *Multiple Intelligences Inventory online*. Available at http://surfaquarium.com/MI/inventory.htm [accessed 9 May 2017]

Appendix 4 – Participant Information from the participant pre-assessment pack

Participant	Age	Why learn TL?	Where use TL?	Other languages	Reason	Family speak French?	Hobbies/interests	Highest Qualification	I can talk about my last holiday			I can talk about the activities I did			I can talk about what I liked		
									Not at all	Somewhat	Quite well	Not at all	Somewhat	Quite well	Not at all	Somewhat	Quite well
P1	26	personal	travelling and work	mandarin	L1	no	movies, drawing, museums, coffee shops, learning languages from watching TV	MA Illustration		x			x			x	
P2	26	To live in France	France, work and travel	Mandarin	L1	No	Films, books, travel photography	High School		x			x			x	
P3	20	Like French culture	Travelling and watching Films	Lithuanian	L1	No	Cinema and reading. Politics. Nature and hiking.	BSc Digital Media Development		x			x			x	
P4	67	To read French - especially art/historical texts/literature	Travelling and reading	German / Italian	Mother German / worked there	No	Literature, art history, cultural history, history of blues and jazz, travel, garden, swimming, book collecting	D. Phil English, MA Art History, BA English and Philo		x			x			x	
P5	21	Wants to be fluent	French friends who live and work in France	0	0	Grandmother / Elementary	Football, swimming, tennis , fitness, boxing,	BSc in Biological sciences		x				x		x	

Participant	Age	List 3 things I'd like to do that aren't listed above:			Types of holidays I enjoy	Countries I have enjoyed	Countries I would like to go to	Things I would like to know about holidays	Learning style	Learning talents
P1	26	Learn more about their culture			City	Italy/Iceland	France / Sweden	activities / food and drink	All equal preference	1) Naturalistic 2) Visual
P2	26	talk about my work	watch a french film with minimum help	chat with friends in french	Cultural and nature	Portugal and Hungry	Thailand / Iceland	activities / food and drink / clothes / destinations	Auditory / visual / kinesthetic / afternoon learner	1) Intrapersonal 2) verbal / kinesthetic / existential
P3	20	talk about the past	talk about a film or book	talk about the news / politics	adventure / hiking	France / Croatia	Switzerland / Spain	Activities / Destinations	Visual/Kinaesthetic/Independent/Sitter/Morning	1) Logical 2) Visual 3) Naturalistic
P4	67	talk about a book	describe a picture	explain an idea	Cities and countryside	Italy, Germany, France			Visual / Kinaesthetic / Sitter / Morning	1) Naturalistic AND Intrapersonal
P5	21	Talk about sport/football	talk about science		Beach	France / Hungary		activities / food and drink / clothes / destinations	Not afternoon learner	1) Naturalist 2) Logical, Kinaesthetic and Existential

Appendix 5 - Teacher Observer Differentiated Class Assessment Form

Differentiated Classroom Assessment Form

4 = fully implemented   3 = partially implemented
2 = implementation started   1 = not implemented

Differentiated Classroom Components	1	2	3	4	Comments
Student centered and student organized.				x	
Planning involves identifying standards, diagnosing student readiness, interests, and preferences, and designing multiple pathways for learning and assessment.				x	
Multiple forms of intelligence are recognized and respected.				x	
Student interests are frequently employed.				x	
Student readiness, interests, and learning profile shape instruction.				x	
Varied instructional formats are used: whole group, small groups, pairs, and independent study.				x	
Assignment choices are the norm.				x	
A variety of teaching and learning strategies are employed.				x	
A variety of resources in different formats at different levels are available.				x	
Students are encouraged to make learning and assessment choices regularly.				x	
Teacher facilitates development of student independence and decision-making.				x	
Excellence is defined by individual growth and progress.				x	
Student assessment takes many forms.				x	
Assessment is ongoing (diagnostic, formative, and summative).				x	

Differentiated Classroom Observation Form

	Often observed	Sometimes observed	Not observed	Comments
Physical Environment				
Is an inviting environment for learning	x			
Provides comfortable work spaces for individuals	x			
Is designed for flexibility and quick regrouping	x			
Is arranged to facilitate movement	x			
Provides a personal space for each student to store materials	x			
Displays standards and student work	x			
Teacher Instructional Behaviors				
Uses a variety of assessment tools (anecdotal records, checklists, inventories, surveys) before, during, and after learning	x			
Uses a variety of instructional strategies and activities	x			
Designs a range of tiered learning experiences and activities to address students' academic and social needs	x			
Provides students with choices	x			
Provides and promotes alternative paths for understanding standards and concepts	x			
Plans for students to work in a variety of groups	x			
Works with individuals, small groups, and the whole group	x			
Monitors students and gives specific feedback	x			
Student Engagement	x			
Students demonstrate on-task behavior while working independently	x			
Students work effectively in small groups	x			
Students are self-disciplined and responsible	x			
Students are working at an appropriate level	x			
Students feel safe emotionally and physically	x			
Materials/Resources				
Are readily available and accessible	x			
Are available at a variety of levels	x			
Are current and up-to-date	x			
Are age-appropriate	x			
Are well organized	x			
Include appropriate reference materials	x			

Adapted from Chapman & King (2005)

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Appendix 6 - Student Feedback questionnaire

Name: _____   Date/time of lesson: _____

1) Did you enjoy the lesson? (Please score 1 – 5, with 5 being high)

1   2   3   4   5

2) Did you feel engaged throughout the lesson? (Please circle correct response)

Yes   Somewhat   No

Please comment:

3) Did you feel appropriately challenged?

Yes   Somewhat   No

Please comment:

4) Were you interested in the topic?

Yes   Somewhat   No

Please comment:

5) Did the lesson respond to your needs?

Yes   Somewhat   No

Please comment:

6) Do you have any further comments?

Appendix 7 - Student Feedback questionnaire Results

Participant	Did you enjoy the lesson? (1-5)	Did you feel engaged throughout the lesson?	Comments	Did you feel appropriately challenged?	Comments	Were you interested in the topic?	Comments	Did the lesson respond to your needs?	Comments	any further comments?
						Responses to Questions				
P1	5	Yes	*Relevance:* i like what we learn	Yes	*value of learning:* very hard but good hard	Yes	*Relevance:* Like holidays / choice / interests	Yes	*Relevance:* need to practice French	Liked lesson / Learnt a lot
P2	5	Yes	-	Yes	-	Yes	-	Yes	-	-
P3	5	Yes	*Self-regulating:* small class/ variety of topics	Yes	*autonomy:* texts hard / need for dictionnary	Yes	*Relevance and self-regulating:* choice of topics	Yes	*Self-regulating:* Even though behind managed to catch up / use grammar	would like further work on eachothers' texts
P4	5	Yes	Relevance and Self-regulating: stimulating variety of texts / small group	Yes	*Self-regulating:* variety of tasks / extended time / authentic language (Relevance)	Yes	*Self-regulaitng, Value of learning, relevance:* choice relevance / time / reinforce grammar / extend vocabulary	Yes	enjoyed it	questions application of lesson for larger class
P5	5	Yes	Focused	Yes	*Relevant:* hard / supported focussed pratcice	Yes	*Relevance:* highly relevant	Yes	*Relevance:* need to practice grammar topic and speaking	-

Appendix 8 – Transcript of Class 1 Group Interview (Learner Engagement Deductive Analysis)

22ⁿᵈ May 2017

KEY
I = interviewer
P1 = Participant 1
P2= participant 2
P3 = Participant 3
P4 = Participant 4
P5 = Participant 5

Transcription Conventions (adapted from Roberts 2006)

(.)   unfilled pause of less than 1 second
(3)   unfilled pause, indicating length in seconds
[ ]   overlapping talk, where utterances start and/or end simultaneously
?   rising intonation
–   (dash) a cut-off
( )   unintelligible speech
(())   nonverbal actions
(?)   plausible guess at unclear speech
 .   falling tone
,   low rising tone
::   stretched syllable
hhhhh laughter
Now   underlining to show emphasis

