

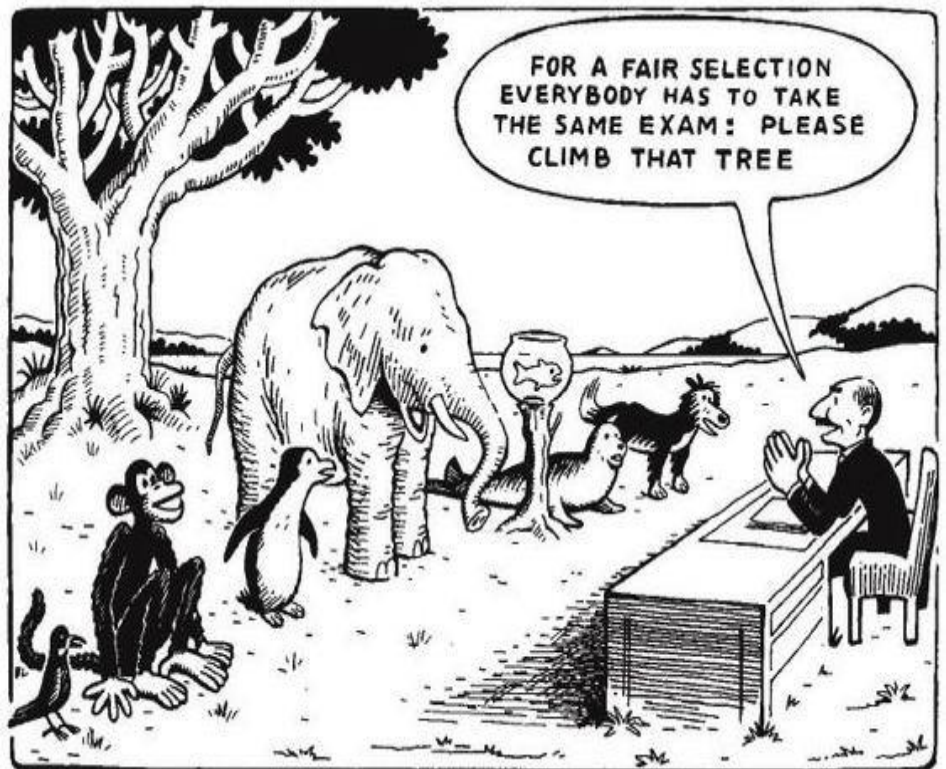
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Differentiated lessons in lower vocational education

How does differentiating in instruction and learning materials improve the students' learning environment, meaning their achievements, motivation and atmosphere in the classroom, in a lower vocational classroom?



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PREFACE

The educational system is always changing and developing and now more than ever it is expected of teachers to accommodate the different types of pupils in their classroom. Therefore, I have tried to research something that fits within these educational changes.

Furthermore, over the years I have experienced that, especially in lower vocational education, the differences of learning that pupils have within a classroom are enormous. I believe that being able to give your pupils individual attention, developing materials that adhere to these differences and providing the correct level of challenge allows for pupils to blossom in their academic performance and this will therefore also improve the overall atmosphere in the classroom.

I also felt this subject would be worthwhile due to the experience I had with differentiation last year. While the preparation of these lessons was extensive, the advantages experienced during this process led me to believe that using differentiation in my English lessons should be researched further. This research was executed at Bonnefanten College in Maastricht in a third year lower vocational classroom.

I would like to thank the pupils of T3A, the school and my workplace supervisor, Pia Rouvroye, for their pleasant cooperation and collaboration during this research. Lastly, I would like to especially thank my research supervisors, Hannie Lucassen and Veerle Alkemade, for providing support and feedback during the process of this research.

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SUMMARY

Nowadays there is widespread inclusion of students with disabilities, diverse cultural backgrounds and other various needs into mainstream schools. However, teachers struggle to adhere to this diversity in their classroom. That is why this research will investigate the different ways instruction and learning materials can be differentiated in English lessons, with a focus on the skills reading, listening and use of grammar.

This research was executed in a third year lower vocational class consisting of nineteen pupils at Bonnefanten College in Maastricht.

The research goal was to gain insight into the ways that differentiation in instruction and learning materials could influence the learning environment of these pupils. The learning environment in this context means the influence on their academic achievement, motivation and atmosphere in the classroom.

The methods used during this research were a zero-measurement survey and a post-measurement survey. Furthermore, in-depth interviews were used to get a more elaborate sense of how the differentiated lessons were perceived. Lastly, their grades before and after the research were compared in order to see if they improved academically or not.

The results of the research showed that their reading skills had exponentially improved while their listening skills improved for some pupils, but decreased for others. One aspect that returned a couple of times, was the fact the worksheets were experienced as too easy and that the pupils could handle more of a challenge. Lastly, the motivation and atmosphere during the research remained the same or improved during the course of the research.

CHAPTER 1 INTRODUCTION

This chapter will discuss the school context, problem statement, the research goal and the questions going with it, the relevance for the school and the relevance for one's own professional development. This will demonstrate why this subject was chosen.

1.1 SCHOOL CONTEXT

The research will be executed at Bonnefanten College in Maastricht with 3A, a third-year class at the level of TL (theoretical learning route). Bonnefanten College has gone through a lot of developments lately and there are still enough changes to come, but currently the school only has TL and HAVO (higher general secondary education) classes. The class that this research will be executed in, has 19 pupils and they are extremely diverse in their needs. It is a common theme in this school that there are a lot of discrepancies within a class concerning their different levels and needs. Pupils tend to be in a class that is of a higher level than they can handle, which means there is an obvious need for differentiation. Furthermore, the location of the school also plays a part in the type of students that attend this school. The location of Bonnefanten College is surrounded by lower-income neighbourhoods and most of these pupils attend this school. This is something to keep in mind when teaching and conducting this research.

1.2 PROBLEM STATEMENT

This research will look into the ways differentiation in instruction and learning materials could improve the learning environment for students. The issue now is that two to three decades ago the average classroom had more homogeneity. The inclusion of students with disabilities, diverse cultural backgrounds, and students who are advanced, forces teachers to rethink the way they teach and how instruction is given. However, teachers have not adjusted their ways of teaching to keep up with this new widespread diversity in their classrooms (Subban, 2006).

Teachers struggle with this problem because they are expected to reach all learners who can range from special educational needs to learners that are gifted. They feel overwhelmed and unprepared to be able to deal with all these different types of needs (Subban, 2006). However, not only teachers but also pupils are struggling with the heterogeneity of classes they are in. Lessons that are given in a singular instructional approach ignore the different learning styles and interests in the classroom, which may lead to students falling behind, reduction of motivation and not being successful in tasks (Tomlinson and Kalbfleisch, as cited in Subban, 2006). These damaging results of the disregard of differences in a classroom are also shown in a survey done by Fenner, Mansour and Sydor (2010), which states that students lack the motivation to excel academically, which stems from boredom. The students even admitted to usually passively sitting through a lesson. Thus this traditional way of teaching our pupils is actually not improving them as learners in any way.

Even though we have expanded our understanding of how children learn and how to teach them over the years, classrooms have still remained quite the same over the last 100 years. We still expect them to follow the same curriculum in the same way that all the other pupils of that age do and even

demand that they finish their tasks at the same moment as everyone else. Furthermore, after each chapter of the textbook a test is given, with which the same grading system is used for everyone. Teachers are also much more likely to work harder and are a lot more actively involved in the lesson than students are. The focus is on intelligence and testing rather than preparing them for skills they will actually need in life (Thomlinson, 1999).

That is why this single-paced way of teaching is a problem. Pupils are bored, not motivated and academically falling behind. By accommodating the differences that pupils possess, the lessons become more motivating and an encouraging learning environment starts to develop.

1.3 RESEARCH GOAL AND QUESTIONS

Research goal:

The goal of this research is to gain insight into the ways that differentiation in instruction and learning materials influences the learning environment of students in a lower vocational classroom.

Research question:

How does differentiating in instruction and learning materials improve the students' learning environment, meaning their achievements, motivation and atmosphere in the classroom, in a lower vocational classroom?

Sub-questions:

1. What does differentiating in instruction entail and how is it implemented in the classroom?
2. What does differentiating in learning materials entail and how is it implemented in the classroom?
3. What ways are there to assess the different needs of pupils within a classroom?
4. What ways are there to find out the motivation levels of pupils within a classroom?
5. How does differentiating influence the academic performance of students?
6. How does differentiating influence the motivation of students and in extension to this the atmosphere of the classroom?
7. How do the students of 3A experience the learning environment at the beginning of the research?
8. How do the students of 3A experience the learning environment at the end of the research?

1.4 RELEVANCE SCHOOL

This research may be relevant to the school because they themselves are developing different ways to personalise learning. By executing this research, the lessons given will fit into the vision and mission of the school. The mission of the Bonnefanten College is to recognize and to corroborate the individual learning profile of each pupil and to differentiate in a way that allows them to easily

continue their studies after secondary school. Moreover, part of their vision is to make pupils responsible for their own learning process, which is an important part of differentiation. This is why this research fits seamlessly into the mission and vision of this school. Furthermore, differentiation has shown that it allows pupils to grow in their academic success (Fenner, Mansour & Sydor, 2010), which can only be of benefit to the school. This school also has a variety of pupils with different educational needs such as pupils with ADHD, autism, highly gifted and much more. Using this research and using differentiation in lessons might make those pupils feel more included and create an atmosphere in which all pupils can thrive.

1.5 RELEVANCE PROFESSIONAL DEVELOPMENT

Doing research into the influence of differentiation in the classroom is important because educational innovations are constantly happening within education and personalised learning is one of the biggest innovations happening right now. As teachers, we need to adjust our teaching to the innovation of personalised learning because it can greatly benefit pupils to know that their teacher takes their personal abilities into account. Knowing how to include the different learning needs of your pupils is extremely important if you want pupils to thrive in any classroom. The used strategies and the results of these strategies can be used in future lessons and the knowledge acquired can be used in different ways to improve the students' learning.

CHAPTER 2 LITERATURE RESEARCH

In the next paragraphs, several sub-questions will be answered in order to underpin the execution of this research. The following sub-questions will be answered: 'What does differentiating in instruction entail and how is it implemented in the classroom?', 'What does differentiating in learning materials entail and how is it implemented in the classroom?', 'What ways are there to assess the different needs of pupils within a classroom?', 'What ways are there to find out the motivation levels of pupils within a classroom?', 'How does differentiating influence the academic performance of students?' and 'How does differentiating influence the motivation of students and in extension to this the atmosphere of the classroom?'.

Most of the sources used are found on the database Academic Search Premier, which is a database that can be used via the Fontys University of Applied Sciences website. This database was used because a plethora of those sources come from academic journals or research. Furthermore, a conscious choice was made to utilize information from Carol Ann Thomlinson. She is an educator, author and speaker, who is well known for her work in differentiation. Moreover, the book 'Differentiëren is te leren', written by Berben and van Teeseling, was used because it has proved to be useful in previous research and assignments.

2.1 WHAT DOES DIFFERENTIATING IN INSTRUCTION ENTAIL AND HOW IS IT IMPLEMENTED IN THE CLASSROOM?

Differentiated instruction is based on the idea that students learn best when the differences in their readiness levels, interests and learning profiles are being addressed by their teachers. This way of teaching takes full advantage of every student's ability to learn. This type of instruction can be done in a variety of ways, but responding to the different needs of the learners is the main incentive to differentiate in instruction (Thomlinson, as cited in Subban, 2006, p.6).

However, a lot of teachers hesitate to use differentiated instruction. They believe they do not have enough time, professional development resources, and administrative support. These issues are very much the reality and should not be ignored. If ignored, differentiated instruction could risk turning into another education fad (Hootstein, as cited in Carolan & Guinn, 2007, p.44).

When looking at the above issues teachers face, it is important to know how to implement differentiated instruction. In order for differentiation to be successful it is extremely important to consider the students. According to Liitkey (as cited in Thomlinson, 2008, p.1) it is impossible to make content relevant for the pupils when the teacher does not know them. No connection with a teacher will result in academic failure.

Knowing your students and creating a meaningful connection with them is a very good first step towards the implementation of differentiated instruction. To build on this and to structurally incorporate differentiation into your classroom, Thomlinson (1999, p.14-15) offers a systematic approach to do this successfully. It starts with a teacher noticing and responding to the student's different learning needs. After having established the differences in pupils in a classroom, content, process or product can be adapted according to readiness, materials, skills, personal interest and learning profiles. When adapting these different areas, one must keep in mind that differentiating is

not an everyday aspect of the lesson. Certain moments need to be selected when this is appropriate and when it adds value to what is being learned. It is also critical to allow options for students to for example work alone or together. As stated by Thomlinson: "Differentiation is an organized yet flexible way of proactively adjusting teaching and learning to meet kids where they are and help them to achieve maximum growth as learners." (1999, p.14). In the figure below, this systematic approach is visualized to make organising differentiated lessons even more clear.

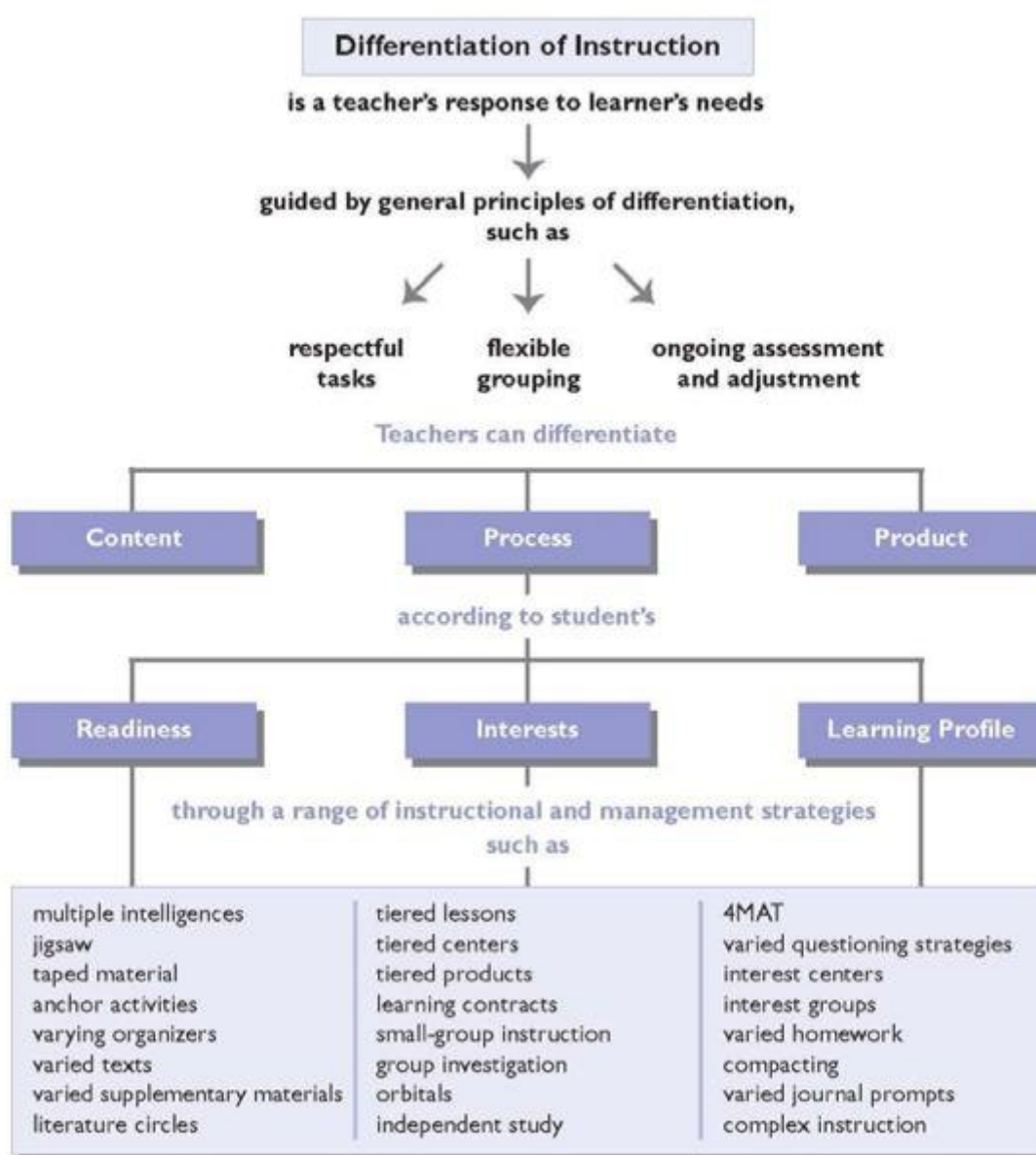


Figure 1 Organizer differentiation

2.2 WHAT DOES DIFFERENTIATING IN LEARNING MATERIALS ENTAIL AND HOW IS IT IMPLEMENTED IN THE CLASSROOM?

Besides differentiating in instruction, differentiating in learning materials is also of grave importance. According to Carol Ann Thomlinson, who is known for her work in differentiation, it is key to make sure that the learning fits the student. If the work is always too difficult for the learner to achieve they will be constantly occupied with trying to avoid danger or humiliation. The need to learn will be forgotten. However, if the work is too easy, the student will develop strategies for just passing the time instead of addressing challenges. Either way, the willingness of a student to keep working on a difficult and challenging task diminishes (2008, p.3).

Knowing of its importance is different to knowing what exactly differentiating in learning materials is and how it is implemented in the classroom. Differentiation in learning materials is adapting your educational resources to the needs of your students. The teachers have to ask themselves: 'which learning activities for which students are important for this lesson?'. When trying to assess this, teachers need to know what the lesson goals are, in order to be able to know what needs to be achieved in the lesson (Berben & Teeseling, 2015, p.57). When determining these lesson goals it is convenient to divide your students into subgroups to better assess which lesson goal applies to which student. These subgroups are as follows: instruction dependent, instruction sensitive and instruction independent. The first subgroup needs more time and attention concerning instruction and educational resources, while the second subgroup just needs the standard instruction. The latter subgroup needs very little instruction and can work a lot more independently (Berben & Teeseling, 2015, p.35).

The assignments the students need to make and the questions being asked by the teachers need to be adjusted to these subgroups and will differ in difficulty. According to Berben and Teeseling (2015, p. 58-59), the Bloom Taxonomy could provide the correct handles to distinguish these degrees of difficulty. As can be seen in the figure below, the bottom tiers are of a lower difficulty and the upper tiers are of a higher difficulty.