Deductive Indices of Cognitive Engagement (Appleton et al. 2006):
self-regulation
relevance of schoolwork to future endeavors
value of learning
personal goals
autonomy

Inductive Indices:
Comparison with direct instruction
challenge
technology
engagement
learning styles

Time	Speaker	Text	Notes
00.01	I	Okay (.) so in brief did you enjoy the lesson?	
	P5	[Yeah] ((thumbs up))	
	P4	[Yes] ((nods))	

	P1	[Oui oui] ((nods))	
	P3	[Yeah] ((nods))	
	P2	[Yeah] ((nods))	
	I	What did you find different from the way that I normally teach you?	
	P3	Maybe the length of the last task	
	P1	[Absolutely] ((nods))	
	I	Yep	
	P4	((looks back at P3)) I think that that that what became a presentation effectively because it was because it was half an hour you have a lot of time ((P4 and P5 nod heads)) to think your way through things. [hmm] and I suspect you know the the the preparation of it is in some ways (.) or I thought (.) in some ways the most telling part of it rather than the presentation of it	
	I	Yeah	
	P4	Because you actually had time to work things out ((P1, P2 and P4 nod))	autonomy: time allowed Ps to work independently
	P5	[To sit and think about it]	
	P4	Yeah and do and actually do connected pieces ((P1 and P2 nod)) rather than simply I know the phrase for that or I know the phrase for that	
	I	Okay	
01:00	P4	I thought that was very effective	
	I	Good ((P1 and P2 nod))	
	P4	Obviously if you had more time I think you could fantastic ((hand gestures)) sort of presentations (P1, P2, P3 and P5 nod))	
	P5	[Yeah carry] it on and do much longer ones couldn't you	
	P4	Yeah	
	P5	It's a nice little example of what we could do if we get half an hour (…) to sit down and actually like (…) rattle what we know (…) (P1, P2 and P4 nod)	Self regulation: Ps are aware of their own directive process for completing a task - time allows them to do that.
	I	And produce	
	P5	Yeah produce it	

	P2	Yeah because I remember I remember previous class when we talk about ((P2 scratches head and closes eyes)) passé composé and all the rules ((P4 nods and turns towards P2))	
	P1	[Yeah] ((nods head))	
	P2	but I had no memory of them but only today when we actually had to try to work them out	Self-regulation: application of what had been taught to task
	P1	[Yeah]	
	P2	Actually wrote them down the I understood the rule ((P4 turns towards I and nods))	
	P5	So you started understanding it more when you wrote it down ((P1 and P2 nod))	Value of learning - appreciate the value of applying knowledge to tasks / by time
	P2	And try to work it out have time to work it out. (P1 nods)	
	I	Okay	
	P2	I think we still had practiced before you told us but it too short it didn't register. (P1 nods)	Comparison with Direct Instruction - Grammar topic wasn't learnt.
	I	Yeah	
	P2	That's what I say today I (tsss) just really don't remember mmm.	
	I	Thank you so much.	
	P4	And I also think I think that applies to something else as well ((gestures with hands)) I think that part of the problem with something like the speed dating	
	I	Yep	
02.00	P4	Is that because we do it every week	
	P1	[Yeah] ((P1, P2 AND P3 nod))	
	P4	Even if you even if we start the questions at the end rather than the questions at the ((hand gesture point up)) there's a kind of formula ((hand gesture winding)) ((P1 and P2 nod))	
	P2	[Mmm]	
	P1	[Yeah]	
	P4	that we got that we're into and I think that's fine because a lot of things are formulas but i think actually having a longer time to work things out ((P2 nods)) rather than simply repeating what you know to be you know ((P1, P2 and P5 nod))	Value of learning/ Self regulating appreciate the value of having time to self-regulate and problem solve, afforded by time

	P2	[Hmm]	
	P1	[Yeah] (P1, P2, P5 nod)	
	P4	I know the reaction to that I don't necessarily understand it hhhhh but I do know what I've got to do ((P1, P2 and P5 nod))	
	I	Yeah	
	P4	I think that was [another thing]	
	P5	[Yeah because it's] stretching you more isn't it ((hand gestures wide))	Challenging: ZPD "marches ahead" (Vygotsky)
	P4	Yeah. That's what I thought ((P1 and P2 nod))	
	I	And did you, mmm in terms of my personal point of view it was interesting to see that everybody wrote still ((P1, P2 and P4 nod)) even though there was the potential the you know different like there was a choice of tasks of how you presented the language mmm why did you all choose to write it down do you think?	
	P2	Just to get our head around the grammar ((P1 and P4 nod)) and to work out ((hand gestures writing)) the grammar mmm	self-regulation: individual choice to complete the task _ decided to write it down
	P1	Yeah ((nods))	
03.00	P4	Yep ((nods))	
	I	Okay	
	P4	I mean I think it's back to that back to that speed dating as a kind of performance that we do every week ((hand gestures))	
	I	Mmm	
	P4	And we could do that performance every week because we already have the script so to speak it's in here it's kind of programmed ((P1, P2, P3 an dP5 nod)) you know press button a ((hand gestures pressing)) and out comes this answer and there's ((P1 and P2 nod, P3 smiles)) - whereas what we did with this was actually think it out ((P1, P2 and P5 nod)) And I think it takes more time and curiously in a sense the presentation is the least significant part hhhhh of it ((P1 and P2 nod))	Self-regulation, value of learning
	I	Yeah	
	P4	If you see what I mean (…) I think the other thing is about that is that ((points in front)) the they key part about it has to do with the fact that you chose the topic.	link to interests / Relevance - seen as a positive

	P5	(hmm) ((nods))	
	P2	(hmm) (P1 and P2 nod))	
	I	And how did you find that choosing the topics?	
	P4	I think (.) for me it was very easy to choose [I knew exactly]	
	P2	[Yeah because I was thinking] what I would want	Relevance
	P5	[You know what you wanted to do yeah]	Relevance
	P2	[to talk in the future] when I'm in France	
	P1	[Yeah] ()	Relevance
	P2	Mmm cafes a very practical ((hand gestures towards P4)) one ((P1 nods)) and how do I describe to people.	
	P4	[Yeah] ((nods))	
04:00	I	Yep	
	P2	Just more related to personal experience ((P1 nods))	Relevance / Self-regulation - supports research of relationship between interests and engagement
	P4	And I think you concentrate ((hand gestures to head)) more when it's when it's something you feel you feel	
	P2	[You actually use it]	
	P5	[Yeah]	
	P1	() ((nods))	Value in learning
	P4	and I think you do concentrate more (P1, P2, P3 and P5 nod)	
	P2	(Hmm) ((nods))	
	P4	I think it's a different process	Value in learning
	P2	Yeah and I know it was really short ((hand gestures size)) but we learnt a lot from all the instruction [everything from there]	
	P1	[Yeah we looking up words also] ((P4 nods))	Challenge - positive
	I	So do do you still that (…) did you feel challenged by the task? (P1, P2, P3, P4 and P5 nod)	
	P2	Yeah in a good way	
	P3	[yeah]	challenge
	P2	very helpful way ((P1, P3, P4 and P5 nod))	

	P4	Yeah I think I mean I think when you look at it ((hand gestures)) when you look at the task it actually is quite complicated.	
	P1	[Yeah] ((smiles and nods))	challenge
	P2	[Yeah it's very complicated hhhhh] ((smiles and nods))	
	P4	You know you were asked to read something () to start with that and then you are asked to use that and use in a particular way ((P2 nods)) So I think it is actually I think it's miles more challenging	
	P2	[hmm hmm]	
	P4	than something like the speed dating ((P1, P2 and P3 nod))	
	I	Yeah it is yeah	
05.00	P4	Because there's that comprehension element ((hand gestures in front of him)) and I think you also learn from because you're looking along and thinking I can use that ((P1, P2 and P5 nod))	Self-regulating infers P4's approach to learning
	P5	[Yeah grab it why you can]	
	P4	[Yes there's a lot of] vocabulary here that you can lift ((gestures pulling inwards)) and deploy ((P1 and P2 nod))	
	I	Yeah	
	P4	I think that was very effective ((P1 and P2 nod))	
	I	Yep. And Marius because obviously you hadn't been here for a few weeks before Easter but you like thank you very much you came for today's session. How did you feel today's session bearing in mind you hadn't been here for a few weeks?	
	P3	It it it was challenging and if I didn't have my Google translate hhhh (((shakes head))	Technology as MKO
	P1 / P2	hhhhh	
	P3	I would have understood anything in the texts (...)	
	I	Ah okay	
	P3	I dunno maybe (.) like (.) I would have maybe preferred to see like translations of key words or something	Technology - attitudes towards: preference for paper document and dependence on teacher
	I	Okay like a vocabulary like a -	
	P3	Yeah that I could use maybe	

	I	Okay	
	P3	(Hmm)	
	I	But how how did you find using the technology to support you to use your own resources? ((P4 smiles and looks at I))	
	P3	(Hmm)(.) yeah (.) it was fine ((shrugs and smiles))	Technology - attitudes towards
	I	It was fine (…)	
	P3	I dunno ((smiles))	
	I	Because in the real world how else (.) you know if you were to go to France (.) ((2 an dP4 nod)) what would you do?	
06:00	P3	You wouldn't be able to like talk to someone and ((hand gestures in front))	
	P2	[Just have my phone with me all the time]	Technology - attitudes towards - natural to use it to research language (younger Ps)
	P1	[Phone]	
	P1	[Google Translate]	
	I	Yeah	
	P4	((hand gestures pointing at I))	
	P5	Get the phone out wouldn't you ((P2 nods))	
	P4	I'd I'd say here that this is this is where the generation difference	Technology - attitudes towards - not natural to use it to research language (older P)
	P2	hhhhh ((smiles and nods))	
	P4	comes instantly and immediately into play	
	P5	[sometimes use their phone straight away]	
	P2	[You just use body language now] ()	
	I	[Yeah describe (.) absolutely] ((hand gestures))	
	P1	[draw] ((hand gestures))	
	P3	[No need to learn French]	
	P4, P2, P1	[hhhhh]	
	P2	[use your mind]	
	P4	[hhhhh]	
	I	So I know obviously you're here as part of my own action research but did you feel like with that apart if	

07:00		you can kind of disconnect it did you feel engaged throughout the lesson? ((P1, P3, P4 and P5 nod))	Engaged : positive
	P5	Certainly ((nods))	
	I	Or were there any points where you felt your attention dip or anything? ((all Ps shake their heads))	Engaged : positive
	P2	(No)	
	I	You felt engaged ((P1, P2 and P5 nod)) Good ((P4 coughs)) And do you think that the lesson, so we've said your interests but do you think that it responded to your needs ((P4 breathed out))as learners in terms of how you like to produce language or your learning styles? ((P4 nods)) Do you think that it responded to you in that way?	Interests/Learning styles = encourages Self-regulating: P recognises area needed to develop
	P5	We were certainly given a great variety of well we were given a great opportunity to choose as to whether we wanted to speak whether we wanted to write a blog ((P1 an, P2 and P4 nod)) or whether we wanted to create a poster so people who draw or prefer to speak could equally use whatever they wanted ((P1, P2 and P4 nod)) And what I found good about that is I could focus on speaking ((hand gestures from mouth)) because that's my weakness	Self-regulating: P recognises area needed to develop
	I	Okay	
	P5	so rather than maybe even picking what you prefer you could alternatively pick what you're not so good ((P4 nods)) at to build on that which was good	
08:00	I	Yep (.) Mmm would you have liked more direction in that from a teacher's perspective? Because obviously I gave you just the choice. I said choice of topic	
	P5	[so what -]	
	I	choice of like the actual product that you make in the end. Would you have like me to have said Rory I think you should [practice your speaking?]	
	P5	Yeah you say you should do this ((hand gestures)) and you should do that and then -	NOT Autonomy/Self regulating: P seems to want to be directed. Teacher as MKO
	I	Would you have preferred it?	
	P4	I don't think I (…) that he necessarily prefer it but	
	P5	[could help couldn't it]	
	P4	from a pedagogical point () the fact that you as the teacher are the expert	
	P5	[yeah]	

	P2	(hmmm) ((nods))	
	P4	who can identify things there ((P1, P2 and P5 nod)) I think that obviously built into any kind of programme like that should be the expert saying ((P1 nods)) what you need to concentrate on	
	P5	[yeah]	
	P4	in some way	
	P1	[yeah] ((P1, P2 and P5 nod))	
	P4	and here's a suggestion of how you can concentrate on that is do this and I think that's absolutely fine whether people like it or not ((P1 and P2 nod)) because you've identified something and I think that's good. I tell I also think the business with that diagram you know where you put the clothes on the guy ((P1 and P2 nod))	
	P5	Yeah	
09:00	P4	I think that was really good because that that actually ((P1 and P2 nod)) somehow instead of thinking of lists of stuff I don't know how it worked you know you suddenly the right bit ((hand gestures drawing)) appeared and you know you looked at the legs ((P1, P2 and P5 nod)) and you thought I know what they were called	Link to learning styles - effective use of images to recall language
	P5	Yeah rather than having to pluck it out of nowhere	
	P4	[Yeah]	
	P5	it was there and you could see it ((P1 and P2 nod))	
	P4	Yeah I thought that very good	
	I	Good thank you very much. Do you have any further comments on the lesson?	
	P4	((points at I)) I think the game that was interrupted potentially	
	P2	[hhhhh could be very fun]	
	P4	Potentially is one good fun ((P1 and P2 nod))	
	P5	[yeah]	
	P1	[yeah] ((P1 and P2 nod and smile))	
	P4	and two is also very effective (P2 and P3 nod)) (.) because of that thing about that if you don't know how to say it then how are you going to say it (all Ps nod)	Value of learning
	P3	Especially if you choose to say it rather than draw it	

	I	((P1, P2, P4 and P5 nod)) Yeah	
	P4	Yeah ((P1 and P2 nod))	
	P3	That's -	
	P4	Or how do you act it and say it	
	P1	Yeah	
	P5	[Because a lot of -]	
	P2	[Yeah maybe leave it to us] to just only to say it	
	P5	[Yeah]	Self-regulating - Ps agree describing around a word is more effective than drawing or acting it out. More authentic.
	P2	It's too obvious with actions or drawing ((hand gestures driving))	
	P5	[Yeah just saying it] (.) yeah cos if you were just saying it	
	P2		
	P5	[help you find a word]	
	P2	[a lot of time] if you were in France	
	P5	[how do you find a word around things]	
	P4	[yeah how would you find a word] ((P2 nods)) to explain something maybe you're lacking in ((hand gestures forwards))	
	P5	[Yeah]	
	P4	if you don't know the word for something ((P4 nods)) which is a lot of -	
	P5	[time hhhhh]	
	P2	what you will find in dialogue [with French people]	
	P5	[Yeah]	
	P4	Yeah so that's quite effective ((P1, P2, P3 and P4 nod))	
	P2	Yeah	
	I	Fantastic thank you all so much for taking part. I really do appreciate it thank you	
	P4	Pleasure	

Appendix 9 – DI Lesson Plan

Task	Time/duration	Individual/pair/group	Learning Objective(s)	How Instruction is differentiated
STARTER Introduce each other and the lesson	5 minutes	Individual and group	To familiarise students with one another	Students feel recognised.
Task 1 4 corners – choose a type of holiday you prefer Match images of activities with title of activities Create a character and describe what they did	15 minutes & 5 minutes presentation	Group	To develop holiday lexis To revise/practice the passé compose	Holiday types *content* bespoke to students interests Learning styles: kinesthetic Learning strengths naturalistic and visual Participants' choice: learning groups, holiday, activities
Task 2 Watch video and respond (write / memorise / draw) to question: what did she do/where did she go? https://www.youtube.com/watch?v=Q_Ey56dshwM	10	Students choose	To develop listening comprehension skills To develop holiday lexis To develop cultural knowledge	Participants choice: product Learning style: visual Learning strength: visual, naturalistic and verbal