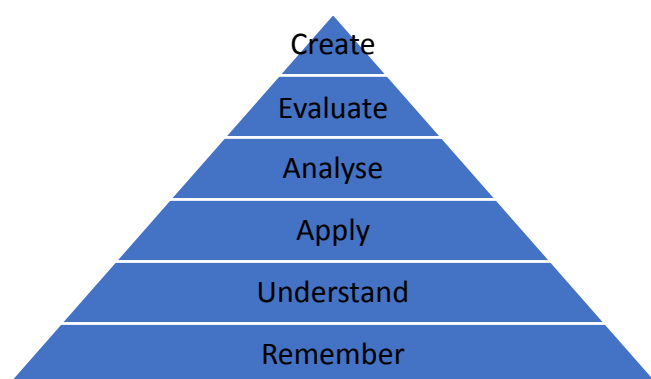


Figure 2 Bloom Taxonomy

Another tool to differentiate in learning materials is called *BHV*. This is when you divide your educational resources into three different levels. The first level is the basic learning material. This entails thinking about what all the students *need* to know and do after it has been explained. This type of learning materials could be used with the instruction sensitive subgroup. The second level is the repetition of learning material. This needs to be applied when a student does not master the

basic learning material and needs extra repetition to be able to master it. The subgroup instruction dependent would benefit from this learning material. The last level is enriched learning material. It allows further deepening and broadening for the pupils who do master the basic learning material (Berben & Teeseling, 2015, p.63-64). The instruction independent subgroup would best fit with these enriched learning resources.

PARAGRAPH 2.3 WHAT WAYS ARE THERE TO ASSESS THE DIFFERENT NEEDS OF PUPILS WITHIN A CLASSROOM?

According to the Center on Education & Lifelong Learning in a research done by the University of Indiana (2010), every student learns in their own unique way. What captures the attention of some students might not have the same effect on others. Because of this, we need to take a few aspects into account when assessing the pupils' needs. These are: learning profiles, interests, readiness and affect. If we are familiar with this information of our pupils, there is a bigger chance of them being able to keep their attention when learning. By knowing as much as possible about them and offering a plethora of choices to acquire knowledge and supporting different parts of learning, pupils might be able to learn more effectively and efficiently.

The first factor that was mentioned was learning profiles. This means that there needs to be an observation of gender, culture, intelligence, and learning styles, in order to know how students learn the most effectively. There needs to be observation and conversation with parents and students in order to truly understand the different backgrounds of each pupil. "Kidwatching" is a powerful tool in order to execute this observation of learning profiles. It entails the gathering of information using checklists, questionnaires and inventories to acquire insight in the different preferences of each pupil. This could also be used to gauge interests, not just learning profiles. Asking simple questions to parents and students such as: "What helps you be successful in school?", provides a source of information and builds relationships (the Center on Education & Lifelong Learning, (2010). Berben & Teeseling (2015, p.30) also suggest that investing in a relationship is very important. Adding to this, talking to previous teachers that have taught the pupils in question could also provide a valuable amount of information when trying to assess the pupils' full range of needs.

Furthermore, the students' readiness needs to be estimated. According to the Center on Education & Lifelong Learning: "Readiness is impacted by cognitive proficiency as well as earlier school and life experiences and attitudes about school and learning." (2010). When responding to this readiness a fair amount of pre- and on-going assessment is needed to determine the level of difficulty of the learning experiences that offer enough challenge. Berben & Teeseling (2015, p. 30) offer a practical approach to assess the readiness level by using something called a data wall. This is where one puts all the grades of the pupils in a colour coordinated manner (green, orange, red) ranging from excellent to insufficient. This data wall provides you with a clear overview of the skills that a certain pupil possesses sufficiently and which skills they do not.

2.4 WHAT WAYS ARE THERE TO FIND OUT THE MOTIVATION LEVELS OF PUPILS WITHIN A CLASSROOM?

The previous section has shown that factors such as interest and readiness are quite important when addressing the pupils' needs. According to the research conducted by Danzi, Reul & Smith, boredom and frustration will arise when students are not being taught at their interest or readiness level. This frustration and boredom could cause a lack of motivation (2008, p.1). Naturally, this lack of motivation needs to be addressed when this is the case.

In this research, the teacher researchers were led to believe that their pupils did indeed have an absence of motivation. In order to be able to actually find out if these behaviours are proof of no motivation, three tools can be used to measure this. The research of Danzi, Reul & Smith used a parent survey, a student survey and a behaviour observation list (2008, p.1). The Parent Survey is used to let parents assess the academic motivation of their children at home and in school. The questionnaire includes five questions, some of which are questions such as: "Does your child speak positively about school subjects?" and "Do you feel your child is often bored in school?" (2008, p.20-24). Another way to measure different attitudes, behaviour and motivation levels is the Student Survey, which was administered to understand students' attitudes towards their learning. The purpose of this survey is to assess the students' academic attitude at school in the same way that the Parent Survey does. Questions about the excitement about school, distraction during schoolwork, the difficulty of tasks and level of boredom are asked in this survey (2008, p. 24-27). Lastly, an Observation Checklist was used to observe behaviour during instruction and when the students were working. The checklist had a list of fourteen different types of behavioural facets such as making noises and working slowly. These behaviours can be tally marked when a certain facet occurs (2008, p.27-28).

Another way to observe behaviour and motivation is the use of behavioural indicators. One mentioned is the behavioural indicator of persistence (Deci et al as cited in Lai, 2011, p. 31). This indicator focusses on free-choice persistence, which is the amount of time that a student spends on a task that has no reward except for learning. Behavioural indicators of persistence also include: asking for help, asking oneself questions, or talking oneself through a task. Students who are motivated are more likely to continue when facing a challenging task, where on the other hand low-motivated students will tend to decrease in effort when the task gets too intricate (Lai, 2011, p.31+32).

Even though these assessment methods are practical in use and should result in clear motivational and behavioural patterns, there are some challenges when trying to assess motivation. First off, according to Turner (1995), it is difficult to directly observe cognitive aspects of motivation such as achievement affect, interests, and goals. Furthermore, self-report measures, such as parent or student surveys, are more likely to result in general responses instead of responses that are directly related to a certain instruction or task (as cited in Lai, 2011, p.30).

2.5 HOW DOES DIFFERENTIATING INFLUENCE THE ACADEMIC PERFORMANCE OF STUDENTS?

Research has shown a failure of the educational systems in providing a sufficient level of quality and equity, which results in an achievement gap between different groups of students (Brooks-Gunn & Duncan, 1997; De Civita, Pagani, Vitaro, & Tremblay, 2004; Strant, 1999, as cited in Stavroula, Leonidas & Mary, 2011, p.2). Traditional and undifferentiated teaching fail to facilitate the development of knowledge for every student in a classroom where every student is different. This is one of the factors causing this achievement gap (Valiande, 2010, as cited in Stavroula, Leonidas & Mary, 2011, p.2). In contrast to this, differentiated teaching offers the opportunity to establish knowledge and widening the cognitive and metacognitive growth that should lead to improvement of academics for every student (Stavroula, Leonidas & Mary, 2011, p.4). However, research done on the differentiation theory is limited and is mainly based on individual theories. Luckily, there is an increase of studies that support teaching in a differentiated way and even show evidence that the students' achievements are positively influenced (Thomlinson, 1999; Good & Brophy, 2003, as cited Stavroula, Leonidas & Mary, 2011, p.4). The theory of the research done by Stavroula, Leonidas & Mary supports the idea of differentiation providing a surge in academic achievement, but it also provides actual evidence to support this theory.

The research done by Stavroula, Leonidas & Mary used an experimental group that was taught in a differentiated instructive approach, while the control group was not. They received a pre-test and a post-test and the results of this are shown in the graph below.

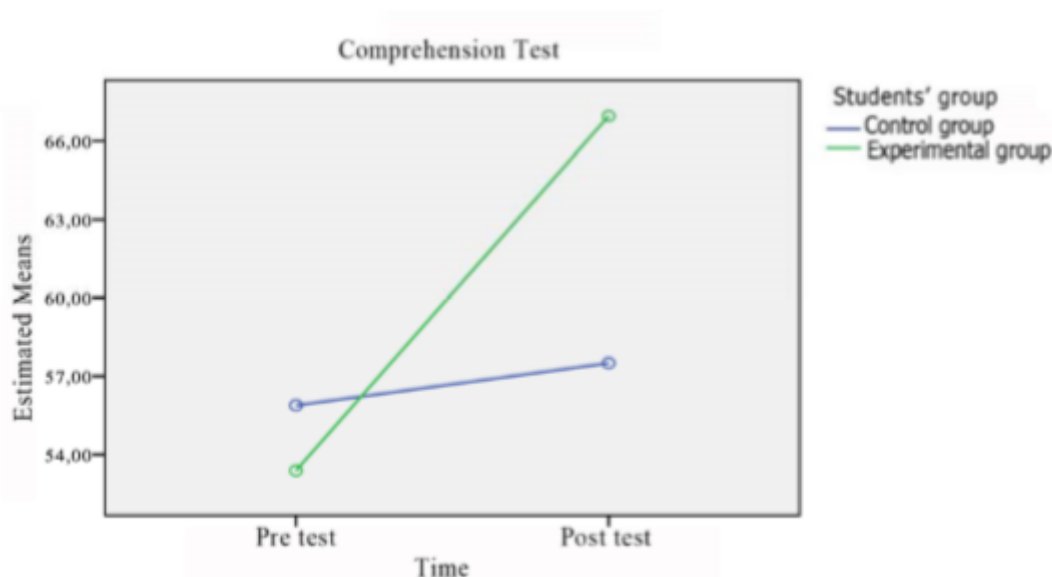


Figure 3 Graphical representation of students' achievement in pre and post comprehension test of the experimental and the control group

As can be seen, there is a bigger slope in the achievement line of the experimental group than the one of the control group, which would suggest that the progress of achievement is significantly higher with the experimental group. It is even more remarkable considering the pre-test of the experimental group was lower than that of the control group (2011, p.9). All this would suggest that

there is a positive influence on the students' achievement that can be credited to use of differentiation in a mixed ability classroom (2011, p.15).

2.6 HOW DOES DIFFERENTIATING INFLUENCE THE MOTIVATION OF STUDENTS AND IN EXTENSION TO THIS THE ATMOSPHERE OF THE CLASSROOM?

In the previous paragraph, it is described how differentiation could possibly positively influence the academic performance of a student. However, when trying to reach this academic success, motivation is also an important factor according to the research done by Joseph Sanacore (2008, p.40). So, does differentiating also influence this important factor of motivation?

In the past, teachers have tried to motivate reluctant learners by using different strategies and activities, which have had varying degrees of success (Sanacore, p.40). When trying to understand motivation, differentiation in instruction is of importance. When learners' interest and predispositions are woven into the curriculum, students will be more likely to be motivated and engaged and their achievement is more likely to improve. This type of differentiation is based on the students' interests, connecting experiences, preferences and talents in order to increase motivation and task persistence (Sanacore, 2008, p.41). In a research done by Thomlinson in 2006, the influence of differentiation on motivation is perfectly summarized when she states: "Modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an increased sense of self-competence" (Sanacore, 2008, p.41).

Below, a few suggestions will be made in order to use differentiation to increase the motivation of students. The first is the use of freedom. Allowing students to have opportunities to make learning choices lets their self-determination blossom. Having a degree of power over the classroom activities and having a sense of freedom positively influences their overall growth and development and even their well-being (Sanacore, 2008, p.42). Furthermore, when trying to encourage students to love learning, teachers need to teach towards the students' strengths. The learners' areas of comfort, confidence and passion are valued and result in self-efficacy and an enthusiasm for learning (Tomlinson and Jarvis, as cited in Sanacore, 2008, p.43). When this focus on students' strengths exists and well-matched resources are provided, an increase in opportunities and successful learning will arise (Palumbo and Sanacore, as cited in Sanacore, 2008, p.43). Lastly, there needs to be a plethora of opportunities to feel successful in activities that have personal meaning for the students in order to realise the usefulness of learning (Sanacore, 2008, p.43).

This way of teaching influences the motivation of a student, however, does it also influence the atmosphere and therefore create a healthy classroom? The research done by Thomlinson (1999) suggests that this would be the case. The research states that when creating a healthy classroom the teacher needs to appreciate each child as an individual (p.31) and teach in a way that keeps the child's next benchmark in mind in a way that allows for success (p.33). This is in line with Sanacore's research that shows the importance of playing to the students' strengths and knowing them as an individual. Furthermore, when creating a thriving classroom, the teacher should strive for student independence. Guidelines are provided, but there is room for choice and flexibility. This allows for

students to progress and develop common sense (p.33+34). Again, this plays into Sanacore's idea of allowing for some freedom in order to create motivation, a healthy classroom and a positive student.

CHAPTER 3 OUTLINE PRACTICAL RESEARCH

In this chapter, it will be explained how the research is set-up and what measures were taken in order to acquire the results of this research. The used interventions will be explained and the group of pupils which participated in this research will be looked at. Furthermore, arguments will be given for the choices of the measuring instruments used and how they were utilized in the research.

3.1 CONTENT AND INTERVENTIONS

During this research, five lessons were given in which differentiation of instruction and learning materials was implemented.

Differentiation in instruction in this research mainly entailed the differentiation of grammar instruction and the instruction of reading and listening strategies. The class was divided into two or three groups and received instruction at their own level. Usually, the whole class received collective instruction and after this had the possibility to work independently or receive extra instruction. Sometimes they were given the possibility to choose between the above-mentioned options and sometimes they were divided into the groups by the teacher. The groups made by the teacher were based on their previous results of tests, checking of homework and personal knowledge about the students acquired over the last six months. During these five lessons, differentiation in learning materials was also used in two different ways. One way was that extra materials were developed in order to help those pupils still struggling with a certain subject and another was that extra materials were developed in order to provide certain pupils with more challenging tasks that offered a more in-depth knowledge of the subject. The selection of which pupils received which materials was also based on their previous results of tests, checking of homework and personal knowledge about the students acquired over the last six months. The lesson preparation forms of these five lessons and the materials used can be found in Appendix A.

3.2 RESEARCH GROUP

This research was executed with a class at lower vocational education in year three. The class consists of 19 pupils of which eight are girls and eleven are boys. All of these pupils are fourteen or fifteen years old. Some of these pupils have behavioural or learning issues and this was kept in mind during this research. Three pupils have possible learning difficulties but these are not established yet. One pupil has dyslexia and one pupil has dyscalculia. Furthermore, two pupils have a possible fear of failure and one pupil has concentration issues. All of this should be considered and handled carefully during this research.

3.3 DEVELOPMENT OF THE MEASURING INSTRUMENTS

In order to establish the level of the pupils, their motivation for English and their individual needs, a zero measurement survey was used at the beginning of the research and a post-measurement survey at the end of the research. Furthermore, in-depth interviews with pupils were conducted after the research in order to see if they felt that their individual needs were better accommodated during the course of this research. As a third measuring instrument their grades from before and after the research were compared, to see if their academic performance had improved over time.

The student survey was divided into two parts. The first part consisted of twelve general statements such as: 'I get distracted during work time.', 'I am bored during class because it is too easy.', 'The exercises during class are too difficult.' and 'Instruction time is too long'. All of these questions were used to get a sense of how the pupils feel during English class and in what way the lessons already accommodate to their needs. When answering these statements, the pupils can choose between: always, almost always, sometimes, almost never and never. This five-point scale is chosen because it allows for more nuance and gives a more specific idea of what the pupils think about these statements than a three-point scale does. The statements used in the first part of the survey are a combination of questions taken from the research done by Blom, Dammers, Kamphuis and Keene (2013) and the research by Danzi, Reul and Smith (2008).

The second part of the student survey is five open questions in the zero measurement survey and five open questions in the post-measurement survey. These questions are about their preference in the way they like to learn focused on instruction time and difficulty of the learning materials. In the post-measurement survey, the last question is about whether they feel the lessons are now better modified to their level and their needs. This research has chosen for open questions because it allows pupils to give their personal opinion and to elaborate more on the statements given in the first part of the student survey. There has been made a conscious decision to let the pupils answer the open questions in Dutch because their writing abilities are quite limited and this way it allows them to really express their opinion, which is the goal of these questions. The zero measurement and post-measurement student survey can be found in Appendix B and Appendix C. The results to the last open question of the post-measurement survey can be found in Appendix D.

Moreover, interviews with pupils, post research, were used to go more in-depth into the results of the research. This allowed pupils to express their opinion and the researcher to react to certain responses and to really keep asking. It also allowed for a broader sense of what the pupils experienced during the research and it was easier to get a better idea of their feelings during the process and what could possibly be done better the next time. The interview questions can be found in Appendix E.

Lastly, an analysis was made of their grades before and after the research. This was done in order to establish if their academic performance had improved. The research looked mainly at the skills reading and listening if they improved them or if the increase was very little or not even noticeable. In order to not only map experience and opinion but also to include concrete facts of improvement, this third measuring instrument was chosen.

3.4 PROCESS DATA COLLECTION

The pupils who participated in this research attended five lessons in which differentiation in instruction and or learning materials was incorporated. Before these lessons were given the pupils made a zero measurement survey consisting of general statements and open questions. This survey was given as homework and was made using Google Forms. They all made it individually at home, however, the questions were briefly discussed in class in order to prevent any confusion or unclarities. After the differentiated lessons, the pupils made a post-measurement survey consisting of the same general statements and open questions as the zero measurement survey with the addition of one open question. Again this post-measurement survey was made at home using Google Forms. After the post-measurement survey, interviews were held with five pupils. During these interviews, a recorder was used to record the conversation. Furthermore, some of the interview questions were determined before the interview took place and some questions were in response to the answers given by the pupils. The analysis of these interviews can be found under Appendix F. Moreover, the grades of the pupils were used to establish a possible growth in academic performance. The grades they had already received throughout the year were looked at before the pupils participated in the research. After the research, the previously mentioned grades were compared to the grades they received after the differentiated lessons took place.

3.5 DATA PROCESSING AND ANALYSIS

During the data processing of the student surveys, Word-tables and graphs were used in order to establish the possible growth in motivation and academic performance. The results of the general statements were tallied by the programme Google Forms itself and these results were transfigured into concise tables and graphs showing the developments of the research. The choice for tables and graphs was also made in order to indicate clear differences between experiences of each pupil before and after the research.