Task 3 Your holiday – you have just returned from Nice Choose a learning centre from around the room to learn more about Nice Choose a product: blog / comic strip / role play / film / poster to represent a) when you went b) who with c) what you did	30	Individual or pair	To develop knowledge of France and its culture To expand lexis To implement passé compose	Interest Centres *content* relate to interests *Process* relates to learning styles and multiple intelligences *Products* relate to learning styles and multiple intelligences Participants' choice of *content, process and product* as well as working group Choice of content, process and product reflect readiness
Task 4 Students present their work and others recall what they did	15 minutes	Individual/pair	To develop active listening comprehension To practice speaking To develop confidence	Participants' choice to and how to present Display learning at the end Multiple intelligence: auditory (active listening) Celebrate effort
PLENARY TABOO: Verbal, drawing or acting	10 minutes	Group – competition	To practice new lexis To receive and produce lexis	Display learning of new vocabulary Learning styles: kinesthetic, visual, auditory Learning strengths: verbal and visual Participants' choice of *content and process*

Appendix 10 – Teacher Observation Feedback Transcript

Key:
TO = Teacher Observer
I = interviewer

Transcription Conventions (adapted from Roberts 2006)

(.)	unfilled pause of less than 1 second
(3)	unfilled pause, indicating length in seconds
[ ]	overlapping talk, where utterances start and/or end simultaneously
?	rising intonation
–	(dash) a cut-off
( )	unintelligible speech
(())	nonverbal actions
(?)	plausible guess at unclear speech
.	falling tone
,	low rising tone
::	stretched syllable
hhhhh	laughter
<u>Now</u>	underlining to show emphasis

Time	Speaker	Transcript	Themes
00.05	I	Okay So Carmen, mmm thank you so much for observing my two lessons. Mmmm having observed the two lessons on differentiated instruction i'm going to ask you some questions now to give me some feedback.	
	TO	[Yes that's fine]	
	I	First of all could you identify the unit of instruction being taught?	
	TO	Yes the theme was holiday and the grammar was basically the tenses that they had studied before which was the present tense the future intentional and the perfect tense which is passé composé .	
	I	Thank you and do you think that the lesson was response to the learners?	
	TO	Ah yes absolutely. I think it responded in terms of preferences and in terms of needs and as you have i observed two classes and in there were two there were parallels when they had to choose mmm you gave them activities that they could choose from one was made on preference what would you like to do as an activity and in the other one was that you actually assigned the activity based on their needs. So one is based on preference one is based on needs. So i think overall yes and the feedback from both sides was was very good so yes.	Relevance

02.05	I	And what did you think of the groupings of learners so in terms of like as you said yes in the first lesson I gave the choice to the students mmm for everything for both for both of the main tasks mmm so for the for that lesson in the first lesson students opted to work either individually or in groups and then in the second lesson in the initial task there were only three unfortunately but they did they all they stuck together anyway but in the second task I actually allocated the task to them depending on their needs. Mmm what did you think of that what did you think of the comparison of the two different classes?	
	TO	I think I think both we have to implement in a classroom you cannot just say i'm going to implement either or you have to do both. I think to start with before you know the students i think preferences are great because they are very likely to just go for things and be more passionate about the things that they like obviously. On the other hand mmm in sometimes once you get to know the students a little bit more and their strengths and weaknesses then you can mmm tackle their weaknesses in order to and then that's when you assign the tasks and say okay like you did in the second group which one person you said they you told to choose the video as as the task to make a video of her holiday and you said i am going to support you and i think that was very good because she definitely needed support and she was very happy to do something she's never done before and i think with your support i think she she she did very well. She did the task she completed the task perfectly well and she said she felt very confident at the end. Whereas the other two they were supporting each other with the task they were doing they were doing a role play and i was observing how much they it was a fifty fifty and that worked extremely well.	Relevance - interests Readiness and learning profile
	I	Yeah thank you. And do you think that the tasks were considerate? I suppose it's in the same question in terms of responsive. I'll move onto the next one	
	TO	Mmm yes	
	I	Or do you want to (...)	
04.05	TO	Yeah I think yes they were because you what you did was to do a research before hand and you really took into account what they wanted to do or because i think you beforehand you asked them what would you like to do	Relevance / interests
	I	Yes we did pre-assess them	
	TO	That's right pre-assessment and what would you like to do on holidays what are your preferences and some of them wanted to go to the theatre or the movies or they wanted cultural tours or they wanted sports and based on that you prepared your materials and then brought them and it was fantastic because they already you know that's what they had chosen they could go and choose the activity that they	Relevance / interests

		they most preferred and i think that that that was definitely very respectful very considerate.	
	I	[Thank you] Mmm did you find that there was evidence of ongoing monitoring and assessment by me?	
	TO	Ah yes it was because well in the second case you gave you gave more support for that particular activity to that that student because she was on her own and she wasn't sure that she she needed the support but you also monitored the other the other going from time to time to listen to them and to make sure that they they don't have they didn't have any queries that you could solve. So and with the other groups you were always monitoring and i think that is key for a teacher that you have to really keep an eye on everybody and making sure that they are all doing well or they are yes. yes.	
	I	Thank you. Mmm and in what ways do you think that the class was differentiated? So in terms of differentiated instruction you can differentiate the content which is the actual materials	
	TO	Yes	
	I	You can differentiate the process which is exactly that	
	TO	Yes	
	I	you know what they actually do and you can differentiate the product which is the outcome what they actually achieve at the end.	
	TO	[Yes] oh yes	
06.05	I	So in what ways do you think that that the two classes that you observed were differentiated?	
	TO	I think in every single area. I think you differentiated everything. I think there were obviously different roles, audiences, formats the topics were different and the assessment was obviously was brilliant because they had a choice of making a video or a blog writing a blog or doing a role play and all that was was extremely useful because they have mmm yes	Self-regulation and relevance
	I	Yep	
	TO	The outcome was completely different and each outcome and i think i remember in the first one in the feedback they said that they actually most of them did the written blog because that's what they were comfortable with and you took that into account and in the second activity that's when you actually said okay you're going to do a role play and you're going to do so you took them out of their comfortable zone and in order for them to be a little more challenged and they gained a lot from it because then and also they	Positive effect of time on

		had enough time thirty minutes to actually think and write and research a li- their own research and come up with their product at the end. So yes that was very good.	learning
	I	Thank you. Mmm so what did you observe for these specific areas in the class. Mmm so the first point is the active engagement of the learners. Did you did you think that the learners were actively engaged throughout the lesson?	
08.05	TO	Oh most definitely they were absolutely engaged i don't think there was a moment when they they just were you know when you see students sort of (.) i don't know thinking or wondering or looking at their phones so no absolutely they were completely emerged in the activities and the other thing they liked was that you had already prepared materials according to their preferences that materials that gave them a little bit of background on for example the place they wanted or the tours that were available in Nice or different areas that you start in order to do the product and that was (...) and so that was they used that but they also did their research so they were always engaged one hundred percent yes.	Engagement
	I	Thank you. How about learner motivation?	
	TO	I think they were absolutely they were really really motivated i think the class was very dynamic i think because because of the rhythm of it that you started with a mm icebreaker and as you go as you went along yes i think it was it was fantastic mmm	Dynamic
	I	What do you think affected their motivation in the class? Do you think there were any aspects of the lesson that need motivated them?	
	TO	Mmm yes i think the aspects (..) obviously that was a revision it was something that they had already been learned and the it was more of a revision task but they were motivated because they were revising something that they had already learnt and also they were reinforcing it because by doing the task then they had to think of vocabulary the linguistic structures of how to complete it and that was a key point so definitely.	Revision vs acquiring knowledge
10.05	I	Yep. Do you think that (.) as you say it was a revision class because it was mmm at the end of the semester. How well do you think it would have worked or differentiated instruction would have worked with a new topic? And perhaps new grammar lessons?	
	TO	Yes I that is differentiation yes i think it all depends on the levels. I mean you are teaching a beginners class you have to start from the beginning because because they're all beginners. I know you can do ask you know how much you know a little bit of words in this language but it's very much I think you can still differentiate in topics who wants to do one topic or the other but there are certain areas i think in terms	Appropriacy of DI

		of grammar when you're introducing a grammar a grammar (.) grammatical point i think you have to introduce it to all the class and there are activities that have to engage all the group together definitely and then further on you can differentiate more and more. I think the more advanced more the class advanced the more you get to know the students and their preference then then the more you can differentiate. More as you go along than at the beginning mmm mmm.	
	I	[Mmm okay yeah] Thank you. And yeah the last one of the ninth point there is learner readiness. So what did you learn about learner readiness i.e. were they ready for the tasks and activities?	
12.05	TO	Ah they were yes. They were definitely. They were ready for the tasks yes yes. I think mmm having been asked beforehand what their preferences were when on holiday they were ready and they were ready because they had already sat their assessments and obviously they had that (..) they had studied obviously so they had the exact confidence but at the same because time there was the gap between the two weeks of assessments and the class i observed they remarked how much they realise how much they had forgotten but it was there it was just had they just had to it just had to come out it had to be they had to be reminded or they remind themselves by looking at their notes and but definitely they were ready for those tasks	Readiness / challenge Revision vs acquiring knowledge
	I	Yeah	
	TO	Yes they were not struggling definitely. They knew exactly what they had to do and the little gaps that they had they had forgotten then they covered (...) because you encouraged them as well to do research you encouraged them to do online obviously dictionaries and when they were doing in groups or in pairs they just support each other and as you go monitoring as well you do you give some support.	Revision vs acquiring knowledge Readiness / challenge
	I	And what did you think of the use of the mobile phones for using dictionaries.	
	TO	Oh essential. I could not possibly think of anything else i remember the days when they used to bring their books their dictionaries either this tiny dictionaries that were no good at all or this huge things that they used to bring into the classroom	Technology
	I	[Yeah]	
	TO	And its essential. I think dictionary skills have to be taught because not everybody knows how to use a dictionary they sometimes say oh I want to use a verb that has already been conjugated they are never going to find it because they have to go for the infinitive. So giving those dictionary skills of of the say what are you looking for and they have to	

14.05		differentiate between whether it's a noun adjective or verb that's very important and i think they knew already how to use a dictionary and that's so ad that's extremely important	
	I	[Yep] and also what did learn what did you observe about how mmm (..) yeah about how i approached their interests their learner interests in their. Did you observe anything about how i approached their interests?	
	TO	Mmm yes i think because you knew the students quite well because you taught them throughout the year and you reinforced that by doing some research of their of their preferences i think that you did very much take into account their interests only (.) because of that reason i mean apart from the research you already know the students and it's it's their interests and and their preferences and their needs all that was taken into account definitely.	Relevance / interests
	I	Thank you mmm so in terms of the future of differentiated instruction in terms of a teacher approach what do you think are the strengths of a differentiated instruction class based on what you observed?	
16.05	TO	Oh i think it it is actually it made me think how important it is to first of all what I have in in in the classes is that you start at the beginning maybe they start at the same level but you know that as you go along in the beginners class they are not going to stay at the same level even after three or four classes you know that there is quite a lot of differences in abilities and you have a case where mmm the ones that are very able they have to go through the trauma the traumatic experience of of of the teacher repeating again and again a concept that they learnt so long ago so i think that it is really important to actually challenge this student and help each student and make them feel the centre of the class and important and i think this makes them feel the centre of class because by differentiating you are actually saying you are unique and these are your needs and i have assessed them and this is an activity for you and these are your needs you know the medium and the advanced and i have taken into account that you actually you are very capable in through the activities and you are much capable of doing other things and they they it's just fantastic. I think that keeps them so motivated and so and actually in terms of retention that's essential because they are actually you are looking at each one individually you know them and that i think keeps them motivated because in a class the ones that are not advancing the (...) the ones that are being left behind are always feel oh no i'm being left behind i can't do as much or i can't say as much as my colleagues and they drop out. This way they will not because they're actually actively doing something and they feel valued and they feel they are learning at their own pace because we nobody learns at the same pace definitely not so we all need to learn at different paces so that brilliant for retention I think this is the way forward.	Readiness Positive effect of DI - student centred Positive effect of DI - motivation and retention Positive effect of DI - valuing each learner Positive effect of DI - responsive

18.05	I	Thank you mmm what do you think (.) mmm are the potential problems or areas of concern with differentiated instruction (.) class?	
	TO	Yes i think the only the only well it's not a problem but it's it's a very very difficult task for the teacher because you're multiplying your preparation time so you're not preparing just one class i mean you're preparing different activities and you're preparing for differ - it it does take a lot of preparation and i think of time restraints probably mm maybe teachers won't be able to dedicate that much time to so much preparation so that's why in practical times i don't think every class will be based on differentiated instruction but obviously some will be and having that mix it's absol - but there must be some element of differentiated instruction definitely	Negative effect of DI - preparation time
	I	Yep	Positive effect of DI -
	TO	But that's the only problem is just the the the mass of preparation for the teacher (CT)	
	I	Mmm and do you think i know you have already touched on it but do you think think that this responsive approach to teaching could have an effect on learner retention and attendance?	
	TO	Definitely. Because they feel you know they feel valued they feel their needs have been taken into account and that keeps them motivated definitely. That is definitely I am sure that if we will use this in our classes we will retain more students. Yes.	Positive effect of DI - Motivation and retention
	I	Thank you. Yes the last question that i have is to reflect on the classes that you observed in the fact that there were in one class there were only five or six students and in the second there were three, do you think that affected the lesson or do you think do you think that the number of students in a class would affect how you could effectively differentiate?	
	TO	I don't think it affected it actually it was it was the same. It was absolutely the same. The only thing that would be affected maybe if we don't have that many students in our class in a very large class then you'll have more you you obviously the teacher cannot dedicate so much time on monitoring each student so it would be less monitoring in terms of groups or individuals because there will be more students to see what they're doing is correctly but other than that i think it's absolutely fine and its flexibility isn't it so you adapt the class according to the number of students. But that was not affected actually. Having three or having six or seven was- did not make any difference not in those two lessons I observed.	Generalisability of study: larger class - would the teacher/student interaction be the same? Positive reflection
	I	Yep thank you so much	

	TO	You're welcome.	