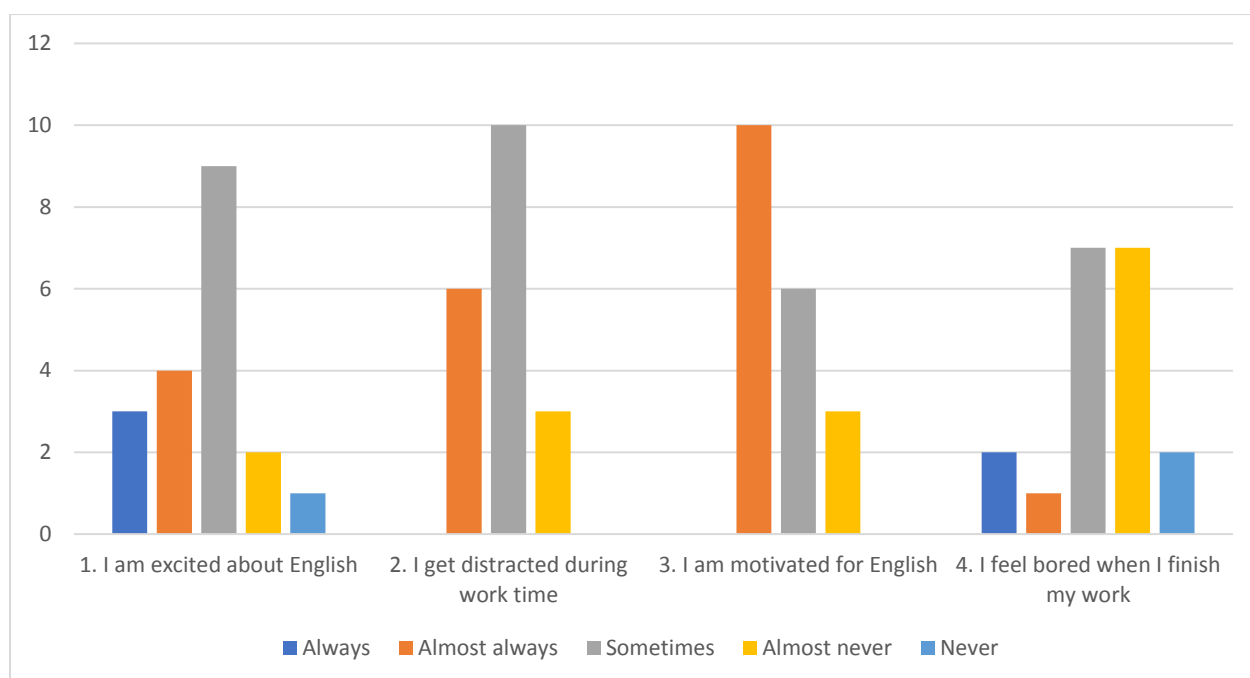
CHAPTER 4 RESULTS

The literature research of chapter two has answered sub-question 1 through 6, therefore this chapter will look into the results of sub-question 7: "How do the students of 3A experience the learning environment at the beginning of the research?" and sub-question 8: "How do the students of 3A experience the learning environment at the end of the research?". The results have been made visual with the use of different types of graphs, which will be explained in this chapter.

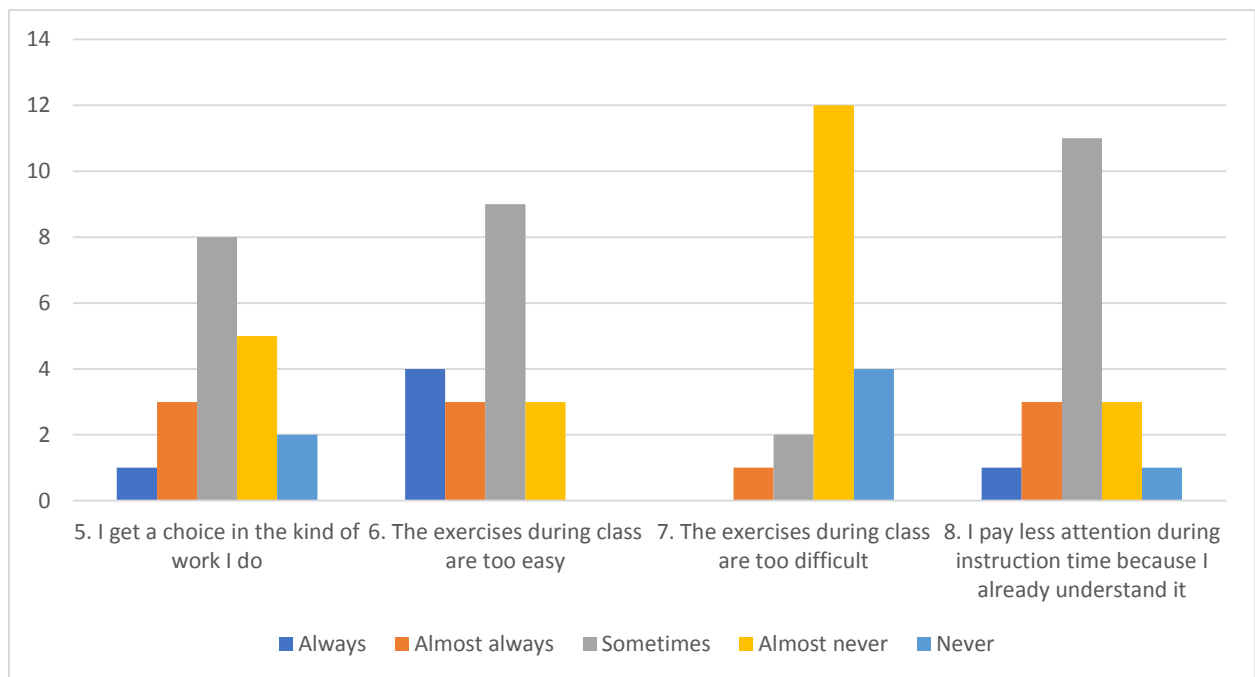
4.1 HOW DO THE STUDENTS OF 3A EXPERIENCE THE LEARNING ENVIRONMENT AT THE BEGINNING OF THE RESEARCH?

One of the ways to map the student's learning environment was the zero-measurement student survey at the beginning of the research.

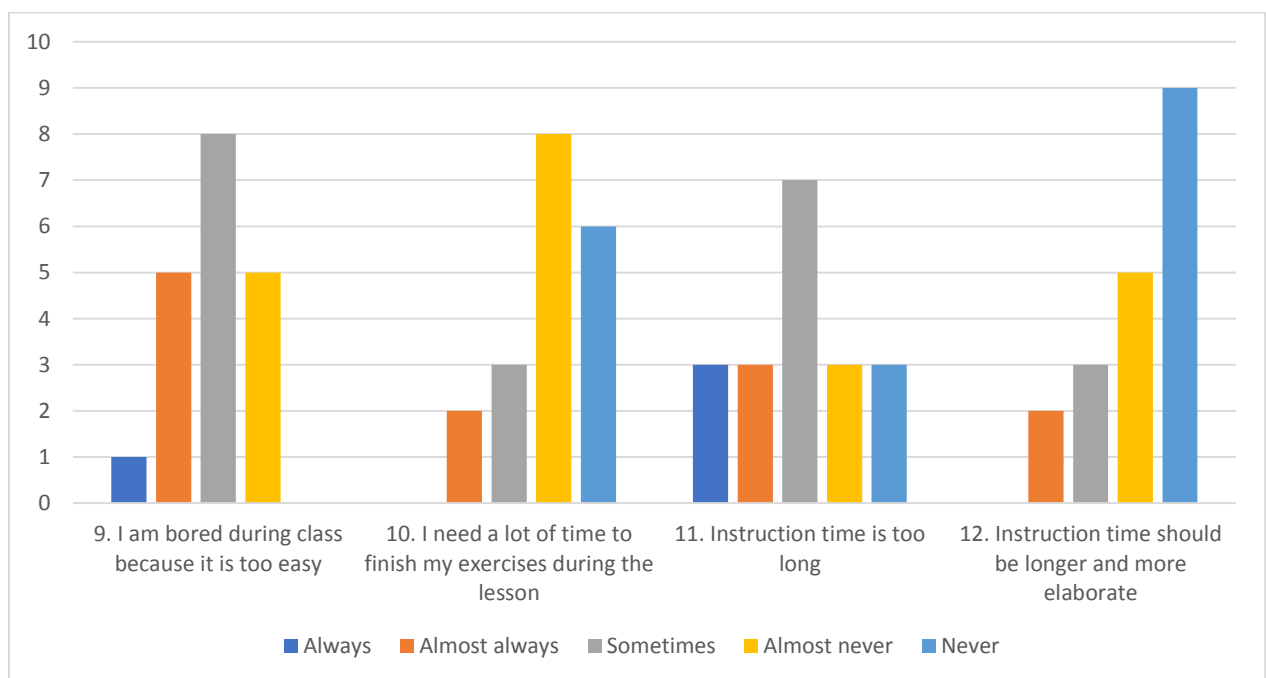
The first part of the student survey was a set of twelve statements of which the results are shown below:



Graph 1 Results general statements 1 through 4



Graph 2 Results general statements 5 through 8



Graph 3 Results general statements 9 through 12

The results are made visual with the use of a column graph. Every graph portrays the results of four general statements of the twelve in total. This means that there are three graphs in total which show the results of the first part of the zero-measurement student survey.

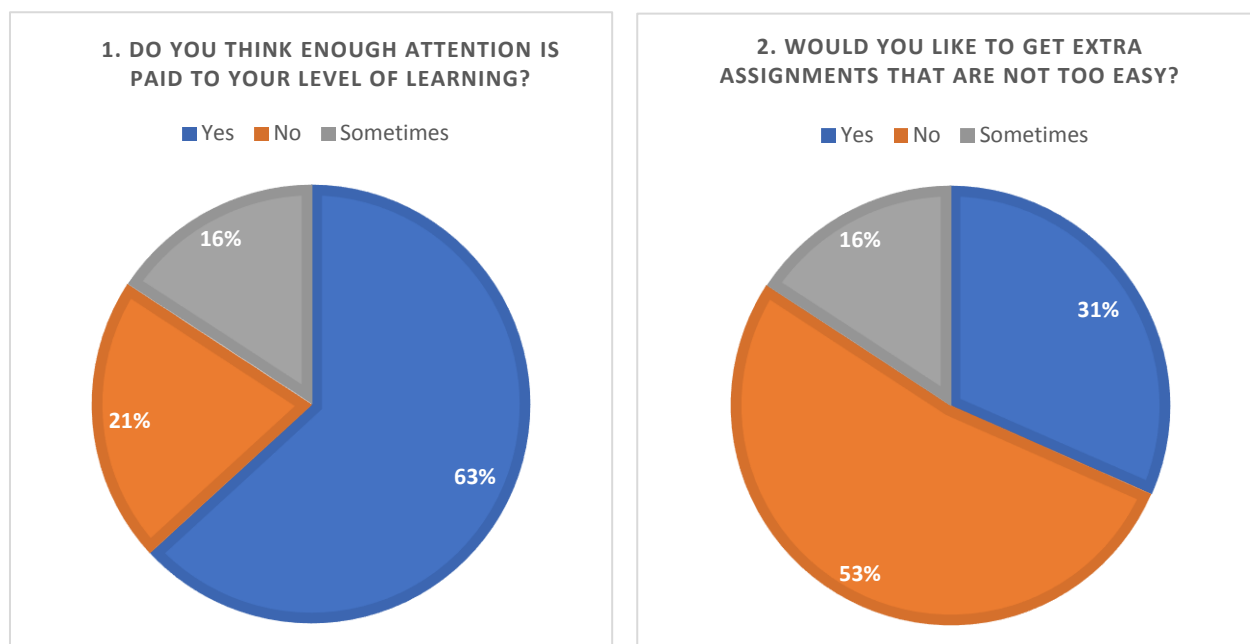
Every option the pupils had to choose from are a different colour in the graph. Always is blue, almost always is orange, sometimes is grey, almost never is yellow and never is a light blue. The statements and the above-mentioned options are displayed on the vertical axis. Furthermore, the horizontal axis shows how many pupils of the nineteen chose which option during the student survey.

For example in graph 1, statement 2: " I get distracted during work time."; 0 pupils choose always, 6 almost always, 10 sometimes, 2 almost never and 0 never. In graph 3 , statement 9: " I am bored during class because it is too easy."; 0 pupils choose always, 1 almost always, 8 sometimes, 5 almost never and 0 never.

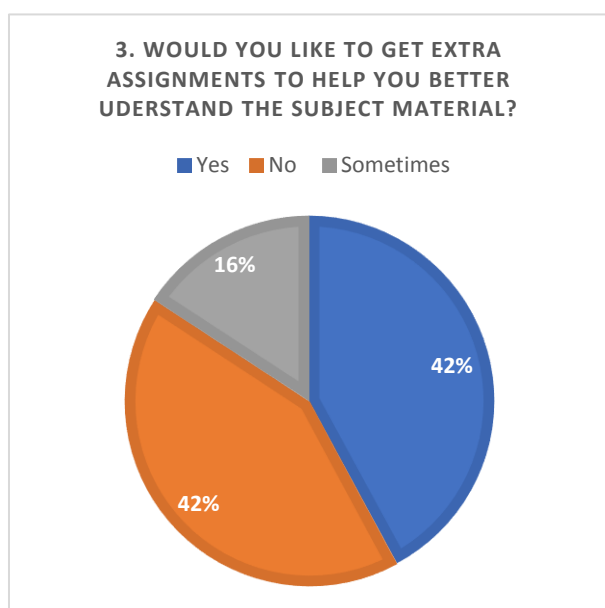
The first graph shows that a majority of the pupils are sometimes excited about English class and sometimes get distracted during work time. The motivation for English seems fairly high, with ten pupils choosing almost always when being asked about this. Question 4 shows that very few pupils feel bored when they finish their work or only sometimes feel bored. The first two questions of the second graph paint a more divided picture. One pupil feels they always have a choice in the work they do, three almost always, eight sometimes, five almost never and two never. This shows, the pupils have a very different perception of the choices they get during a lesson. The same can be seen with question 6, on whether they find the exercises in class too easy or not. Question 7 and 8 portray a more unison opinion, which is that a lot of pupils almost never find the exercises too difficult and sometimes do not pay attention during instruction if they already understand it. From graph 3 the conclusion can be made that a considerable amount of the pupils feel bored during the lesson, may this be almost always or sometimes. It can also be seen that most pupils agree on the fact that instruction time should not be longer or more elaborate.

In general, the opinions shown in the results of the survey are divided with only a few questions that show a very clear favour towards one answer.

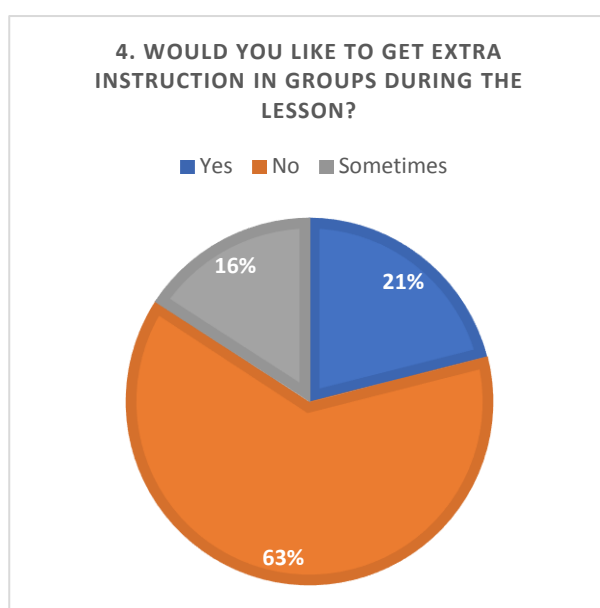
Besides the general statements, a few open questions in Dutch were asked on the zero-measurement student survey. The questions are translated into English for convenience. The results of these can be found below:



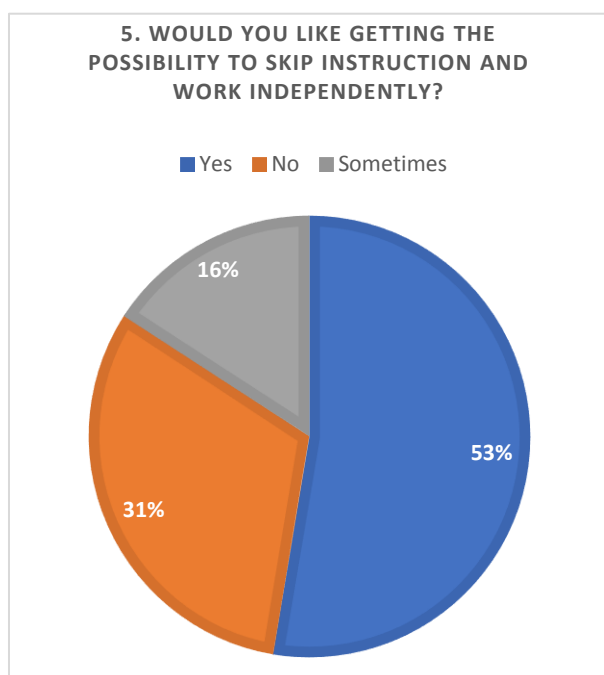
Graph 4 Results open question 1



Graph 5 Results open question 2



Graph 6 Results open question 3



Graph 7 Results open question 4

Graph 8 Results open question 5

For these questions, a circle graph was chosen because even though the questions were open questions, all pupils still answered with yes, no or sometimes. By using the circle graph you can easily see what the majority preference is for these pupils. The questions are asked and answered in Dutch and the reason for this is explained in chapter three. At the top of the circle graph, it is shown that the answer yes is in blue, no in orange and sometimes in grey. The results are then portrayed in percentiles and you can clearly see which preferences the pupils have.

For example, graph 5 which shows the results of open question number 2: “*Would you like getting extra assignments that are not too easy?*”, can be read in the following way. 31% of the pupils answered yes, 53% answered no and 16% answered sometimes. In graph 7, the question: “*Would you like getting extra instruction in groups?*” is asked. The results show that 21% answers yes, 63% no and 16% sometimes. The interpretation of the graphs could be that there is a reluctance towards getting any extra assignments or instruction even if it would improve their understanding of the subject matter. Furthermore, they do show a positive attitude towards getting more challenging exercises and being able to skip instruction. The pupils, therefore, show a need to wanting to be more independent and spend less time listening to the teacher.

Besides the zero-measurement student survey, tests were used in order to establish the academic level before starting the research. A reading and listening test was taken by the pupils because those are the skills tested after the research as well. The results of the pre-tests are shown below:

Reading pre-test

Name	Pre
Pupil 1	8,1
Pupil 2	1
Pupil 3	5,4
Pupil 4	6,6
Pupil 5	7,3
Pupil 6	6,1
Pupil 7	5,8
Pupil 8	5,8
Pupil 9	5,8
Pupil 10	7
Pupil 11	7
Pupil 12	5
Pupil 13	7,3
Pupil 14	5,8
Pupil 15	7
Pupil 16	8,1
Pupil 17	7
Pupil 18	Transfer student
Pupil 19	Transfer student

Table 1 Grades reading pre-test

Listening pre-test

Name	Pre
Pupil 1	10
Pupil 2	3,3
Pupil 3	10
Pupil 4	7,5
Pupil 5	8,3
Pupil 6	6,7
Pupil 7	6,7
Pupil 8	6,7
Pupil 9	7,5
Pupil 10	7,5

Pupil 11	3,3
Pupil 12	9,2
Pupil 13	10
Pupil 14	10
Pupil 15	9,2
Pupil 16	9,2
Pupil 17	9,2
Pupil 18	1
Pupil 19	8,3

Table 2 Grades listening pre-test

The table consists of the pupils and the grade they received on the test. The grades are shown in the Dutch grading system.