Appendix 11 – Observational Data of Academic Engagement

Participant	Task Type	Video	Time spent	Complete Task	Task Completion – Meet Learning Objectives of task	Description of performance	Feedback given to participant
P1	Activity 1	Video 1 Part 1	7:06 - 10:40 (a) 10:40 - 26:08 (b) 18minutes 52 in total	Yes - all parts completed.	Yes	Worked with P3. Task 1a took more time 7:06 - 10:40 because the grammar topic had to be revised with her partner, P3. P1 volunteered to present their group work	on pronounciation and grammar.
P2	Activity 1	Video 1 Part 1	7:06 - 9.30 (a) 9:30 - 26:08 (b) 18minutes 52 in total	Yes - all parts completed.	Yes	Worked independently	on pronounciation and grammar.
P3	Activity 1	Video 1 Part 1	7:06 - 10:40 (a) 10:40 - 26:08 (b) 18minutes 52 in total	Yes - all parts completed.	Yes	Worked with P1. Activity 1a took more time 7:06 - 10:40 because the grammar topic had to be revised with P3. Volunteered to present their group work in terms of what their 'holiday maker' wore on holiday	on pronounciation and grammar.
P4	Activity 1	Video 1 Part 1	7:06 - 9.30 (a) 9:30 - 26:08 (b) 18minutes 52 in total	Yes to a high degree: dominated pair.	Yes	Worked with P5. Volunteered to present and spoken French of a high standard with no need for error correction. Seemed to take the lead on the task	vocabulary 'chemise', pronounciation: les manches and grammar le vs les items of clothing
P5	Activity 1	Video 1 Part 1	7:06 - 9.30 (a) 9:30 - 26:08 (b) 18minutes 52 in total	Yes - worked in a pair and completed the task. Seemed to follow direction of P4 as opposed to contribute equally.	Yes	Worked with P4. Seemed to follow direction of P4. Presented information on what the holidaymaker wore.	
P1	Activity 2	Video 1 part 1	33.53 - 44.31	Yes	Yes	Watched video, conferred with P2 and spoke in group	Prononciation "vignoble" and spelling
P2	Activity 2	Video 1 part 2	33.53 - 44.32	Yes	Yes	Watched video, conferred with P1 and spoke in group	Prononciation "au musee"
P3	Activity 2	Video 1 part 3	33.53 - 44.33	Unknown	Unknown	Watched video - took notes - worked with P4 and P5 but didnt confer nor speak as part of the whole group	None
P4	Activity 2	Video 1 part 4	33.53 - 44.34	Yes	Yes	Watched video, conferred with P3 and P5 and spoke in group	Grammar - a la / au, prononciation au chateau
P5	Activity 2	Video 1 part 5	33.53 - 44.35	Yes	Yes	Watched video, conferred with P3 and P5 and spoke in group	Prononciation "raisin"
P1	Activity 3	Video 1 Part 2	6.20 - 41.09mins 34 mins 49 on activity	Yes - language was produced but the product was not what they set out to create. they chose a dialogue but instead created a written account of what they did, which they read aloud.	Yes: included information on when, where and what but not who with.	Worked in a pair and chose to create a diaalogue but it was a spoken account of what happened. Took 2 centres to use in their product: cafes and cinema but only spoke about cafes.	Errors with grammatical accuracy and pronounciation (1st language not English) and feedback given on etre/avoir agreements in PC. Pronunciation of tres

	Activity	Video	Time				
P2	Activity 3	Video 1 Part 2	6.20 - 41.00mins 34 mins 49 on activity	Yes - language was produced but the product was not what they set out to create. they chose a dialogue but instead created a written account of what they did, which they read aloud.	Yes: included information on when, where and what but not who with.	worked in a pair and chose to create a dialogue but it was a spoken account of what happened. Took 2 centres to use in their product: cafes and cinema but only spoke about cafes. Included information on when, where and what but not who with.	Errors with grammatical accuracy and pronounciation (1st language not English) and feedback given on etre/avoir agreements in PC. Pronunication jouer/joue
P3	Activity 3	Video 1 Part 2	6.20 - 41.00mins 34 mins 49 on activity	Yes - written blog/account that was read aloud.	Included information on who, where, when and what	Worked independently. Chose to write a blog that was then orally presented to the group. Chosen centres: hiking and cinemas.	Feedback given on pronunication/grammar descendu and trop tot. Again 1st language not English.
P4	Activity 3	Video 1 Part 2	6.20 - 41.00mins 34 mins 49 on activity	Yes - written blog/account that was read aloud.	Yes: Included information on where, who and what but not when	Worked independently. Chose to write a blog that was then orally presented to the group. Chosen centres: art galleries/museums. Used I-Pad to demonstrate paintings to class. Gave in depth descriptions of paintings and art work.	Feddback given on quels/ces.
P5	Activity 3	Video 1 Part 2	6.20 - 41.00mins 34 mins 49 on activity	Yes - decided to record a vlog but only wrote an account that the P wanted to perfect before recording	Yes: Included information on when, who, how long and what..	Worked independently. Decided to record a vlog but only wrote and wanted to perfect spoken before recording	Feedback given on verb agreements and setence structure. Afforded group activity on Reflexive verbs in PC and negative
P1	Activity 4	Video 1 Part 3	22.30 - 24.06	Yes - volunteered to draw first.	Yes: conveyed language through drawing	link to visual strengths	n/a
P2	Activity 4	Video 1 Part 3	22.30 - 24.06	Yes - correctly guessed drawing and activity in 16 secon	Yes: guessed language through reading drawing	Correctly guessed the activity.	n/a
P3	Activity 4	Video 1 Part 3	22.30 - 24.06	No - was part of Group 1 but didn't actively participate	No	Didn't volunteer to go first nor partipate in guessing the activity. Physically present but not active in communication or participation	n/a
P4	Activity 4	Video 1 Part 3	22.30 - 24.06	Yes - volunteered to describe around the activity	Yes: conveyed language through giving oral descriptions	Described around the activity. Was keen to speak and practice vocabulary.	n/a
P5	Activity 4	Video 1 Part 3	22.30 - 24.06	Yes - correctly guessed the activity but had to look up vo	Yes: correctly guessed the activity but had to look up vocabulary.	Correctly guessed the activity but code switched to L1 when couldn't reacll the word 'Vignoble'.	n/a

Appendix 12 - Observational Data of Behavioural Engagement

Participant	Task Type	Video	Ask a question	Give an answer	Clarification of vocabulary/grammar	Volunteered to present	To move on to next task	Conversation	TOTALS	Use of technology to research language	Use of other materials to research language	Total for Autonomous Research	Total frequency of behavioural engagement for each task
P1	Task 1	Video 1 Part 1	0	1	0	1	1	0	3	0	4	4	
P2	Task 1	Video 1 Part 1	7	0	1	1	0	0	9	7	5	12	
P3	Task 1	Video 1 Part 1	1	0	1	1	0	0	3	3	0	3	
P4	Task 1	Video 1 Part 1	5	4	0	1	0	0	10	0	0	0	
P5	Task 1	Video 1 Part 1	2	4	0	1	0	0	7	5	0	5	
									32			24	56
P1	Task 2	Video 1 Part 2	0	2	0	0	0	0	2	0	0	0	
P2	Task 2	Video 1 Part 2	0	1	0	0	0	0	1	0	0	0	
P3	Task 2	Video 1 Part 2	0	0	0	0	0	0	0	0	0	0	
P4	Task 2	Video 1 Part 2	2	9	0	0	0	0	10	0	0	0	
P5	Task 2	Video 1 Part 2	0	3	0	0	0	0	2	2	2	2	
									15			2	17
P1	Task 3	Video 1 Part 2	1	1	0	0	0	0	2	11	9	20	
P2	Task 3	Video 1 Part 2	2	3	0	0	0	0	5	9	2	11	
P3	Task 3	Video 1 Part 2	4	0	1	1	0	0	6	16	0	16	
P4	Task 3	Video 1 Part 2	4	4	8	1	0	1	18	2	2	4	
P5	Task 3	Video 1 Part 2	5	5	0	0	0	2	12	18	0	18	
									41			69	110
P1	Task 4	Video 1 Part 3	0	0	0	1	0	0	1	0	0	0	
P2	Task 4	Video 1 Part 3	0	2	0	0	0	0	2	0	0	0	
P3	Task 4	Video 1 Part 3	0	0	0	0	0	0	0	0	0	0	
P4	Task 4	Video 1 Part 3	0	0	0	1	0	0	1	0	0	0	
P5	Task 4	Video 1 Part 3	0	1	0	0	0	0	1	0	0	0	
									181			190	371

PARTICIPANT	TOTALS OF VOLUNTARY PA[RTICIPATION]
P1	8
P2	17
P3	9
P4	37
P5	22

Appendix 13 – Deductively analysed particpant cognitive engagent results

Participant	Indices of cognitive engagment (Quantative Frequency)					Total
	Self-regulation	Relevance	Value of learning	Personal Goals	Autonomy	
P1	6	3	5	0	0	14
P2	7	3	5	0	0	15
P3	1	0	2	0	0	3
P4	7	2	4	0	1	14
P5	6	3	4	0	1	14
TOTAL	27	11	20	0	2	60

13.1 Results from the group interview

Participant	Indices of cognitive engagment (Quantative Frequency)					Total
	Self-regulation	Relevance	Value of learning	Personal Goals	Autonomy	
P1	0	3	1	0	0	4
P2	0	0	0	0	0	0
P3	2	1	0	0	1	4
P4	3	3	1	0	0	7
P5	0	3	4	0	1	8
TOTAL	5	10	6	0	2	23

13.2 Results from the individual questionnaire

Appendix 14 – Transcript of Class 1 Group Interview (Learner Attitudes Inductive and Deductive Analysis)

22ⁿᵈ May 2017

KEY
I = interviewer
P1 = Participant 1
P2= participant 2
P3 = Participant 3
P4 = Participant 4
P5 = Participant 5

Transcription Conventions (adapted from Roberts 2006)

(.)	unfilled pause of less than 1 second
(3)	unfilled pause, indicating length in seconds
[ ]	overlapping talk, where utterances start and/or end simultaneously
?	rising intonation
–	(dash) a cut-off
( )	unintelligible speech
(())	nonverbal actions
(?)	plausible guess at unclear speech
.	falling tone
,	low rising tone
::	stretched syllable
hhhhh	laughter
Now	underlining to show emphasis

Deductive Indices of Attitude to DI:
Challenge (readiness)
Interests (choice)
Learning profile

Inductive Indices of Attitude to DI:
Positive
Time on task
Application of knowledge
Authentic language learning vs. learning to pass the course
Visual instructional strategies to recall vocabulary
Game - fun

Time	Speaker	Text	Notes
00.01	I	Okay (.) so in brief did you enjoy the lesson?	
	P5	[Yeah] ((thumbs up))	Positive attitudes
	P4	[Yes] ((nods))	
	P1	[Oui oui] ((nods))	
	P3	[Yeah] ((nods))	

	P2	[Yeah] ((nods))	
	I	What did you find different from the way that I normally teach you?	
	P3	Maybe the length of the last task	
	P1	[Absolutely] ((nods))	
	I	Yep	
	P4	((looks back at P3)) I think that that that what became a presentation effectively because it was because it was half an hour you have a lot of time ((P4 and P5 nod heads)) to think your way through things. [hmm] and I suspect you know the the the preparation of it is in some ways (.) or I thought (.) in some ways the most telling part of it rather than the presentation of it	time on task
	I	Yeah	
	P4	Because you actually had time to work things out ((P1, P2 and P4 nod))	time on task linked to autonomy: time allowed Ps to work independently
	P5	[To sit and think about it]	
	P4	Yeah and do and actually do connected pieces ((P1 and P2 nod)) rather than simply I know the phrase for that or I know the phrase for that	time on task - allowed for application of knowledge (TBLT)
	I	Okay	
01:00	P4	I thought that was very effective	
	I	Good ((P1 and P2 nod))	
	P4	Obviously if you had more time I think you could fantastic ((hand gestures)) sort of presentations (P1, P2, P3 and P5 nod))	time on task - more time - positive attitude to TBLT
	P5	[Yeah carry] it on and do much longer ones couldn't you	
	P4	Yeah	
	P5	It's a nice little example of what we could do if we get half an hour (…) to sit down and actually like (…) rattle what we know (…) ((P1, P2 and P4 nod))	time on task - contrasts with speed to teach curriculum
	I	And produce	

	P5	Yeah produce it	
	P2	Yeah because I remember I remember previous class when we talk about ((P2 scratches head and closes eyes)) passé composé and all the rules ((P4 nods and turns towards P2))	Application of knowledge - time allows them to do that.
	P1	[Yeah] ((nods head))	
	P2	but I had no memory of them but only today when we actually had to try to work them out	
	P1	[Yeah]	
	P2	Actually wrote them down then I understood the rule ((P4 turns towards I and nods))	
	P5	So you started understanding it more when you wrote it down ((P1 and P2 nod))	
	P2	And try to work it out have time to work it out ((P1 nods))	Autonomy afforded by time
	I	Okay	
	P2	I think we still had practiced before you told us but it too short it didn't register. (P1 nods)	time on task vs short time previously
	I	Yeah	
	P2	That's what I say today I (tsss) just really don't remember mmm.	
	I	Thank you so much.	
	P4	And I also think I think that applies to something else as well ((gestures with hands)) I think that part of the problem with something like the speed dating	
	I	Yep	
02.00	P4	Is that because we do it every week	
	P1	[Yeah] ((P1, P2 AND P3 nod))	
	P4	Even if you even if we start the questions at the end rather than the questions at the ((hand gesture point up)) there's a kind of formula ((hand gesture winding)) ((P1 and P2 nod))	Authentic language learning vs. learning to pass the course

	P2	[Mmm]	
	P1	[Yeah]	
	P4	That we got that we're into and I think that's fine because a lot of things are formulas but i think actually having a longer time to work things out ((P2 nods)) rather than simply repeating what you know to be you know ((P1, P2 and P5 nod))	Challenge
	P2	[Hmm]	
	P1	[Yeah] (P1, P2, P5 nod)	
	P4	I know the reaction to that I don't necessarily understand it hhhhh but I do know what I've got to do ((P1, P2 and P5 nod))	
	I	Yeah	
	P4	I think that was [another thing]	
	P5	[Yeah because it's] stretching you more isn't it ((hand gestures wide))	Value of learning/ Self regulating appreciate the value of having time to problem solve, afforded by time
	P4	Yeah. That's what I thought ((P1 and P2 nod))	
	I	And did you, mmm in terms of my personal point of view it was interesting to see that everybody wrote still ((P1, P2 and P4 nod)) even though there was the potential the you know different like there was a choice of tasks of how you presented the language mmm why did you all choose to write it down do you think?	
	P2	Just to get our head around the grammar ((P1 and P4 nod)) and to work out ((hand gestures writing)) the grammar mmm	Challenging: ZPD "marches ahead" (Vygotsky)
	P1	Yeah ((nods))	
03.00	P4	Yep ((nods))	
	I	Okay	
	P4	I mean I think it's back to that back to that speed dating as a kind of performance that we do every week ((hand gestures))	
	I	Mmm	
	P4	And we could do that performance every week	

		because we already have the script so to speak it's in here it's kind of programmed ((P1, P2, P3 an dP5 nod)) you know press button a ((hand gestures pressing)) and out comes this answer and there's ((P1 and P2 nod, P3 smiles)) - whereas what we did with this was actually think it out ((P1, P2 and P5 nod)) And I think it takes more time and curiously in a sense the presentation is the least significant part hhhhh of it ((P1 and P2 nod))	Application of knowledge Time on task
	I	Yeah	
	P4	If you see what I mean (…) I think the other thing is about that is that ((points in front)) the they key part about it has to do with the fact that you chose the topic.	Choice/interests -positive
	P5	(hmm) ((nods))	
	P2	(hmm) ((P1 and P2 nod))	
	I	And how did you find that choosing the topics?	
	P4	I think (.) for me it was very easy to choose [I knew exactly]	Choice /interests -positive
	P2	[Yeah because I was thinking] what I would want	
	P5	[You know what you wanted to do yeah]	
	P2	[to talk in the future] when I'm in France	
	P1	[Yeah] ()	
	P2	Mmm cafes a very practical ((hand gestures towards P4)) one ((P1 nods)) and how do I describe to people.	Choice /interests -positive
	P4	[Yeah] ((nods))	
04:00	I	Yep	
	P2	Just more related to personal experience ((P1 nods))	Choice /interests -positive
	P4	And I think you concentrate ((hand gestures to head)) more when it's when it's something you feel you feel	
	P2	[You actually use it]	
	P5	[Yeah]	
	P1	() ((nods))	