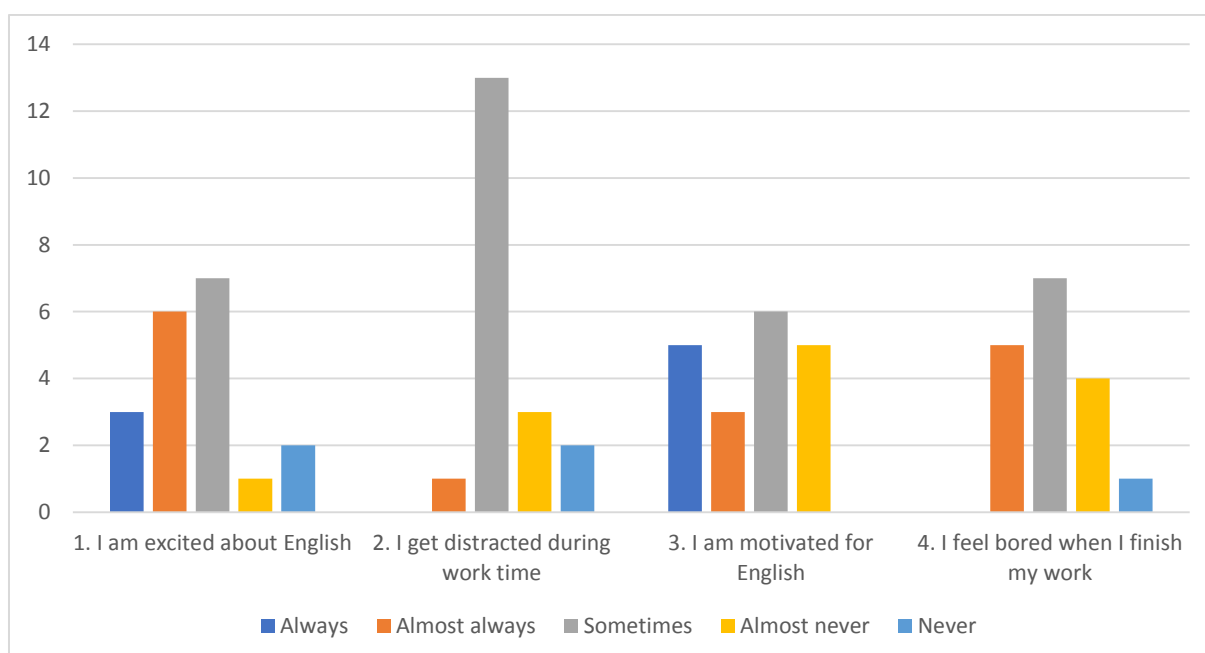
As can be seen in the table from the reading test, there were 10 pupils who scored above a 6 and 7 pupils below this grade. Of these 7 pupils, 3 pupils received an insufficient grade. Two pupils do not have a grade because they transferred to this class at a later date and have not taken the pre-test.

The listening test table shows that 16 pupils received a grade above a 6 and 3 pupils below a 6, all of which are insufficient.

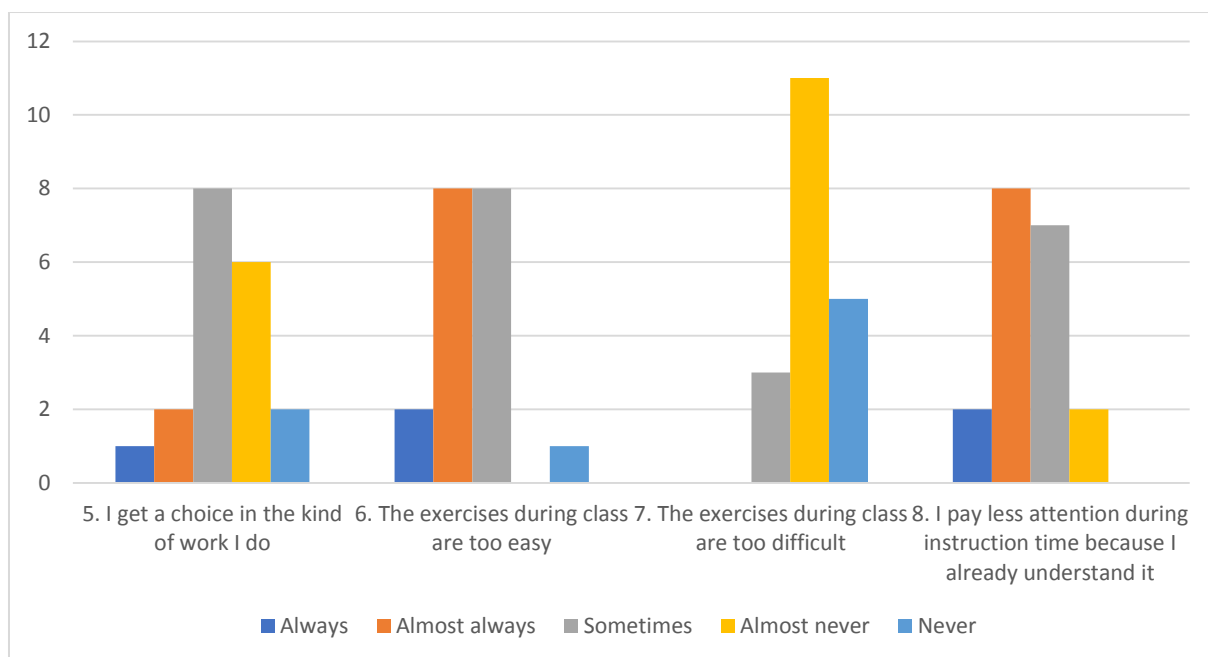
4.2 HOW DO THE STUDENTS OF 3A EXPERIENCE THE LEARNING ENVIRONMENT AT THE END OF THE RESEARCH?

At the end of the research a post-measurement student survey was taken by the pupils of 3A. These consisted of the same general statements as the zero-measurement survey and five additional open questions which are also the same as the first survey, although slightly adjusted.

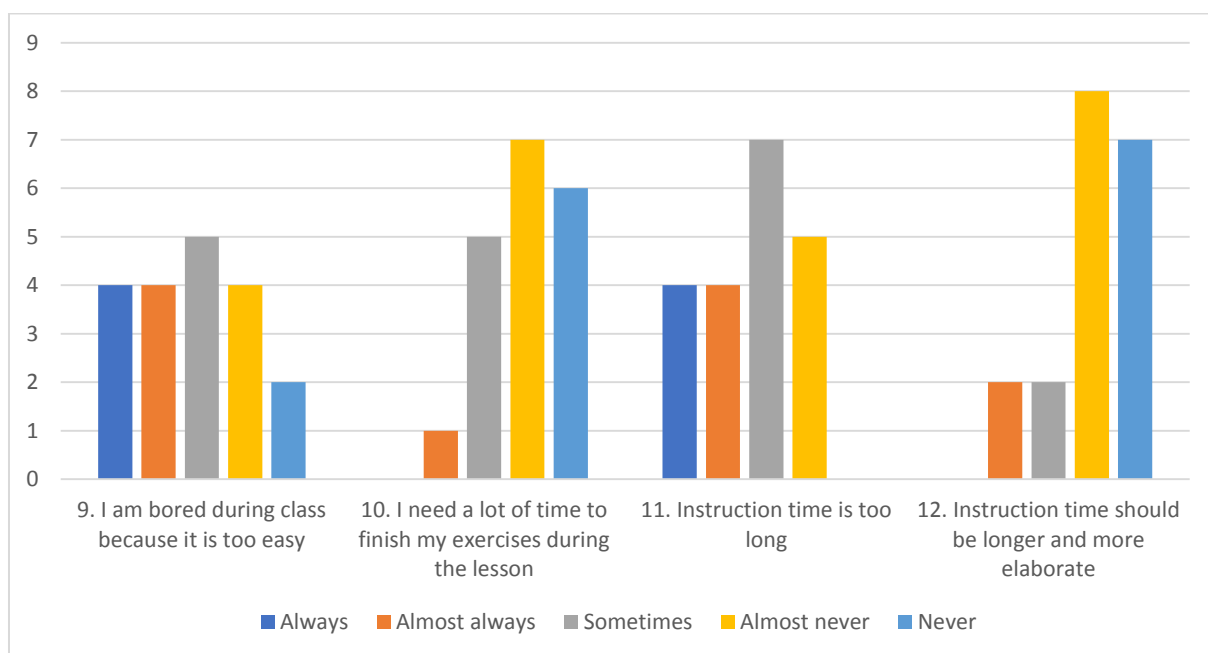
The results of this survey are processed in the same manner as the previous survey and will be explained at the end of this paragraph.



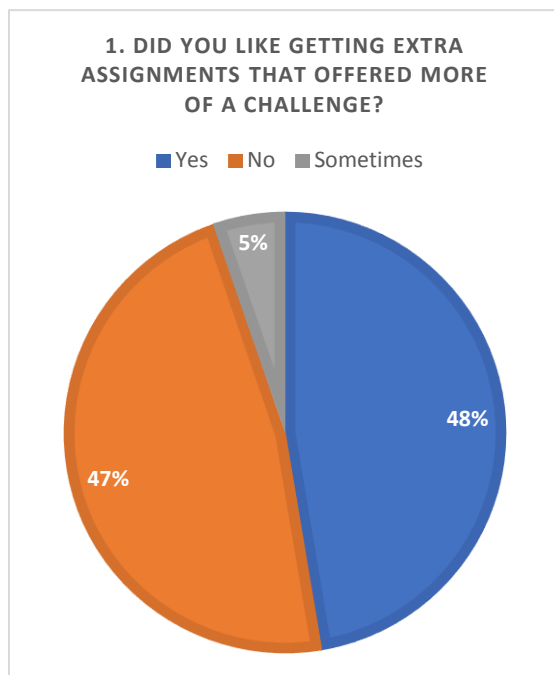
Graph 9 Results general statements 1 through 4



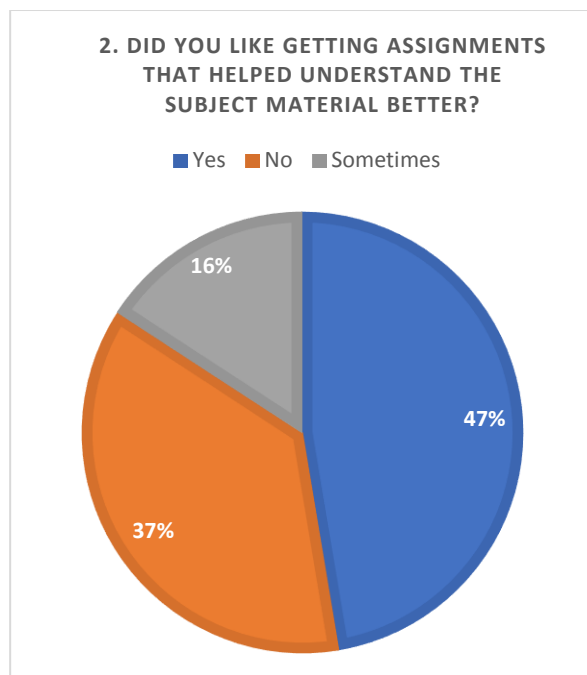
Graph 10 Results general statements 5 through 8



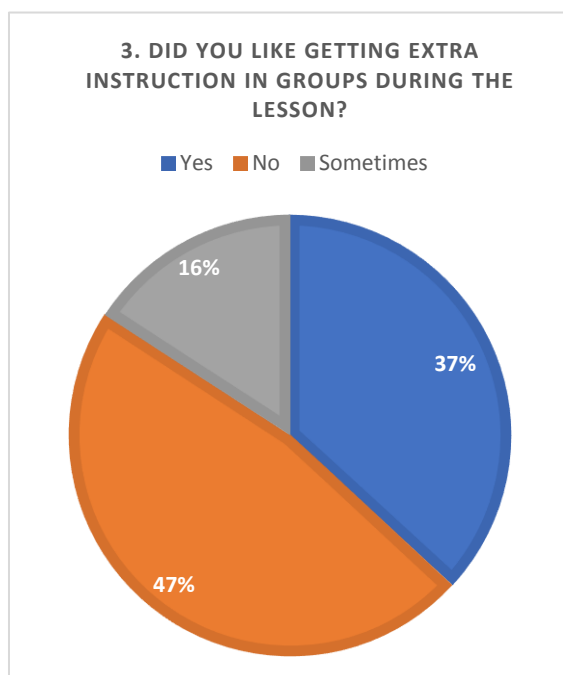
Graph 11 Results general statements 9 through 12



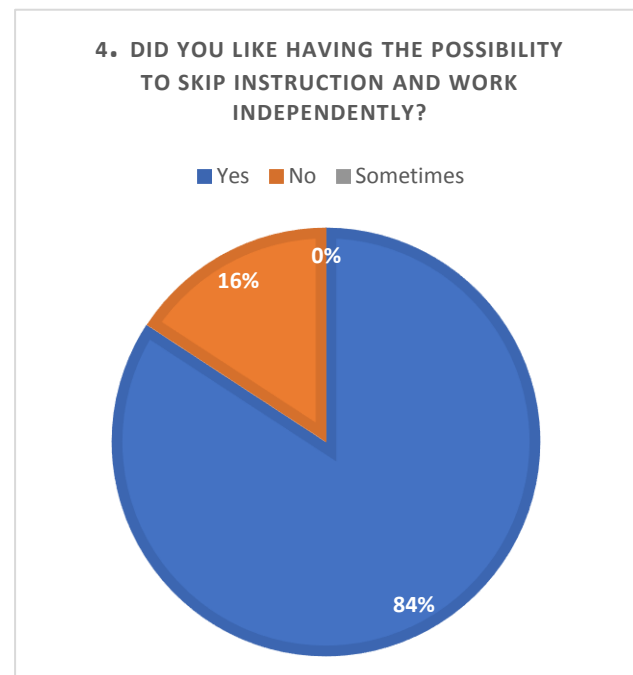
Graph 12 Results open question 1



Graph 13 Results open question 2



Graph 14 Results open question 3



Graph 15 Results open question 4

The column graph and circle graph can be read in the same manner as the ones from the previous paragraph. They both show the differences in numbers after the research has been done in either numbers or percentiles. The only difference is the last question, when they were asked to explain whether they thought that the lessons were more on their level now or not. The answers given on this last question can be found in Appendix D and will be discussed below.

The graphs that show the results after the research can be interpreted in a few ways. The amount the pupils got distracted during worktime became less, going from six pupils choosing almost always being distracted, to only one pupil. This could mean that the worksheets provided offered them with enough challenge to not get distracted as quickly as before. Also, when looking at the question about boredom, there is a small shift from pupils being always bored to almost always, sometimes or almost never being bored when being finished with their work. This means there is a small positive change when looking at this category. The question about whether or not the exercises were too easy is a notable shift. The almost always category increased exponentially meaning the pupils experienced the exercises as easier during the research than before the research. The pupils also feel that the instruction time is not too long anymore. This could be due to the fact they received the possibility to skip instruction during the course of the research.

The open questions answered before the research also showed that a majority of the pupils seemed to be reluctant in wanting extra instruction or assignments. After the research, this reluctance seems to have decreased and pupils appear to have enjoyed receiving this extra support. The answers to the last open question, which could be found in Appendix D, revealed the same as the student survey, which was the fact that the worksheets were perceived as too easy.

Additionally, a post-test was taken by the pupils on the subject of reading and listening in order to determine if progress has been made academically. The grades the pupils received are can be looked at in the table below:

Reading post-test

Name	Pre	Post
Pupil 1	8,1	7,6
Pupil 2	1	5,9
Pupil 3	5,4	8,4
Pupil 4	6,6	9,2
Pupil 5	7,3	6,7
Pupil 6	6,1	9,2
Pupil 7	5,8	6,7
Pupil 8	5,8	9,2
Pupil 9	5,8	7,6
Pupil 10	7	9,2
Pupil 11	7	6,7
Pupil 12	5	6,7
Pupil 13	7,3	10
Pupil 14	5,8	9,2
Pupil 15	7	8,4
Pupil 16	8,1	9,2
Pupil 17	7	10
Pupil 18	Transfer student	5,1
Pupil 19	Transfer student	8,4

Table 3 Grades reading post-test

Listening post-test

Name	Pre	Post
Pupil 1	10	9,1
Pupil 2	3,3	4,7
Pupil 3	10	7,3
Pupil 4	7,5	7,3
Pupil 5	8,3	9,1
Pupil 6	6,7	5,6
Pupil 7	6,7	9,1
Pupil 8	6,7	7,3
Pupil 9	7,5	7,3
Pupil 10	7,5	7,3
Pupil 11	3,3	7,3
Pupil 12	9,2	9,1
Pupil 13	10	9,1
Pupil 14	10	10
Pupil 15	9,2	8,2
Pupil 16	9,2	10
Pupil 17	9,2	9,1
Pupil 18	1	4,7
Pupil 19	8,3	6,4

Table 4 Grades listening post-test

The pre-test column is added in there to illustrate the differences in academic performance before and after the intervention. When it comes to reading, 9 pupils have an exponential growth in their grade and 1 pupil has received a lower grade. While the listening grades show that 4 pupils have gone up a lot in their grade and 3 pupils have received worse grades.

The third and last measuring instrument used in order to establish the results of this research are the in-depth interviews with five pupils. The questions asked can be found in Appendix E and the horizontal analysis of the interviews can be found in Appendix F. The interview consisted out of seven questions of which four were actually relevant to the research and of these a summary is made.

The first question focused on whether the pupils found that the worksheets they received matched their level of the skills practised. Three out of five pupils experienced the worksheets as too easy. The other two people did think that their worksheets were compatible with their level of reading and listening. One of the pupils, pupil 6, also pointed out that he felt he actually improved in reading and pupil 2 said his grades went up and therefore thought that these past few lessons contributed to that.

When asked about whether their motivation for the subject had increased or not, three pupils said their motivation had improved and two pupils experienced their motivation as the same as before the research. Reasons for improvement of the motivation were the fact they were able to work independently and were allowed to skip instruction. Furthermore, one pupil also commented on the fact that he really enjoyed the fact he was given the opportunity to work with different people every lesson and being able to get to know classmates better like this.

When asked about whether or not they liked getting extra instruction in groups, four out of five pupils said to enjoy getting instruction and working in groups because it was quieter and commented

that they developed a better feel of what their mistakes are. The fifth pupil did not receive this question because she was always allowed to skip instruction considering her high level in the two skills practised in this research.

Moreover, the pupils were asked how they experienced the atmosphere in the classroom for the duration of the research. Three pupils experienced the atmosphere as better and that it was a lot calmer in the classroom, which they liked. Two pupils voiced that the atmosphere was the same as before.

Lastly, when being asked about the research in general and what they thought about everything, something that returned often was that the subjects used in the worksheets were thought to be enjoyable and interesting. One pupil also added that he would have enjoyed the lessons more if he had received more choice in choosing a group.