	P4	and I think you do concentrate more (P1, P2, P3 and P5 nod)	
	P2	(Hmm) ((nods))	
	P4	I think it's a different process	
	P2	Yeah and I know it was really short ((hand gestures size)) but we learnt a lot from all the instruction [everything from there]	
	P1	[Yeah we looking up words also] ((P4 nods))	
	I	So do do you still that (…) did you feel challenged by the task? (P1, P2, P3, P4 and P5 nod)	
	P2	Yeah in a good way	Challenge
	P3	[yeah]	
	P2	very helpful way ((P1, P3, P4 and P5 nod))	
	P4	Yeah I think I mean I think when you look at it ((hand gestures)) when you look at the task it actually is quite complicated.	challenge
	P1	[Yeah] ((smiles and nods))	
	P2	[Yeah it's very complicated hhhhh] ((smiles and nods))	
	P4	You know you were asked to read something () to start with that and then you are asked to use that and use in a particular way ((P2 nods)) So I think it is actually I think it's miles more challenging	challenge - comprehension and apply
	P2	[hmm hmm]	
	P4	than something like the speed dating ((P1, P2 and P3 nod))	
	I	Yeah it is yeah	
05.00	P4	Because there's that comprehension element ((hand gestures in front of him)) and I think you also learn from because you're looking along and thinking I can use that ((P1, P2 and P5 nod))	
	P5	[Yeah grab it why you can]	
	P4	[Yes there's a lot of] vocabulary here that you can lift	

		((gestures pulling inwards)) and deploy ((P1 and P2 nod))	
	I	Yeah	
	P4	I think that was very effective ((P1 and P2 nod))	
	I	Yep. And Marius because obviously you hadn't been here for a few weeks before Easter but you like thank you very much you came for today's session. How did you feel today's session bearing in mind you hadn't been here for a few weeks?	
	P3	It it it was challenging and if I didn't have my Google translate hhhh (((shakes head))	Technology
	P1 / P2	hhhhh	
	P3	I would have understood anything in the texts (...)	
	I	Ah okay	
	P3	I dunno maybe (.) like (.) I would have maybe preferred to see like translations of key words or something	
	I	Okay like a vocabulary like a -	
	P3	Yeah that I could use maybe	
	I	Okay	
	P3	(Hmm)	
	I	But how how did you find using the technology to support you to use your own resources? ((P4 smiles and looks at I))	
	P3	(Hmm)(.) yeah (.) it was fine ((shrugs and smiles))	Technology
	I	It was fine (…)	
	P3	I dunno ((smiles))	
	I	Because in the real world how else (.) you know if you were to go to France (.) ((2 an dP4 nod)) what would you do?	
06:00	P3	You wouldn't be able to like talk to someone and ((hand gestures in front))	

	P2	[Just have my phone with me all the time]	Technology
	P1	[Phone]	
	P1	[Google Translate]	Technology
	I	Yeah	
	P4	((hand gestures pointing at I))	
	P5	Get the phone out wouldn't you ((P2 nods))	
	P4	I'd I'd say here that this is this is where the generation difference	
	P2	hhhhh ((smiles and nods))	
	P4	comes instantly and immediately into play	
	P5	[sometimes use their phone straight away]	
	P2	[You just use body language now] ()	
	I	[Yeah describe (.) absolutely] ((hand gestures))	
	P1	[draw] ((hand gestures))	
	P3	[No need to learn French]	
	P4, P2, P1	[hhhhh]	
	P2	[use your mind]	
	P4	[hhhhh]	
07:00	I	So I know obviously you're here as part of my own action research but did you feel like with that apart if you can kind of disconnect it did you feel engaged throughout the lesson? ((P1, P3, P4 and P5 nod))	
	P5	Certainly ((nods))	
	I	Or were there any points where you felt your attention dip or anything? ((all Ps shake their heads))	
	P2	(No)	
	I	You felt engaged ((P1, P2 and P5 nod)) Good ((P4 coughs)) And do you think that the lesson, so we've said your interests but do you think that it responded to	

		your needs ((P4 breathed out)) as learners in terms of how you like to produce language or your learning styles? ((P4 nods)) Do you think that it responded to you in that way?	
	P5	We were certainly given a great variety of well we were given a great opportunity to choose as to whether we wanted to speak whether we wanted to write a blog ((P1 an, P2 and P4 nod)) or whether we wanted to create a poster so people who draw or prefer to speak could equally use whatever they wanted ((P1, P2 and P4 nod)) And what I found good about that is I could focus on speaking ((hand gestures from mouth)) because that's my weakness	Learning profile

Learning profile - choice |
	I	Okay	
	P5	so rather than maybe even picking what you prefer you could alternatively pick what you're not so good ((P4 nods)) at to build on that which was good	Learning profile: reliance on Ps knowing what they need to develop - development for future give Ps feedback on what they need to develop
08:00	I	Yep (.) Mmm would you have liked more direction in that from a teacher's perspective? Because obviously I gave you just the choice. I said choice of topic	
	P5	[so what -]	
	I	choice of like the actual product that you make in the end. Would you have like me to have said Rory I think you should [practice your speaking?]	
	P5	Yeah you say you should do this ((hand gestures)) and you should do that and then -	
	I	Would you have preferred it?	
	P4	I don't think I (…) that he necessarily prefer it but	
	P5	[could help couldn't it]	
	P4	from a pedagogical point () the fact that you as the teacher are the expert	
	P5	[yeah]	
	P2	(hmmm) ((nods))	
	P4	who can identify things there ((P1, P2 and P5 nod)) I think that obviously built into any kind of programme like that should be the expert saying ((P1 nods)) what you need to concentrate on	Learning profile and challenge

	P5	[yeah]	
	P4	in some way	
	P1	[yeah] ((P1, P2 and P5 nod))	
	P4	and here's a suggestion of how you can concentrate on that is do this and I think that's absolutely fine whether people like it or not ((P1 and P2 nod)) because you've identified something and I think that's good. I tell I also think the business with that diagram you know where you put the clothes on the guy ((P1 and P2 nod))	Visual instructional strategies to recall vocabulary
	P5	Yeah	
09:00	P4	I think that was really good because that that actually ((P1 and P2 nod)) somehow instead of thinking of lists of stuff I don't know how it worked you know you suddenly the right bit ((hand gestures drawing)) appeared and you know you looked at the legs ((P1, P2 and P5 nod)) and you thought I know what they were called	
	P5	Yeah rather than having to pluck it out of nowhere	
	P4	[Yeah]	
	P5	it was there and you could see it ((P1 and P2 nod))	
	P4	Yeah I thought that very good	
	I	Good thank you very much. Do you have any further comments on the lesson?	
	P4	((points at I)) I think the game that was interrupted potentially	Game - fun
	P2	[hhhhh could be very fun]	
	P4	Potentially is one good fun ((P1 and P2 nod))	
	P5	[yeah]	
	P1	[yeah] ((P1 and P2 nod and smile))	
	P4	and two is also very effective (P2 and P3 nod)) (.) because of that thing about that if you don't know how to say it then how are you going to say it (all Ps nod)	

	P3	Especially if you choose to say it rather than draw it ((P1, P2, P4 and P5 nod))	learning profile - choice: Ps see the importance of using language to describe and not relying on acting/pictures, which are too easy.
	I	Yeah	
	P4	Yeah ((P1 and P2 nod))	
	P3	That's -	
	P4	Or how do you act it and say it	
	P1	Yeah	
	P5	[Because a lot of -]	
	P2	[Yeah maybe leave it to us] to just only to say it	
	P5	[Yeah]	
	P2	It's too obvious with actions or drawing ((hand gestures driving))	
	P5	[Yeah just saying it] (.) yeah cos if you were just saying it	
	P2	[help you find a word]	
	P5	[a lot of time] if you were in France	
	P2	[how do you find a word around things]	
	P5	[yeah how would you find a word] ((P2 nods)) to explain something maybe you're lacking in ((hand gestures forwards))	
	P4	[Yeah]	
	P5	if you don't know the word for something ((P4 nods)) which is a lot of -	
	P4	[time hhhhh]	
	P5	what you will find in dialogue [with French people]	
	P2	[Yeah]	
	P5	Yeah so that's quite effective ((P1, P2, P3 and P4 nod))	
	P4	Yeah	
	I	Fantastic thank you all so much for taking part. I really	

		do appreciate it thank you	
	P5	Pleasure	