CHAPTER 5 CONCLUSION AND DISCUSSION

In this chapter the results will be linked to the research questions in order to see if there is a clear answer to the research question. Besides this, the recommendations for the school context, the improvement areas of this research and the suggestions for a follow-up research will be discussed in this chapter.

5.1 ANSWER(S) TO THE RESEARCH QUESTION

This research started with the question: "How does differentiating in instruction and learning materials improve the students' learning environment, meaning their achievements, motivation and atmosphere in the classroom, in a lower vocational classroom?". Using the student survey, interviews and the overview of their grades before and after the research the question can be answered in the following manner:

In general, the research has positively influenced the student's learning environment. The changes are small, however, the changes that appear tend to be positive.

Their achievements in reading have exponentially improved over the course of the research. Fourteen out of nineteen pupils showed an increase in their reading grade, with some pupils increasing in more than 3 points. Only three pupils decreased in their reading grade and the differences between their grade before and after the research is never more than 0,9 points. This is an extremely positive growth in their academic performance. Their listening grades have more divided results. Half of the pupils show an increase in grades and the other half a decrease. Some pupils show a large decrease and some only a decrease in 0,1 or 0,2 points. Because of this, it is difficult to determine whether their listening skills have been influenced in a positive manner or not.

Looking at the results shown from the student survey question number three gives a good insight into the motivation levels before and after the research. Before the research started 0 pupils said to be always motivated for English, 10 almost always, 6 sometimes, 3 almost never and 0 never. After the research 5 pupils said to be always motivated for English, 3 almost always, 6 sometimes, 5 almost never and 0 never. This shows a positive shift to the always category. The almost always category did decrease, but the overall differences seem to be positive when it comes to motivation. This can also be found in the results of the interview, where three out of five pupils experienced an increase in motivation and two pupils experienced it as the same. In none of the cases the motivation became less than it was before. The student survey did show that the worksheets were seen as too easy, considering 3 pupils answered almost always to the question: "the exercises during class are too easy"; while after the research 8 pupils answered almost always to this question. This shows the pupils could have handled more challenging exercises. This again comes back in the interviews, where three out of five pupils said they found the worksheets not difficult enough. Besides the general statements, the open questions also showed some interesting results. Especially the question about having the choice to skip instruction had a positive increase. At first, 53% of the pupils were interested in this and after the research 84% experienced this as positive.

Furthermore, the interviews gave a perspective into the changes made concerning the atmosphere in the classroom during this research. Three out of five pupils say they thought the atmosphere was nicer and calmer and two pupils said it remained the same. This shows the same conclusion as the results concerning the motivation of the pupils: this research has either improved it or made it remain the same. However, the motivation and atmosphere of the class did not become worse than it was before. Lastly, the interviews showed a very positive attitude towards working in groups and the subjects used in the work sheets.

In conclusion, the results of this research seem largely positive even though the changes might not be of exponential improvement. The most negative result is the fact that the worksheets were experienced as too easy. The results have answered the research question.

5.2 INTERPRETATION AND EXPLANATION OF RESULTS RELATED TO THE LITERATURE RESEARCH

In paragraph 2.2 it is suggested that a good way to divide the class into the groups is a division into three groups namely instruction dependent, instruction sensitive and instruction independent. In two out of five lessons this theory is used in order to make a division. Furthermore, the BHV principle was used in every lesson in order to assess what the pupils really needed to know and what could be added to make it more supportive for some pupils and more challenging for others.

In paragraph 2.6 it is said that in order to increase motivation and atmosphere in the classroom it is important to engage the learner's interest and to focus on the student's strengths. Throughout this research, the pupil's interest has always been kept in mind. The worksheets that were used contained subjects considered to keep the attention of the pupils. The results of the interviews seem to deem this as a successful enterprise.

Moreover, when designing the materials and making the group divisions the student's strengths were always kept in mind. By trying to adhere to the level best suited to the individual pupil, they could have a success experience every lesson and therefore improving motivation atmosphere.

In conclusion, this differentiation research has improved the academic reading performance of the pupils, yet the listening grades only partly improved and partly decreased. Secondly, the option to bypass the instruction and work independently seems to be a feature the pupils experienced as positive even though the worksheets they received during this independent worktime were experienced as too easy. Lastly, the motivation of the pupils and the atmosphere in the class has only improved or stayed the way it was before the research. This is a welcome shift in their attitudes towards English.

5.3 RECOMMENDATIONS TO SCHOOL CONTEXT

Looking at the results it would be in the interest of the pupils to implement differentiation in more lessons. Of course it is fully up to the teachers themselves whether or not to implement this type of curriculum into their lessons, but this research has shown the positive influence it can have. The academic achievement, motivation and atmosphere in the classroom only improved or remained the same, which shows it would be a worthy venture to use differentiation in the classroom.

It is however quite a bit of work to use differentiation in your lessons, so it would be recommended that the school and management supports those teachers who want to venture into the world of differentiation.

5.4 IMPROVEMENT AREAS RESEARCH

One obvious improvement area of this research is that the worksheets need to be more challenging than they are now. By using an intermediate student survey, a measurement can be made on how the worksheets are experienced and which pupils need an adjustment in the level they can handle. Furthermore, more feedback can be asked from the pupils during the lessons in a more informal

manner. This would allow the teacher to make more adjustments along the way. During this research that has not happened enough.

The results of this research would also stand more strongly if it had been carried out for a longer period of time and with more classes. This way more results could have been analysed and compared in order to see if academic achievement, motivation and atmosphere really improves when differentiating in instruction and learning materials.

5.5 SUGGESTIONS FOLLOW-UP RESEARCH

This research focused mainly on the skills reading and listening. A suggestion that could be made for a follow-up research would be to conduct it for a longer period of time and to differentiate in all the skills. This would mean that speaking, writing and grammar explanation would also be included into the research. This way you would get a broader sense of the possible improvement when it comes to academic achievement as a whole. Secondly, it could also be interesting to see how the academic performance, motivation and atmosphere is influenced when the teacher differentiates in time and learning preferences instead of instruction and learning materials like this research did. Especially differentiating in learning preference could be a good follow-up research using the different learning styles from for example Gardner. A bigger focus could be put on learning visually, musically or physically and differentiating in those differences.

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APPENDICES

APPENDIX A LESSON PREPARATION FORMS AND MATERIALS USED



School: Bonnefantien College Student: Koos Kostjens Subject: English Year: 4 FT	Class + number of pupils: 3A / 19 SPD: Pia Rouvroye FCD: Annette Gassdorf OD: Urela de Goey	Date: 20-03-2018 Lesson: 4 Time: 11:20-12:10 Room: 2.04
Lesson topic: Differentiation in reading		
Goals: At the end of the lesson the pupils will be able to.... <ol style="list-style-type: none"> 1. Improve their speaking skills by giving a presentation in groups of three in English about a city in Great-Britain. 2. Group green will be able to practice with a gap text and answering open questions in English using a text about Sherlock Holmes. 3. Group green will be able to practice with writing their opinion in English about the popularity of Sherlock Holmes. 4. Group purple will be able to practice with a true/false exercise and answering open questions in English using a text about International Women's Day. 5. Group blue will be able to practice with a true/false exercise en making a gap-fill exercise in English using a text about International Women's Day. 		
Lesson content – what is the core content of the lesson? (not the lesson process or page or chapter references): Goal 1:		

- See presentation.

Goal 2 up to and including 5:

- Differentiated exercises concerning reading.
- See Appendix A.

Expected starting point and relevant aspects of the lesson environment, pupil behaviour etc)

I expect that most pupils will be able to handle this because they are usually quite good at independent work.
I do expect some difficulties with three pupils are sometimes show disruptive behaviour.

LESSON

<i>Phase</i>	<i>Time</i>	<i>Content (reference to lesson goal)</i>	<i>Teacher activity (didactic method?)</i>	<i>Activity pupil</i>	<i>Teaching aids</i>	<i>Check How will you check whether you have achieved your goal?</i>
Intro	5 min.	Introduction lesson.	<ul style="list-style-type: none"> • Welcome everybody. • Write down absent pupils. • Explanation lesson: <ul style="list-style-type: none"> ○ Presentation ○ Reading 	<ul style="list-style-type: none"> • Pupils listen to the explanation of the lesson. • Are allowed to ask questions if they have them. 	PPT.	n/a

	10 min.	Presentation. Goal 1	<ul style="list-style-type: none"> • 1 group is going to present. • Instruction: <ul style="list-style-type: none"> ○ It is quiet and you listen. ○ After the presentation you can ask questions and give tips and tops. • Shortly discuss presentation after. 	<ul style="list-style-type: none"> • Group that needs to present is in front of the class and answer questions at the end. • Rest of the pupils do not talk while the presentation is going on. 	Smartboard. Assessment form presentations.	Check by discussing presentation and asking questions.
Presentation	10 min.	Set-up thesis.	<ul style="list-style-type: none"> • Short explanation about my thesis: <ul style="list-style-type: none"> ○ You will be working in groups. ○ Independent work. ○ Use of worksheets. ○ If I am helping a group → do not disturb. • Project division of groups on the board. • The pupils have to sit like this during this lesson. • Ask if there are any questions. 	<ul style="list-style-type: none"> • Listen to explanation. • Calmly move to their assigned seats. • Are allowed to ask questions if there are any. 	PPT. Group division in Excel.	Check if they have understood everything will become clear in the next phase.

Practice	20 min.	Reading . Goal 2-5	<ul style="list-style-type: none"> • Instruction: <ul style="list-style-type: none"> ○ Every group will receive their own worksheet. ○ First page contains step-by-step instructions. ○ Answer sheets are at the back of the class. • One pupil per group will hand out the worksheets. • Group green can start with their worksheet right away. • Group purple and blue get instruction together about reading strategies. • After this, group purple and blue can start their worksheets. • Group blue check exercises together with teacher. • Walks around during independent work to help and make sure it stays quiet. 	<ul style="list-style-type: none"> • Pupils listen to explanation. • Group green starts with their worksheets. • Group purple and blue participate actively during discussing of the various reading strategies. • The other groups do not disturb if I am helping another group. • Know what they can work on when they are finished with their worksheets. 	PPT. Work sheets for all three groups. Answer sheets for group green and purple.	Use ‘ <i>drierondjes model</i> ’ during independent work time.
Transfer and close	5 min.	Finishing up the lesson.	<ul style="list-style-type: none"> • Not finished → homework. • How did it go? • What did you learn? 	<ul style="list-style-type: none"> • Write down homework. • Answer the questions. 	Magister.	n/a

PERSONAL LEARNING OBJECTIVES		
What would I like to improve in this lesson? Giving a differentiated lesson.	How am I going to do so? By using differentiated worksheets concerning reading and instruction in groups.	How can I assess whether or not progress has been made? <ul style="list-style-type: none"> • Feedback WB. • Student survey. • Interviews. • Tests.



School: Bonnefantan College Student: Koos Kostjens Subject: English Year: 4 FT	Class + number of pupils: 3A / 19 SPD: Pia Rouvroye FCD: Annette Gassdorf OD: Urelana de Goey	Date: 22-03-2018 Lesson: 7 Time: 14:20-15:10 Room: 2.05
Lesson topic: Differentiation in listening		
Goals: At the end of the lesson the pupils will be able to.... 1. Group purple will be able to practice with making a true/false exercise and answering open questions while watching a YouTube clip about Stephen Hawking.		

2. Group blue will be able to practice with making a true/false exercise while watching a YouTube clip about Stephen Hawking.
3. Group blue will know six new words in English which they have learned while watching a YouTube clip about Stephen Hawking and the vocabulary exercise going with it.
4. Make a mind map about the life of Stephen Hawking in English using the information required through the YouTube clip and using their phone for different sources.

Lesson content – what is the core content of the lesson? (not the lesson process or page or chapter references):

Goal 1+2:

- Differentiated exercises concerning listening.
- See Appendix A.

Goal 3:

1. Author
2. Controversy
3. Diagnosed
4. Decade
5. Concerned
6. Optimist

Goal 4:

- See posters made by pupils.

Expected starting point and relevant aspects of the lesson environment, pupil behaviour etc)

I expect they will find Stephen Hawking an interesting subject. There is a possibility some pupils will make a comment about his appearance. This lesson I again expect that the three pupils, who are difficult behaviourally, might cause problems.

LESSON						
<i>Phase</i>	<i>Time</i>	<i>Content (reference to lesson goal)</i>	<i>Teacher activity (didactic method?)</i>	<i>Activity pupil</i>	<i>Teaching aids</i>	<i>Check How will you check whether you have achieved your goal?</i>
Intro	5 min.	Introduction lesson.	<ul style="list-style-type: none"> • Welcome everybody. • Write down absent pupils. • Explanation lesson: <ul style="list-style-type: none"> ○ Listening ○ Poster exercise 	<ul style="list-style-type: none"> • Pupils listen to the explanation of the lesson. • Are allowed to ask questions if they have them. 	PPT.	n/a

Presentation	5 min.	Instruction assignment.	<ul style="list-style-type: none"> • Instruction: <ul style="list-style-type: none"> ○ Class will be divided in two groups today. ○ Division will be projected on the board. ○ We will look at a YouTube clip twice. If necessary three times. ○ Different worksheets. ○ The first exercise check together. ○ The second exercise separately. ○ While I am checking with one group, the other will read in their book. • Project group division. 	<ul style="list-style-type: none"> • Listen to the instructions. • Are allowed to ask questions if anything is unclear. • Move to their new assigned seat calmly. 	PPT. Group division in Excel.	Check in the next phase if everything was clear.
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Practice	20 min.	Listening Goal 1+2+3	<ul style="list-style-type: none"> • Each group will get their own worksheet. • Listen once. • Check first exercise together. • Listen again and make the second exercise. • Check exercise 2 with group purple → group blue will be reading in their book. • Check exercise 2 with group blue → group purple will be reading in their book. • Discuss together how the exercises went. 	<ul style="list-style-type: none"> • Pupils are quiet while the clip is playing and are making their exercises. • Actively participate when the exercises are being checked. • Know what they are allowed to do if it is not their turn to discuss exercise 2. • Give feedback on how well they thought the exercises went. 	PPT. Worksheets. Reading books. https://www.youtube.com/watch?v=UTQ8tutxBoE	Check by discussing to exercises together.
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Transfer	15 min.	Poster assignment. Goal 4	<ul style="list-style-type: none"> • Instructions: <ul style="list-style-type: none"> ○ You will get an A3 poster from the teacher. ○ Alone or in pairs make a mind map about Stephen Hawking. ○ Allowed to use your phone. ○ Time left → a few people will talk about what they have written down. • Pass out posters. • Walk around to help. 	<ul style="list-style-type: none"> • Listen to instructions. • Get to work. • Talk about their posters if that is asked of them or if they want to talk about it. • Can talk if they are working together. 	PPT. Posters. Phones.	Use ‘ <i>drierondjes model</i> ’.
Close	5 min.	Finishing up the lesson.	<ul style="list-style-type: none"> • There is no homework. • Give feedback/compliment on work behaviour throughout the lesson. 	<ul style="list-style-type: none"> • Pack up their stuff and are allowed to leave a bit earlier. • Group Tim, Colin, Alain will present their British city when everyone has left. 	n/a	n/a

PERSONAL LEARNING OBJECTIVES		
What would I like to improve in this lesson? Giving a differentiated lesson.	How am I going to do so? By using differentiated work sheets concerning listening.	How can I assess whether or not progress has been made? <ul style="list-style-type: none"> • Feedback WB. • Student survey. • Interviews. • Tests.



School: Bonnefanten College Student: Koos Kostjens Subject: English Year: 4 FT	Class + number of pupils: 3A / 19 SPD: Pia Rouvroye FCD: Annette Gassdorf OD: Urela de Goey	Date: 27-03-2018 Lesson: 4 Time: 11:20-12:10 Room: 2.04
Lesson topic: Differentiation in listening		

Goals: At the end of the lesson the pupils will be able to....

1. Improve their speaking skills by giving a presentation in groups of three in English about a city in Great-Britain.
2. All pupils will be able to practice with multiple choice questions while watching a YouTube clip about the Diwali Festival in India.
3. Group orange will have learned seven new words in English by making a gap-fill exercise and watching a YouTube clip about the Diwali Festival in India.
4. Group green will have learned seven new words in English by making a vocabulary exercise where they have to explain the words in context using the YouTube clip about the Diwali Festival in India.
5. To give a short explanation in English about Stephen Hawking using their own mind maps they made the previous lesson.

Lesson content – what is the core content of the lesson? (not the lesson process or page or chapter references):

Goal 1:

- See presentations.

Goal 2+3+4:

- Differentiated exercises concerning listening.
- See Appendix A.

Goal 5:

- See mind maps.

Expected starting point and relevant aspects of the lesson environment, pupil behaviour etc)

I expect they are beginning to understand how these lessons are set-up, so I do not think there will be a lot of issues.

I do expect I will not have enough time to discuss the mind maps.

LESSON						
<i>Phase</i>	<i>Time</i>	<i>Content (reference to lesson goal)</i>	<i>Teacher activity (didactic method?)</i>	<i>Activity pupil</i>	<i>Teaching aids</i>	<i>Check How will you check whether you have achieved your goal?</i>
Intro	5 min.	Introduction lesson.	<ul style="list-style-type: none"> • Welcome everybody. • Write down absent pupils. • Explanation lesson: <ul style="list-style-type: none"> ○ Presentations ○ Listening ○ Mind maps 	<ul style="list-style-type: none"> • Pupils listen to the explanation of the lesson. • Are allowed to ask questions if they have them. 	PPT.	n/a
	20 min.	Presentations. Goal 1	<ul style="list-style-type: none"> • 2 groups are going to present. • Instruction: <ul style="list-style-type: none"> ○ It is quiet and you listen. ○ After the presentation you can ask questions and give tips and tops. • Shortly discuss presentation after. 	<ul style="list-style-type: none"> • Group that needs to present is in front of the class and answer questions at the end. • Rest of the pupils do not talk while the presentations are going on. 	Smartboard. Assessment form presentations.	Check by discussing presentation and asking questions.

Practice	20 min.	Listening Goals 2+3+4	<ul style="list-style-type: none"> • Explain that the assignment has the same set-up as the previous lesson. • Instruction: <ul style="list-style-type: none"> ○ Explanation listening strategies together as a class. ○ After this, listen to clip once. ○ Check first exercise together. ○ Check exercise 2 in groups. ○ Checking with group green → group orange is reading. ○ Check with group orange → group green is reading. ○ Group orange will receive extra instruction on what to look out for while listening. • Project group division. • Makes sure it is quiet while the clip is playing. • Checking rounds. • Discuss clip with the whole class. 	<ul style="list-style-type: none"> • Listen to instructions. • Ask questions if they have any. • Move to their new assigned calmly. • Are quiet when the clip is playing. • Know what they have to do when it is not their turn to check exercise 2. • Participate actively when it is their turn to check exercise 2. 	PPT. https://www.youtube.com/watch?v=LiVoXktqyIs Worksheets	Checking by discussing exercises → together and in groups.
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Close	5 min.	Mind maps. Goal 5	<ul style="list-style-type: none"> • Short discussion of their mind maps. • At least two pairs will have to tell something about their mind map. • What have you learned this lesson? • No homework. 	<ul style="list-style-type: none"> • A few pupils will talk about their mind map. • The rest is listening. 	Mind maps.	Check by having discussion.
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PERSONAL LEARNING OBJECTIVES		
What would I like to improve in this lesson? Giving a differentiated lesson.	How am I going to do so? By using differentiated worksheets concerning listening.	How can I assess whether or not progress has been made? <ul style="list-style-type: none"> • Feedback WB. • Student survey. • Interviews. • Tests.

School: Bonnefanten College Student: Koos Kostjens Subject: English Year: 4 FT	Class + number of pupils: 3A / 19 SPD: Pia Rouvroye FCD: Annette Gassdorf OD: Urela de Goey	Date: 28-03-18 Lesson: 6 Time: 13:30-14:20 Room: 2.04
Lesson topic: Differentiation in choice		
Goals: At the end of the lesson the pupils will be able to.... <ol style="list-style-type: none"> 1. Improve their speaking skills by giving a presentation in groups of three in English about a city in Great-Britain. 2. Group blue will have a better understanding of the grammar of chapter three by getting extra instruction in a smaller group. 3. Group orange will be able to improve their listening and or reading skills by choosing their own worksheets. 		
Lesson content – what is the core content of the lesson? (not the lesson process or page or chapter references): Goal 1: <ul style="list-style-type: none"> • See presentation. Goal 2+3: <ul style="list-style-type: none"> • Differentiated exercises concerning reading and listening. • See Appendix. 		
Expected starting point and relevant aspects of the lesson environment, pupil behaviour etc) I expect there is a possibility they will struggle with the fact they are not allowed to ask me questions for a longer period of time because I am giving grammar instruction to group blue.		

LESSON						
<i>Phase</i>	<i>Time</i>	<i>Content (reference to lesson goal)</i>	<i>Teacher activity (didactic method?)</i>	<i>Activity pupil</i>	<i>Teaching aids</i>	<i>Check How will you check whether you have achieved your goal?</i>
Intro	5 min.	Introduction lesson.	<ul style="list-style-type: none"> • Welcome everybody. • Write down absent pupils. • Explanation lesson: <ul style="list-style-type: none"> ○ Presentation ○ Choice 	<ul style="list-style-type: none"> • Pupils listen to the explanation of the lesson. • Are allowed to ask questions if they have them. 	PPT.	n/a
Intro	10 min.	Presentation. Goal 1	<ul style="list-style-type: none"> • 1 group is going to present. • Instruction: <ul style="list-style-type: none"> ○ It is quiet and you listen. ○ After the presentation you can ask questions and give tips and tops. • Shortly discuss presentation after. 	<ul style="list-style-type: none"> • Group that needs to present is in front of the class and answer questions at the end. • Rest of the pupils do not talk while the presentation is going on. 	Smartboard. Assessment form presentations.	Check by discussing presentation and asking questions.

Presentation	5 min.	Instruction.	<ul style="list-style-type: none"> • Two groups this lesson. • Group blue: extra grammar instruction. We will be discussing the chapter test and see where the mistakes lie. • Pupils who are not in group blue but still would like to discuss their test are free to join. • Group orange can make a choice in what they work on: <ul style="list-style-type: none"> ○ Practice with either listening or reading. ○ There are two different worksheets at the back of the class with instructions → your choice. ○ Finished: you can grab an answer sheet ○ If you have got a question try to figure it out yourself or ask neighbour. • Project group division of today's lesson on the board. 	<ul style="list-style-type: none"> • Listen to instruction. • May ask questions if anything is unclear. • Move to their assigned seats calmly. 	PPT. Group division in Excel.	n/a
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Presentation and practice	25 min.	Group blue. Goal 2	<ul style="list-style-type: none"> • Hands out tests and projects it on the smartboard. • Discuss the exercises that were made the worst and work through them together. • Answer questions about difficulties pupils had. • Explain certain grammar items again if necessary. 	<ul style="list-style-type: none"> • Participate actively when the test is being discussed. • Ask questions and make notes where necessary. • If they are finished earlier than expected → make a worksheet from group orange. 	PPT. Chapter test. Worksheets.	Check by discussing the test.
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Practice	25 min.	Group orange. Goal 3	<ul style="list-style-type: none"> Keeps an eye on group orange when they are doing independent work, when group blue is getting their extra instruction. Walks around to see how they are doing when group blue has received their instruction and the test is discussed. 	<ul style="list-style-type: none"> Choose a worksheet and get to work. Are working independently and whisper when they discuss with their neighbour. Get an answer sheet when they are finished with the assignments. Know what they can continue with if they are finished → read in book. 	Worksheets. Answer sheets. Reading books.	Check by independently using the answer sheets to check their answers and discussing the process at the end of the lesson.
Close	5 min.	Finishing up lesson.	<ul style="list-style-type: none"> Let a few pupils talk about what they learned this listen. This can be about listening, reading or grammar. Makes sure it is quiet when a pupil is speaking. No homework. 	<ul style="list-style-type: none"> Share what they have learned. Listen to their classmates when they are talking. 	n/a	n/a

PERSONAL LEARNING OBJECTIVES		
What would I like to improve in this lesson?	How am I going to do so?	How can I assess whether or not progress has been made?
Giving a differentiated lesson.	By using differentiated work sheets concerning reading and listening. By only giving instruction to those pupils that actually need it.	<ul style="list-style-type: none"> • Feedback WB. • Student survey. • Interviews. • Tests.



School: Bonnefantten College Student: Koos Kostjens Subject: English Year: 4 FT	Class + number of pupils: 3A / 19 SPD: Pia Rouvroye FCD: Annette Gassdorf OD: Urelana de Goey	Date: 29-03-2018 Lesson: 7 Time: 14:20-15:10 Room: 2.05
Lesson topic: Differentiation in reading		

Goals: At the end of the lesson the pupils will be able to....

1. Improve their speaking skills by giving a presentation in groups of three in English about a city in Great-Britain.
2. Group green is able to practice with finding synonyms in a text, making a true/false exercises and a gap-fill exercise using a differentiated worksheet about James Bond.
3. Group blue is able to practice with making a true/false exercise and linking statements to the correct paragraph in a text using a differentiated worksheet about the Holi festival.
4. Group purple is able to practice with finding synonyms in a text and answering open questions in English using a differentiated worksheet about ghost stories.
5. Improve their speaking skills by talking about his or her own text and talking about a different text from a fellow classmate.

Lesson content – what is the core content of the lesson? (not the lesson process or page or chapter references):

Goal 1:

- See presentation.

Goal 2+3+4:

- Differentiated worksheets concerning reading.
- See Appendix.

Goal 5:

- Pupil's interpretation.

Expected starting point and relevant aspects of the lesson environment, pupil behaviour etc)

I only expect possible difficulties with the speaking exercises considering the fact they tend to struggle when having to communicate solely in English.

LESSON						
<i>Phase</i>	<i>Time</i>	<i>Content (reference to lesson goal)</i>	<i>Teacher activity (didactic method?)</i>	<i>Activity pupil</i>	<i>Teaching aids</i>	<i>Check How will you check whether you have achieved your goal?</i>
Intro	5 min.	Introduction lesson.	<ul style="list-style-type: none"> • Welcome everybody. • Write down absent pupils. • Explanation lesson: <ul style="list-style-type: none"> ○ Last presentation. ○ Reading. ○ Speaking. 	<ul style="list-style-type: none"> • Pupils listen to the explanation of the lesson. • Are allowed to ask questions if they have them. 	PPT.	n/a
Presentation	10 min.	Presentation. Goal 1	<ul style="list-style-type: none"> • 1 group is going to present. • Instruction: <ul style="list-style-type: none"> ○ It is quiet and you listen. ○ After the presentation you can ask questions and give tips and tops. • Shortly discuss presentation after. 	<ul style="list-style-type: none"> • Group that needs to present is in front of the class and answer questions at the end. • Rest of the pupils do not talk while the presentation is going on. 	Smartboard. Assessment form presentations.	Check by discussing presentation and asking questions.

Practice	15 min.	Reading. Goal 2+3+4	<ul style="list-style-type: none"> • Class will be divided in three groups. • Project group division on board. • Every group will receive their own reading worksheet. • Instruction: <ul style="list-style-type: none"> ○ You read the instructions and make the assignments going with it. ○ Finished: answer sheets are at the back of the classroom. ○ Check everything: read in your book. • I will walk around to help pupils individually. • Discuss exercises together when everyone is finished. 	<ul style="list-style-type: none"> • Move to their assigned seats calmly. • Listen to the instructions. • Ask questions if they have any. • Start working independently on their worksheets. • Know what they can do when they are finished. 	PPT. Group division in Excel. Worksheets + answer sheets.	Use ‘ <i>drierondjes model</i> ’.
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Transfer	18 min.	Speaking. Goal 5	<ul style="list-style-type: none"> • Instruction: <ul style="list-style-type: none"> ○ Moved to a different group. ○ Every group contains of someone who has read a different text. ○ You will tell each other in English what your text was about. ○ Rapport back on someone else's text → not your own! • Project new group division on board. • Walks around to check if exercise is carried out properly. • Gives a few pupils a turn to talk about a text from own of their groupmates. • Makes sure it is quiet when someone is speaking. 	<ul style="list-style-type: none"> • Listen to instruction. • Move to their new group. • Get started on the speaking exercise. • Try to only talk English. • Talk about someone else's text when this is asked of them. 	PPT. Group division in Excel.	Use ‘ <i>drierondjes model</i> ’. Check by letting pupils rapport back.
Close	2 min.	Finish up lesson.	<ul style="list-style-type: none"> • What did you learn? • No homework. 	<ul style="list-style-type: none"> • Tell the rest of the class what they learned this lesson. 	n/a	n/a

PERSONAL LEARNING OBJECTIVES		
What would I like to improve in this lesson? Giving a differentiated lesson.	How am I going to do so? By using differentiated work sheets concerning reading.	How can I assess whether or not progress has been made? <ul style="list-style-type: none"> • Feedback WB. • Student survey. • Interviews. • Tests.

Materials lesson 1:

Steps group blue

1. Read the text
2. Make exercise 1 and 2
3. We will discuss the answers together

Have you ever heard about International Women's Day? Why do we need a day to celebrate just half the inhabitants of our planet? Find out about this special day by reading the text below.

What is International Women's Day?

International Women's Day takes place every year on 8 March to celebrate the achievements of women all over the world. It started with a protest that took place in New York City in 1908 where women went out onto the streets to demand the right to vote, shorter working hours and better pay. Since then it has taken many forms and today it's a global event that is supported by lots of charities, NGOs, governments and academic institutions. In some countries, March 8 is an official holiday and in other countries it's an official holiday but only for women.

Why do we need an International Women's Day?

In today's world it may appear that women have all the same opportunities as men. If you watch the news you will see women astronauts, women prime ministers and women leaders in business. However, if you look at the statistics you realise there's still a long way to go. The BBC did a report a few years ago that showed that in the UK women occupied only 30.9% of the most senior positions across a range of jobs in areas like politics, business and policing. So, although progress has been made since 1908, there is still a lot to do before we see an equal number of men and women in the top jobs and receiving equal pay.

How is IWD celebrated in the UK?

A lot of special events take place in towns and cities all over the UK to celebrate International Women's Day. There are exhibitions, theatre shows, talks, discussions, walking tours, films, workshops, fun runs and so much more. All the events are designed to celebrate the role of women in society and to make us all take a step back and think about the progress that has been made, but also about the changes that still need to take place to ensure the world is a fair and equal place for all its citizens. To find out what is happening in your country have a look on the events page of the International Women's Day website.

Think globally and act locally

The message for women around the world is to 'think globally and act locally'. This means to learn about some of the key issues that women face around the world and then to try to take action close to home. Emma Watson, the actress who played Hermione in the Harry Potter films, is a great example of someone who is doing something to raise awareness about the issues that women face globally. She has launched a campaign called HeForShe, which aims to get people talking at all levels about gender equality. The aim is to create a 'gender-equal world'. The HeForShe campaign makes it very clear that it's the role of men as well as women to make changes in all areas of their lives, both at work and in the family, to help make this possible. With the support of UN Women, the United Nations organisation to support women, Emma's campaign is surely going to make a big impact.

The future

Can you imagine a future where there's no need at all to even have an International Women's Day? Where there is total equality for men and women? Hmmm ... something to think about but perhaps in your lifetime this could happen!?

1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|----|---|-------------|--------------|
| 1. | International Women's Day takes place every year on March 9. | <i>True</i> | <i>False</i> |
| 2. | International Women's Day is only celebrated in a few countries. | <i>True</i> | <i>False</i> |
| 3. | International Women's Day started over a hundred years ago. | <i>True</i> | <i>False</i> |
| 4. | All women around the world can have a holiday on March 8. | <i>True</i> | <i>False</i> |
| 5. | The idea of International Women's Day is to raise awareness about issues that affect women. | <i>True</i> | <i>False</i> |
| 6. | Less than a third of the top jobs in the UK are occupied by women. | <i>True</i> | <i>False</i> |
| 7. | Emma Watson's campaign is called SheForHer. | <i>True</i> | <i>False</i> |
| 8. | The HeForShe campaign only involves women and men aren't allowed to take part. | <i>True</i> | <i>False</i> |

2. Check your vocabulary: gap fill

Complete the sentences with a word from the box.

gender	launch	global	protest
achievement	campaign	raising awareness	issue

- It was a real _____ to become the first female astronaut.
- When a lot of people disagree with something they can organise a _____ in a public space, to make their voices heard.
- A _____ event involves lots of countries around the world.
- Emma Watson's HeForShe campaign is _____ about gender equality.
- When you want to tell a lot of people about a new project you _____ it by talking to the press.
- A _____ is a series of actions to reach a goal.
- A person's _____ is their identity as male or female.
- A problem or subject can also be called an _____.

Steps group purple

4. Read the text
5. Make exercise 1 and 2
6. Finished?:
 - a. Get an answer sheet
 - b. Check your answers and correct them

Have you ever heard about International Women's Day? Why do we need a day to celebrate just half the inhabitants of our planet? Find out about this special day by reading the text below.

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International Women's Day takes place every year on 8 March to celebrate the achievements of women all over the world. It started with a protest that took place in New York City in 1908 where women went out onto the streets to demand the right to vote, shorter working hours and better pay. Since then it has taken many forms and today it's a global event that is supported by lots of charities, NGOs, governments and academic institutions. In some countries, March 8 is an official holiday and in other countries it's an official holiday but only for women.

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How is IWD celebrated in the UK?

A lot of special events take place in towns and cities all over the UK to celebrate International Women's Day. There are exhibitions, theatre shows, talks, discussions, walking tours, films, workshops, fun runs and so much more. All the events are designed to celebrate the role of women in society and to make us all take a step back and think about the progress that has been made, but also about the changes that still need to take place to ensure the world is a fair and equal place for all its citizens. To find out what is happening in your country have a look on the events page of the International Women's Day website.

Think globally and act locally

The message for women around the world is to 'think globally and act locally'. This means to learn about some of the key issues that women face around the world and then to try to take action close to home. Emma Watson, the actress who played Hermione in the Harry Potter films, is a great example of someone who is doing something to raise awareness about the issues that women face globally. She has launched a campaign called HeForShe, which aims to get people talking at all levels about gender equality. The aim is to create a 'gender-equal world'. The HeForShe campaign makes it very clear that it's the role of men as well as women to make changes in all areas of their lives, both at work and in the family, to help make this possible. With the support of UN Women, the United Nations organisation to support women, Emma's campaign is surely going to make a big impact.

The future

Can you imagine a future where there's no need at all to even have an International Women's Day? Where there is total equality for men and women? Hmm ... something to think about but perhaps in your lifetime this could happen!?

1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|----|---|-------------|--------------|
| 1. | International Women's Day takes place every year on March 9. | <i>True</i> | <i>False</i> |
| 2. | International Women's Day is only celebrated in a few countries. | <i>True</i> | <i>False</i> |
| 3. | International Women's Day started over a hundred years ago. | <i>True</i> | <i>False</i> |
| 4. | All women around the world can have a holiday on March 8. | <i>True</i> | <i>False</i> |
| 5. | The idea of International Women's Day is to raise awareness about issues that affect women. | <i>True</i> | <i>False</i> |
| 6. | Less than a third of the top jobs in the UK are occupied by women. | <i>True</i> | <i>False</i> |
| 7. | Emma Watson's campaign is called SheForHer. | <i>True</i> | <i>False</i> |
| 8. | The HeForShe campaign only involves women and men aren't allowed to take part. | <i>True</i> | <i>False</i> |

Exercise 2: Answer the following questions in English:

1. What does International Women's Day celebrate?

2. What kind of events take place to celebrate International Women's Day?

3. What can you do to find out what happens in your country on this day?

4. What does : " think globally and act locally" mean?

5. Do you think that International Women's Day is important? Explain why.

Steps group green

7. Read the text
8. Make exercise 1 and 2
9. Finished?:
 - a. Get an answer sheet
 - b. Check your answers and correct them
10. Make exercise 3

Sherlock Holmes is 130

He was over 1 m 80 cm tall and so thin that he looked even taller. He had sharp eyes and a thin nose and looked like a very determined man. He wore a round hat and a Scottish **cape**, and he smoked a pipe. 1_____, he was an expert in chemistry and British law, and he played the violin very well. His favourite expression was "**Elementary**, my dear Watson."

This is the man who was almost called Mr. Sharps, then Mr. Ferreps, but finally appeared as Sherlock Holmes. And his life began 130 years ago, in 1887.



The classic image of Sherlock Holmes. Basil Rathbone in 1939

The world's most famous detective is now 130 years old, and although in fact he never really existed, he is today a very real part of English culture.

Sherlock Holmes has passed on his **remarkable** methods to Scotland Yard. His analysis is based on the most detailed research. Holmes made famous the arts of observation and **deduction**.

2 _____ he met Doctor Watson, his friend and assistant, for the first time, he said; "I see you have been to Afghanistan," But how did he know? Watson looked like a medical and a military man. He had a dark skin, but his arms were white. His left arm was **hurt**. So Holmes concluded that he was an English army doctor, and he had recently come back from a hot country, with an **injured** arm. The only possible country, at the time was Afghanistan!

"**Elementary**, my dear Watson!".



Benedict Cumberbatch filming for the BBC's modern-day Sherlock series

Yes, Holmes was very popular 130 years ago, and he is still very popular today... both as the "real" 19th-century detective, and now as a modern 21st-century detective. There have been a dozen or so films about Sherlock Holmes since the 1970s; and since 2010, the BBC has had a big **3** _____ with the series "Sherlock", starring Benedict Cumberbatch as a modern-day Sherlock Holmes.

Conan Doyle did not want Sherlock Holmes to live for so long! In fact, he tried to stop writing the Sherlock Holmes stories in 1893, with the story "The Final Problem". Holmes and Moriarty, his big enemy, had a fight at the Reichenbach **Falls** in Switzerland, and they fell together into the water. But the readers protested so much that Conan Doyle was forced to "**resurrect**" the detective. Holmes "miraculously" survived, and there was another book of stories ten years later. Now at Meiringen in Switzerland, at the **site** of the falls, there is a "Sherlock Holmes pub" and a "Sherlock Holmes hotel", and a large Sherlock Holmes museum.

In England, there is a big "Sherlock Holmes Society". Members of the Society take the stories very **4** _____. They have meetings and discussions, where they talk about the books and discuss some of the problems that still exist. **5** _____, in one of the stories, Holmes took a train from London to Paris, but arrived in Paris before the train! How did he do it? One member looked at the train timetables of the 1890's, and found an explanation: He could have changed trains at Reading, near London, to arrive at the coast more quickly! It's elementary of course, for Sherlock Holmes.

Sherlock Holmes is a legend that will not die. Every week about 40 cards and letters, addressed to Mr. Holmes, are delivered at his address, 221B, Baker Street, in London. People ask the detective to solve their personal mysteries for them — some letters even asked him to explain international events!

There is a secretary who answers all the letters to Sherlock Holmes: she always says that Holmes has **retired** and that he now lives in the country, where he keeps **bees**. It's a pity!



WORD GUIDE

cape: sort of coat - **elementary** : very simple - **remarkable:** unusual and very good -

deduction: the ability to deduce, or to see things that are not clear - **hurt** ,

injured - damaged - **Falls** : waterfalls, cascade -**resurrect:** bring back to life - **site:** place

-**retired:** stopped working

Exercise 1: Choose the correct word to fill in the gaps:

1.

A. Also

B. Nevertheless

C. But

2.

A. Unfortunately

B. When

C. While

3.

A. Hit

B. Flop

C. Blockbuster

4.

A. Lightly

B. Serious

C. Seriously

5.

A. Moreover

B. For example

C. Because

Exercise 2: Answer the following questions in English:

1. What did Sherlock Holmes look like?

2. When was Sherlock Holmes first created?

3. How did Sherlock Holmes know that Doctor Watson had been to Afghanistan?

4. What happened to Sherlock Holmes in the story "The Final Problem"?

5. What happens to the letters that people send to Sherlock Holmes?

Exercise 3: Write in 50 words or more why you think Sherlock Holmes is still so popular.

Worksheet group blue

Exercise 1: Pick True or False

- | | |
|--|-----|
| 1. Stephen Hawking died in Cambridge. | T/F |
| 2. People were always enthusiastic about Stephen Hawking's ideas. | T/F |
| 3. Stephen Hawking was expected to live a short life. | T/F |
| 4. Stephen Hawking has two children. | T/F |
| 5. Stephen Hawking played a fictional character in Star Trek. | T/F |
| 6. Eddie Redmayne won an award for his portrayal of Stephen Hawking in a film. | T/F |

Exercise 2: Link the words with the correct definition

- | | |
|----------------|---|
| 7. Author | A. To be worried about something |
| 8. Controversy | B. A period of ten years |
| 9. Diagnosed | C. A public disagreement |
| 10. Decade | D. Writer of a book |
| 11. Concerned | E. A person who is hopeful about the future |
| 12. Optimist | F. To identify an illness or problem |

Worksheet group purple

Exercise 1: Pick True or False. Explain why if the answer is False.

7. Stephen Hawking died in Cambridge.	T/F
8. People were always enthusiastic about Stephen Hawking's ideas.	T/F
9. Stephen Hawking was expected to live a short life.	T/F
10. Stephen Hawking has two children.	T/F
11. Stephen Hawking played a fictional character in Star Trek.	T/F
12. Eddie Redmayne won an award for his portrayal of Stephen Hawking in a film.	T/F

Exercise 2: Answer the following questions in English.

1. What event happened at the same time as Stephen Hawking's death?

2. What happens if you have ALS?

3. Who helped write Stephen Hawking's children book?

4. What did Stephen Hawking specialise in?

5. How did Stephen Hawking popularise science?

Exercise 1: Multiple choice

1. Why is late fall the ideal time to visit India?
 - A. The monsoons will not have started yet.
 - B. The weather is ideal to visit the festival happening at that time.
 - C. The Festival of Lights has just begun at that time.

2. What does the Festival of Light celebrate?
 - A. The light triumphing over the dark.
 - B. That the dark time has ended in India.
 - C. The video does not say.

3. What are the garlands used for?
 - A. To protect the homes of the people in India.
 - B. To decorate the homes of the people in India.
 - C. To give the homes of the people in India a nice smell.

4. What is said about the Lotus Blossoms?
 - A. That they will appear in front of thousands of doorways throughout the nation.
 - B. That people in India have to sit on the floor for a long time in order to make them.
 - C. That they are a sign of welcome.

5. Why do Hindus buy new outfits?
 - A. Because they are beautiful.
 - B. They buy them especially for the festival.

- C. In order to wear them to the temple.
- 6. Where can the colourful displays be found?
 - A. Commercial areas of the city.
 - B. Western cities.
 - C. In most cities in India.

Exercise 2: Fill the correct word in the gap while you listen

- 1. A visitor to India can be _____ by its beauty and colour.
- 2. The festival, in essence _____ the victory of the forces of light over the forces of darkness.
- 3. Flower vendors work feverishly to create garlands of _____ jasmine.
- 4. People are _____ in front of their doorways pouring coloured sand on the ground.
- 5. It is also _____ for families to go to temples together.
- 6. Saris are one of the ways India _____ and gets into the holiday spirit.
- 7. The Indian colourful displays are _____ to Christmas lights in Western cities.

Exercise 1: Multiple choice

7. Why is late fall the ideal time to visit India?

- D. The monsoons will not have started yet.
- E. The weather is ideal to visit the festival happening at that time.
- F. The Festival of Lights has just begun at that time.

8. What does the Festival of Light celebrate?

- D. The light triumphing over the dark.
- E. That the dark time has ended in India.
- F. The video does not say.

9. What are the garlands used for?

- D. To protect the homes of the people in India.
- E. To decorate the homes of the people in India.
- F. To give the homes of the people in India a nice smell.

10. What is said about the Lotus Blossoms?

- D. That they will appear in front of thousands of doorways throughout the nation.
- E. That people in India have to sit on the floor for a long time in order to make them.
- F. That they are a sign of welcome.

11. Why do Hindus buy new outfits?

- D. Because they are beautiful.
- E. They buy them especially for the festival.
- F. In order to wear them to the temple.

12. Where can the colourful displays be found?

- D. Commercial areas of the city.
- E. Western cities.
- F. In most cities in India.

Exercise 2: Explain the following words in context to the video

1. Commemorate:

2. Packed:

3. Hunched:

4. Customary:

5. Spruce up:

Materials lesson 4:

Instructions listening

1. Go to YouTube on your phone.
2. Type in: Newsround 29 September 2017
3. Click on the six-minute video that appears at the top of the page.
4. Watch the video.
5. Make exercise 1 and 2.
6. Tip: You can pause the video whenever you like.
7. Finished:
 - a. Get an answer sheet
8. Finished with the exercises and checked all of your answers?
 - a. Read in your book.

Worksheet listening

Exercise 1: Answer the following questions in English.

1. What is the problem with the Terms and Conditions nowadays?

2. What are different names for the Terms and Conditions?

3. How long are the rewritten Terms and Conditions?

4. What are all social media companies allowed to do?

5. How do the children feel about the Terms and Conditions?

6. What has Snapchat done in order to improve their Terms and Conditions?

7. What were the worries concerning the White Cliffs?

8. Why is singing the Happy Birthday song good for your health?

9. Why are the big football stars not happy?

10. What are the ratings based on?

11. What aspects of FIFA18 have improved?

Exercise 2: Write your opinion about the following topics in 50 words or more.

The topics you can choose from:

1. Terms and Conditions (Social media)
2. The White Cliffs (Nature)
3. Washing your hands (Health)
4. FIFA18 (Sports)

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Instructions reading

1. Read the text.
2. Make exercise 1 t/m 5.
3. Finished?
 - a. Get an answer sheet
4. Finished with the exercises and checked all of your answers?
 - a. Read in your book



VALENTINE'S DAY



Read the text about Valentine's Day and do the given tasks.

Valentine's Day, or St Valentine's Day, is celebrated every year on 14 February. It's the day when people show their **affection** for another person (or people!) by sending **anonymous** cards, flowers or chocolates with messages of love. And traditionally on Valentine's Day in a leap year - every four years - women can propose marriage to their lovers!



The day gets its name from a famous saint, but there are several stories of who he was. The most popular belief about St Valentine is that he was a **priest** from Rome in the third century AD. Emperor Claudius II had banned marriage because he thought married men were bad soldiers. Valentine thought this was unfair, so he broke the rules and arranged marriages in secret. When Claudius found out, Valentine was sentenced to death and thrown in **jail**. There, he fell in love with the jailor's **blind** daughter. His love and belief in God cured her blindness, and when he was taken to be killed on 14 February he sent her a love letter signed "From your Valentine".

The first Valentine message (apart from the one St Valentine wrote himself!) is thought to be a poem from Charles, Duke of Orleans to his wife in 1415. He was captured at the Battle of Agincourt and was imprisoned in the Tower of London to await **execution**. But Valentine's Day didn't become popular in the UK until the 17th century. By the 18th century it was traditional for people to **swap** handwritten messages of affection. Printed cards soon replaced these, making it easier for people to say "I love you" secretly.



Valentine's Day is a very old tradition, thought to have originated from a **pagan** fertility festival. The Romans had a festival called Lupercalia in the middle of February, officially the start of their springtime. As part of the celebrations, boys drew names of girls from a box. They'd be boyfriend and girlfriend during the festival and sometimes they'd even get married! The Christian church decided they wanted to turn this festival into a Christian celebration and decided to use it to remember the death of St Valentine too. Gradually, St Valentine's name started to be used mainly by men to express their feelings to those they loved.



Nowadays, Valentine's Day is **massive**, with celebrations of love worldwide from India to Iceland. But it's not just about sending messages to people you love - you can also just say you care! In the UK, a massive amount of money is spent on what some say is the most romantic day of the year: 22 million spent on flowers , 7 million red roses are sent , 12 million cards are sent . But in 2001, text messaging exploded, with around 30 million WUBMV messages sent! And according to research: half of all mobile users expect Valentine's text messages from loved ones, one in four use text messages to ask someone out on 14 February , one in four have sent **soppy** messages to wrong person! So, have a happy Valentine's Day but remember: don't feel left out if you don't get a card - it's the giving that counts!

Ex. 1. Read the text and give each paragraph the most suitable headline.

- How do people celebrate now?
- When did card sending start?
- How did it become a celebration?
- What is Valentine's Day?
- Why is it called Valentine's Day?

Ex. 2 Read the text and write down what these numbers refer to.

14	
1415	
18th	
7 million	
22 million	
30 million	

Ex. 3. Look at the highlighted words and match them with their definitions.

- | | | | |
|-----|-----------|-------|---|
| 1. | affection | ..... | a. to make an exchange |
| 2. | anonymous | ..... | b. the carrying out or undergoing of a sentence of death |
| 3. | priest | ..... | c. impressive or imposing in quality |
| 4. | jail | ..... | d. excessively sentimental |
| 5. | blind | ..... | e. irreligious or hedonistic |
| 6. | execution | ..... | f. A tender feeling toward another; fondness |
| 7. | swap | ..... | g. a prison, for the detention of persons awaiting trial |
| 8. | pagan | ..... | h. unable to see |
| 9. | massive | ..... | i. without any name |
| 10. | soppy | ..... | j. he/she has the authority to administer religious rites |

Ex. 4. Read the question and answer them.

1. What is the article about?	.....
2. When is Valentine's Day?	.....
3. When can women propose to men?	.....
4. Who was Valentine?	.....
5. Who was Claudius?	.....
6. Why was Valentine sentenced to death?	.....
7. What was the first Valentine message?	.....
8. What was Lupercalia?	.....
9. Where is Valentine's Day celebrated nowadays?	.....
10. What do people do on that day ?	.....

Ex. 5. Decide which answer is the best. "This text is from a(n):

- | | |
|------------------------|------------|
| a. e-mail | d. advert |
| b. extract from a book | e. article |
| c. letter | f. leaflet |

Materials lesson 5:

Instructions group blue

1. Read the text.
2. Make exercise 1 and 2.
3. Finished?
 - a. Get an answer sheet
4. Finished the exercises and checked all of your answers?
 - a. Read in your book.

The Holi Festival

Spring! Colours! Love! Holi is a time to play and laugh, forget and forgive.

1 Holi is the ancient Hindu festival of colours and love. It is celebrated in India and Nepal and many parts of South Asia. There are lots of Holi celebrations in the UK, organised by the large British-Hindu community. Recently, Holi has also inspired non-religious celebrations in Europe and North America, and its popularity is growing.

The festival of colour

2 Holi marks the beginning of spring. It is a celebration of good winning over evil, and a time to give thanks for the good harvest. The dates change each year according to the full moon, but it is normally in March and sometimes in late February. People go outside and throw coloured paint powder at each other. It does not matter if you are rich, poor, old or young – everyone can throw paint and everyone can get messy! There is a spirit of togetherness and equality. It is a time to forgive people and repair broken relationships, as well as meet with other people, play and have fun.

Traditional Holi

3 Traditional Holi celebrations start the night before the throwing of colours. People meet around a bonfire and pray that evil will be destroyed, in the same way, that the demon Holika was burnt in a fire, according to the legend. The next day is the chaotic and noisy festival of colours. People chase each other and throw coloured paint powder over each other. There is music and drumming, and people run and laugh in the streets and parks. Holi is celebrated outside.

Other Holi events in the UK

4 Holi celebrations happened as early as the fourth century. It is thousands of years old! But recently, Holi-themed events have become popular with a new generation in Europe and North America. Every year, bigger and bigger crowds of people go to Holi events in London and all over the country, arriving dressed in white T-shirts and returning covered from head to toe in bright colours. There are paint-throwing parties at music festivals and races like the five-kilometre 'Colour Run', which is celebrated in more than 35 different countries. In the UK, restaurants and cultural organisations also offer their own Holi celebrations, with special menus, Indian music and dance.

Know your festival

5 Many thousands of people in the UK will go to Holi events this year, attracted by the bright colours and playful atmosphere. Holi has a friendly and inclusive spirit, so non-Hindus are often welcomed to join the celebrations. It is always good to know about the origins and meaning of the festival though, even if you do not identify as Hindu. So, as well as being a fun festival and your photos looking great on Instagram, it's good to learn what it's all about and where it comes from.

Exercise 1: True or False

Circle *True* or *False* for these sentences.

- | | | | |
|----|--|-------------|--------------|
| 1. | Holi is a very old Hindu tradition. | <i>True</i> | <i>False</i> |
| 2. | Only Hindus celebrate Holi. | <i>True</i> | <i>False</i> |
| 3. | Holi is on 1 March – the first official day of spring. | <i>True</i> | <i>False</i> |
| 4. | Holi is mainly a festival for young people. | <i>True</i> | <i>False</i> |
| 5. | Holi activities start early in the morning. | <i>True</i> | <i>False</i> |
| 6. | The famous festival of colours is the second day of Holi. | <i>True</i> | <i>False</i> |
| 7. | People go to Holi-themed events dressed in very colourful clothes. | <i>True</i> | <i>False</i> |
| | The writer says that when the photos look good on social media, it doesn't | | |
| 8. | matter what the festival means. | <i>True</i> | <i>False</i> |

Exercise 2: Every sentence below describes a paragraph. Write down the number of the paragraph it appears in.

Statements:

Paragraph nr:

- | | |
|--|-------|
| 1. The reason for the celebration of the festival: | ..... |
| 2. How the festival is celebrated: | ..... |
| 3. The places where the festival is celebrated: | ..... |
| 4. When the first Holi began: | ..... |
| 5. The importance of knowing the origins of Holi: | ..... |
| 6. The essence of the festival: | ..... |
| 7. How Holi is celebrated nowadays: | ..... |
| 8. The dates when Holi is celebrated: | ..... |

Instructions group purple

1. Read the text.
2. Make exercise 1 and 2.
3. Finished?
 - a. Get an answer sheet
4. Finished the exercises and checked all of your answers?
 - a. Read in your book.

ENGLISH GHOST STORIES

Do you believe in ghosts? If you do, you are not alone! I believe in ghosts, and all over Britain, there are places where, if you are lucky (or perhaps unlucky), you may see a ghost!



Do ghosts really exist? There are lots of people who say that they do. Many of Britain's ancient castles have ghosts. One of the most famous "haunted castles" in England is actually the Tower of London. During the Tower's long history, many men and women were thrown into its

dark dungeons, or executed outside its gates! Among the most famous was Lady Jane Grey, Queen of England in the year 1554. Poor Jane had her head cut off outside the Tower! Since then, it is said that the ghost of Lady Jane Grey wanders through the rooms and corridors of the Tower of London.

Other ghosts are not so famous. The village of Prestbury, in Gloucestershire, is reputed to be one of the most haunted villages in England. Many villagers have seen the "headless horseman" who rides through the village on December 31st! People say that he was a soldier who fought in the English Civil War, in the 17th century. In the same village, in an old cottage, there is a ghost known as the "spinette player". Sometimes at night, people hear the sound of someone playing this old musical instrument. The music always comes from a room that is empty.



My own ghost story - The hands

Several years ago, I went to stay with some friends who lived in an old house in the country. When we said goodnight, Ella said: "Oh, please, lock the door before you go to bed. Otherwise, it may open by itself." Well, I locked the door, lay down in bed, and went to sleep. During the night, I slept badly; I didn't really know if I was asleep or awake. But suddenly, I knew I was awake. Hands were touching my face. I tried to push them away, but there was nothing. I found the light switch and put on the light. There was no one in the room. "It was just a dream," I thought. And I went back to sleep. When I woke up next morning, I got another surprise. The door, which I had shut and locked, was open! During breakfast, I told Ella about my strange dream, and about the open door. "Yes, I know. that's why we don't often use that bedroom. It's the blind lady!" "What blind lady?" I asked. "Well, you see, many years ago, the people who lived here had a daughter who was blind. That was her bedroom. She died when she was about 30. And since then, she has kept coming back to her room. She always feels the sheets, before getting into bed. Several visitors have had the same experience..... But she was a lovely girl. She has never hurt anyone." I felt the skin on the back of my neck go cold... Since then, I have always believed in ghosts!

Exercise 1: Find synonyms for the following words in the text.

1. Being everywhere: _____
2. Cut of someone's head: _____
3. Said: _____
4. To put someone in a different location: _____
5. To walk without a purpose: _____
6. A cabin: _____
7. Guests: _____

Exercise 2: Answer the following questions in English.

1. Who is Lady Jane Grey and what happened to her?

2. What is so special about Prestbury?

3. What do people sometimes hear in the village of Prestbury?

4. Give a short summary of the story: "The hands".

5. What are the names of all the ghosts that appear in the text?

6. Does the writer believe in ghosts? Cite the sentence(s) that supports your answer.

Instructions group green

5. Read the text.
6. Make exercise 1, 2 and 3.
7. Finished?
 - a. Get an answer sheet
8. Finished the exercises and checked all of your answers?
 - a. Read in your book.

WHO IS JAMES BOND ?

BOND IS BACK AGAIN.... and the latest Bond film, *Spectre*, is certain to be an enormous box-office hit (as all the others). But who is James Bond, and where does he come from ? Author Ian Fleming, the creator of James Bond, told us something about the origins of the world's most famous secret agent.....



Poster from one of the early "Cold War" Bond movies

In one of the first Bond novels, Ian Fleming tells us that James Bond - the classic "Englishman"? - was the son of a Scottish father and an Oriental mother. But perhaps this was not really true.

The title of the 19th Bond film, "The World is Not Enough", was based on the Latin motto of the Bond family, which is mentioned in one of the early novels. However, it now appears that the motto is not that of the Scottish Bonds, but that of a different Bond family, who came from the South West of England. So perhaps, Bond really is English, not Scottish, after all. Who knows?

Bond went to school in England, anyway - to Eton College, the same school as his creator Ian Fleming. This is where Princes William and Harry were educated, and also many British Prime Ministers, including David Cameron! It is a school where young people learn how to move in high society, like Bond does so well.

After leaving school, Bond did not go to university - it wasn't necessary in the 1950's.....

Oh? You didn't know Bond was so old? He doesn't look it, granted, but he is! Like a few other famous people, he seems to have found the secret of eternal middle age (we can't call it "eternal youth", can we?).

Bond joined the British Secret Service, where he soon got promoted to the top of the spyarchy, the "double O" category. From then on he was 007, "licensed to kill", and so began a career which would take him to all the corners of the earth.

In the early days, Bond's role was quite clear. He was working for the West, and his main enemies were men from the KGB, and other dangerous organisations. Since the end of the Cold War, the role of MI6 has changed, and Bond's job profile has changed with it. Now his main enemies are the big bosses of organised crime and international terrorism.

Unlike the Cold War, organised crime is unlikely to come to an end - at least, not in the near future. We can therefore be sure that James Bond, the best-known English fictional hero of the 20th century, has many more exciting adventures ahead of him.

Hollywood has already begun making sure of that! The original films were based on the fifteen novels written by Ian Fleming; but after the last of these was made into a film, it was clear that Hollywood was not going to stop! Bond films are too popular and too profitable to abandon. So Hollywood has invented new James Bond stories...

In many ways, Bond has changed a lot since the early days. To start with, several different actors have played the part of Bond, most notably Sean Connery, Roger Moore and today's Daniel Craig; but over the years, Bond movies have become more and more fantastic. Fleming's original character was fantastic, because he always came out alive; his adventures were incredible, but they were based on some sort of realism. Bond's original car (his Aston Martin DB5) had gadgets, but they were all plausible! They were gadgets that would let him escape if he was being chased.

More recently, Bond has had cars that can fire missiles from the headlights, and do other remarkable things! In a sense, the modern Bond is Agent Gadget - and the people who try to get him have some even more amazing gadgets - like the enormous circular saw that hangs under a helicopter, cutting through everything that gets in its way (except Bond, of course!).

In the next Bond films, there will surely be lots more amazing things; but Bond will continue to be the same, cool, calm and collected – the classic Englishman.; Craig is unlikely to be the last 007, and Bond will doubtless go on entertaining us for many more years!

Exercise 1: Find synonyms for the following words in the text.

1. A writer: _____
2. A story: _____
3. Permanent: _____
4. Professional life: _____
5. In front of: _____
6. Possible / realistic: _____
7. Being sure of yourself: _____

Exercise 2: Choose between True or False. Explain why if the answer is False.

1. James Bond is really English instead of Scottish. T/F

2. James Bond went to the same school as his author. T/F

3. James Bond's career has allowed him to travel a lot. T/F

4. James Bond's job has always remained the same. T/F

5. All of the films are based on Ian Fleming's stories.

T/F

6. James Bond has acquired more and more technology over the years.

T/F

Exercise 3: Complete the missing word endings

Fill in all the word endings that are missing from the following extract. Do this without looking at the original text .

Be careful: at least one of the words does not need an ending at all!

James Bond, the best-know ____ English fiction ____ hero of the 20 ____ century, has many more excit ____ adventures ahead of him.

Hollywood has already begun mak ____ sure of that! The origin ____ films were bas ____ on the fifteen novels writ ____ by Ian Fleming; but after the last of these was ma ____ into a film, it was clear that Hollywood was not go ____ to stop! Bond films are t ____ popular and t ____ profit ____ to abandon ____ . So Hollywood has invent ____ new James Bond stories...

In many ways, Bond has chang ____ a lot since the early days. To start with, several different actors have play ____ the part of Bond, most notab ____ Sean Connery, Roger Moore and today's Daniel Craig; but over the years, Bond movies have become ____ more and more fantas ____ . Fleming's original character was fantas ____, because he always came out alive; his adventures were incred ____, but they were based on some sort of real ____ . Bond's original car (his Aston Martin DB5) had gadgets, but they were all plaus ____ ! They were gadgets that would let him escape if he was be ____ chas ____ .

APPENDIX B ZERO-MEASUREMENT STUDENT SURVEY

A. Read the following statements/questions and choose between always, almost always, sometimes, almost never, never.

	Always	Almost always	Sometimes	Almost never	Never
I am excited about learning English.					
I get distracted during work time.					
I am motivated for English class.					
I feel bored when I finish my work.					
I get a choice in the kind of work I do.					
The exercises during class are too easy.					
The exercises during class are too difficult.					
I pay less attention during instruction time because I already understand it.					
I am bored during class because it is too easy.					
I need a lot of time to finish my exercises during the lesson.					
Instruction time is too long.					
Instruction time should be longer and more elaborate.					

B. Beantwoord de volgende vragen zo eerlijk mogelijk.

1. Vind je dat er in de les genoeg aandacht wordt besteed aan jouw niveau van leren?
2. Zou je het fijn vinden om extra opdrachten te krijgen die niet zo makkelijk zijn?
3. Zou je het fijn vinden om extra opdrachten te krijgen die je helpen de stof beter te begrijpen?
4. Zou je het fijn vinden om extra uitleg te krijgen in groepen tijdens de les?

5. Zou je het fijn vinden om de mogelijkheid te hebben om uitleg over te slaan en zelfstandig aan het werk te gaan?

APPENDIX C POST-MEASUREMENT STUDENT SURVEY

A. Read the following statements/questions and choose between always, almost always, sometimes, almost never, never.

	Always	Almost always	Sometimes	Almost never	Never
I am excited about learning English.					
I get distracted during work time.					
I am motivated for English class.					
I feel bored when I finish my work.					
I get a choice in the kind of work I do.					
The exercises during class are too easy.					
The exercises during class are too difficult.					
I pay less attention during instruction time because I already understand it.					
I am bored during class because it is too easy.					
I need a lot of time to finish my exercises during the lesson.					
Instruction time is too long.					
Instruction time should be longer and more elaborate.					

B. Beantwoord de volgende vragen zo eerlijk mogelijk.

1. Vond je het fijn om extra opdrachten te krijgen die meer uitdaging boden?
2. Vond je het fijn om extra opdrachten te krijgen die je hielpen de stof beter te begrijpen?
3. Vond je het fijn om extra instructie te krijgen in groepen tijdens de les?

4. Vond je het fijn om de mogelijkheid te hebben om instructie over te slaan en zelfstandig aan het werk te gaan?
5. Heb je het gevoel dat er nu meer wordt les gegeven op jouw eigen niveau?
Leg uit waarom wel of niet!

APPENDIX D ANSWERS OPEN QUESTION 5 POST-SURVEY

5. Do you feel like the lessons are given more on your level of learning now? Explain why or why not.

Wel

Ja het is nu beter

Niet ik kan meer aan

Nee, het is allemaal te makkelijk.

Nee

Nee want ik kom van tto dus ik weet sommige dingen al

Ja want ik snap de meeste dingen nu goed

Nee want er word heel veel uitgelegd

Ja, de opdrachten die ik nu krijg zijn uitdagender

Niet soms is het te makkelijk

Nee, de stof is nog steeds best makkelijk.

Ja

Ja want het is nu meer verdeeld en je ziet wie beter is en niet

Niet echt ze doen meer op in/ tl niveau

Ja want ik snap het maar soms is het onnodig want ik heb het al gehad

Nee, want iedereen doet gewoon nog het zelfde

Weet ik niet

Nee, omdat ik tto had

APPENDIX E INTERVIEW QUESTIONS

1. Heb je het gevoel alsof je vooruit bent gegaan op het gebied van lees-en luistervaardigheid? Leg uit waarom wel/niet.
2. Sloten de werkbladen aan op jouw niveau? Leg uit waarom wel/niet.
3. Voelde je je gemotiveerder voor Engels wanneer je les kreeg op deze manier? Leg uit waarom wel/niet.

4. Raakte je minder snel afgeleid als je op deze manier les kreeg? Leg uit waarom wel/niet.
5. Vond je het fijn om extra instructie te krijgen in je eigen groep? Leg uit waarom wel/niet. (Deze vraag niet voor de instructieonafhankelijke leerlingen)
6. Heb je het idee gehad dat ik je op deze manier meer aandacht kon geven? Leg uit waarom wel/niet.
7. Vond je de sfeer prettiger in de klas als we op deze manier aan het werken waren? Leg uit waarom wel/niet.

APPENDIX F HORIZONTAL ANALYSIS INTERVIEWS

	Antwoord leerling 1: Malcom	Antwoord leerling 2: Alain	Antwoord leerling 3: Cheona	Antwoord leerling 4: Shanice	Antwoord leerling 5: Tim	Bevindingen
<p><u>Vraag 1:</u> Sloten de werkbladen aan op jouw niveau van lezen en luisteren.</p> <p><u>Waarom:</u> Ik wil weten of ze tevreden waren met de aangepaste werkbladen.</p>	<p>Ja, maar kon nog moeilijker.</p> <p>Het mag nog uitdagender.</p>	<p>Het lezen ging beter door eerst de vragen te lezen en daarna de tekst. Het video gedeelte ging minder goed.</p> <p>Beter geworden in lezen door de steeds moeilijkere teksten.</p> <p>Ja, sloot aan. Sommige vragen wel makkelijker dan de rest.</p>	<p>Nee, ik vond ze te makkelijk.</p> <p>Ik denk wel dat ik uitdagender opdrachten had aangekund.</p> <p>Ik kan meer.</p>	<p>Nee, ze waren te makkelijk.</p> <p>Die van James Bond die was wel okay.</p> <p>Ik spreek heel veel Engels dus dan word het heel makkelijk in de lessen.</p>	<p>Ja, Ik had bij de toets in de toets week een beter punt.</p> <p>Volgens mij wel. Het was goed in te vullen. Het was niet te moeilijk, maar ook niet te makkelijk.</p>	<p>Drie van de vijf leerlingen geven aan dat de werkbladen nog te makkelijk waren. Twee leerlingen van de vijf geven aan dat ze denken beter te zijn geworden door de gepersonaliseerde werkbladen.</p>
<p><u>Vraag 2:</u> Voelde je je gemotiveerd er voor Engels wanneer je les kreeg op</p>	<p>Ik had niet echt meer motivatie.</p> <p>Ik vind Engels geen moeilijk vak dus daarom niet echt motiverend.</p>	<p>Ik voelde me meer gemotiveerd. Omdat ik het leuker vind zo werken in andere groepjes en naast</p>	<p>Nee, niet gemotiveerder.</p> <p>Ik werk liever helemaal alleen.</p>	<p>Ja, ik vind het fijner om zelfstandiger te werken en niet naar uitleg te hoeven luisteren.</p>	<p>Ik had meer motivatie. Omdat het is niet te veel uitleg en het is op jouw afgestemd.</p>	<p>Drie van de vijf leerlingen geven aan dat ze gemotiveerder waren dan eerst. Twee leerlingen geven aan dat ze</p>

<p>deze manier?</p> <p><u>Waarom:</u> Ik wil meer weten over de motivatie aangezien dit onderdeel is van de triade binnen mijn onderzoeksvraag.</p>		<p>andere mensen zitten.</p> <p>Fijn om te mogen samenwerken met je buurman of buurvrouw.</p>	<p>Toen we zelf mochten werken was de motivatie hetzelfde en toen we samen moesten bespreken niet echt gemotiveerd.</p>	<p>Fijn dat ik de instructie mocht overslaan.</p>	<p>Ik denk wel dat de afwisseling tussen klassikaal en zelfstandig nodig is om jezelf te blijven motiveren.</p>	<p>niet gemotiveerder waren. Het lijkt wel dat de motivatie in ieder geval niet slechter is geworden.</p>
<p><u>Vraag 3:</u> Vond je het fijn om extra instructie te krijgen of te werken in je eigen groep? <u>Waarom:</u> Ik wil meer te weten komen over de tevredenheid van de groepsindeling.</p>	<p>Ik vond het fijn om samen te werken.</p> <p>Als iemand de stof al weet, moet die normaal mee luisteren. Dat hoefde nu niet.</p>	<p>Ja, dan is het ook rustiger.</p> <p>Je krijgt niet steeds dat er word gelachen of een grapje word gemaakt. Dat is wel fijn.</p>	<p>Instructie in groepjes wel fijn. Het bespreken in groepjes vind ik niet zo fijn.</p>	<p>n.v.t.</p>	<p>Ja, ik denk het wel. Omdat je nu weet waar je fouten liggen.</p> <p>Nu heb je meer let hier op en daar op, dan als je klassikaal iets bespreekt.</p>	<p>Vier van de vijf leerlingen geeft aan dat ze het fijn vonden om in groepjes te werken, waarvan een leerling wel aangeeft dat het bespreken in groepjes minder fijn was.</p>
<p><u>Vraag 4:</u> Vond je de sfeer</p>	<p>Het was rustiger en daardoor was ik zelf ook rustiger.</p>	<p>Ik vond de sfeer leuker. Je zat naast andere en je leert</p>	<p>Ik vond de sfeer hetzelfde.</p>	<p>Ja, het was een stuk rustiger.</p>	<p>Die was hetzelfde.</p>	<p>Drie leerlingen geven aan dat ze de sfeer fijner</p>

<p>prettiger in de klas als we op deze manier aan het werken waren?</p> <p><u>Waarom:</u> Ik wil weten hoe ze zich gevoeld hebben tijdens deze lessen.</p>	<p>Ja, het was fijner.</p>	<p>elkaar beter kennen.</p>	<p>Ze waren nog steeds even druk als eerst.</p>	<p>Iedereen is bezig met wat hij doet en dan is het niet zo luid en letten ze niet zo veel op elkaar.</p>	<p>Ik voel me niet meer of minder prettig in de klas.</p>	<p>vonden en twee leerlingen dat ze de sfeer als hetzelfde ervaren.</p>
<p><u>Algemene bevinding van de lessen.</u></p>	<p>Ik vond het goed bedacht, maar als iemand het niet weet moet die zelf naar de instructie groep kunnen gaan.</p> <p>Dus meer eigen keuze in de groepjes.</p>	<p>De onderwerpen waren best interessant.</p> <p>Onderwerpen waar ik het niet dagelijks over heb, zoals Stephen Hawking.</p>	<p>De onderwerpen van de werkbladen waren wel interessant.</p> <p>Het was leuk om te doen, maar ik werk liever helemaal alleen.</p>	<p>De onderwerpen waren wel okay.</p> <p>Ik vond het wel fijn om zo te werken omdat ik meer zelfstandig kon werken.</p>	<p>De onderwerpen waren best leuk.</p> <p>Je leert sneller.</p>	<p>Een algemene consensus is dat de onderwerpen van de werkbladen goed zijn ontvangen.</p>

APPENDIX G PERSONAL REFLECTION

The idea for this research already manifested itself over a year ago. I was inspired by the differentiation assignment we received at school and experienced how valuable it can be. This planted the seed to do my actual research about this subject. Therefore, I started gaining knowledge about this subject at the beginning of the year in order to establish what I was going to research exactly. There is an enormous amount of information to find about differentiation. The literature research really enriched my knowledge about the different ways differentiation could be implemented in the classroom. Sometimes, the amount of information was overwhelming, so I tried to keep the school context in mind when filtering the number of sources. The class this research was going to be executed in needed to work on their reading and listening skills and they were going to get a test on this by the end of this semester. Having to abide to the curriculum and after having done extensive reading I decided to do my research about differentiation in instruction and learning materials, with a focus on their reading and listening skills.

After having decided on my research question and having done the literature research, the actual differentiation lessons needed to be planned. When I looked at the year planning and what they needed to have done by the end of the semester I realised there was not a whole lot of time to plan my differentiation lessons. I had to organise and come up with an effective plan in order to make sure everything would be done in time. I used the base principles of the *“differentiëren is te leren”* book to divide the class in appropriate groups and the goals I needed to set for each separate group. After having established the groups, I had to design the materials I was going to use in my lessons. I made different worksheets and answer sheets for each group with listening or reading assignments. I made all the materials myself or used existing materials and adjusted them to my needs. I also used colour coded excel sheets to show the pupils in which groups they would work in each lesson. The process of designing these materials was incredibly rewarding, because I was able to really be creative and pick out subjects for these worksheets that I thought the pupils would find interesting. Because of this, I feel like I have been able to develop my English didactics abilities even more.

I was also able to improve my organisational skills, because I had to plan the lessons around the curriculum, make all the materials myself and think about how I would give instructions throughout the lessons in a way that was not too complicated for the pupils. This required a lot of preparation and effective planning. My organisation in this was quite successful and the lessons themselves went the way they should've. I was extremely surprised how well the pupils handled the change in pace during these lessons and that they really seemed to enjoy working in groups.

After the lessons had taken place, it was time to process the results of these lessons. The interviews were especially useful. I had planned them all in one day to make sure I could analyse the results as soon as possible. The results of these interviews surprised me and even though it of course was not all positive, I was happy to hear that they enjoyed the lessons in general and that the motivation and atmosphere in the classroom had improved according to these pupils.

Next time, I think I will be able to assess the level of learning of the pupils even better, because this was something I struggled with during the research. However, I feel that for me the research was very valuable, and I definitely want to keep using differentiation in the future.