

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**Tema:**                    **THE EFFECT OF DIFFERENTIATED INSTRUCTION ON  
READING SKILLS**

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Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster  
en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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Ambato – Ecuador

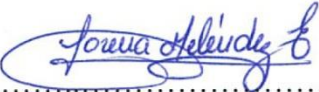
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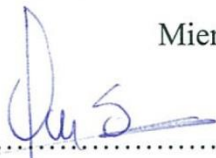
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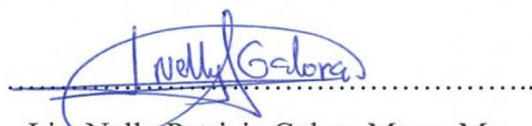
  
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Lic. Nelly Patricia Galora Moya, Mg.

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**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**  
**LENGUA EXTRANJERA**

**TEMA:**

**“THE EFFECT OF DIFFERENTIATED INSTRUCTION ON READING  
SKILLS”**

**AUTOR:** Licenciada Nelly Patricia Galora Moya Magíster

**DIRECTORA:** Doctora Verónica Elizabeth Chicaiza Redin

**FECHA:** 12 de junio de 2018.

**RESUMEN EJECUTIVO**

El desarrollo de habilidades de lectura desde los primeros niveles es la herramienta clave para el éxito no solo en el contexto académico, sino también para el desarrollo personal. Leer a un nivel literal es el punto de partida para que los estudiantes adquieran los conocimientos básicos para desarrollar habilidades de comprensión lectora en niveles superiores. Sin embargo, los resultados de la prueba de lectura han mostrado calificaciones muy bajas. Muchos factores están relacionados con este problema; falta de motivación cuando leen ha sido considerada como una de las principales preocupaciones; el uso de una enseñanza tradicional que no ha satisfecho todas las necesidades, intereses o preferencias de aprendizaje de los estudiantes. La investigación actual se centró en las diferencias de los estudiantes; por lo tanto, se llevó a cabo un cuasiexperimento en el Centro de Idiomas-Universidad Técnica de Ambato, dos grupos de estudiantes del nivel A1 de inglés fueron parte de esta investigación. El propósito del estudio fue determinar el impacto de la instrucción diferenciada en las habilidades de lectura en el nivel A1 de inglés. El proceso implicó la implementación de instrucción diferenciada con el grupo experimental. Se aplicó una prueba previa y una prueba posterior al grupo experimental y de control para probar la hipótesis. Los resultados mostraron un impacto positivo en la destreza de lectura, hubo un aumento significativo en las notas de la prueba posterior (post test). Las estrategias diferenciadas satisficieron las necesidades, el nivel de preparación, los

estilos de aprendizaje y los intereses de los estudiantes. Trabajar bajo diferentes modalidades facilitaron la participación de los estudiantes durante las actividades de lectura. "Leer en pares, leer en grupos, leer solo y leer con fluidez. El maestro asistió el aprendizaje de los estudiantes a través de la diferenciación del contenido, el proceso y la diferenciación del producto durante la instrucción. Se recomienda que se aplique una réplica de investigación cuasiexperimental con los estudiantes de niveles superiores para ver y confirmar los grandes beneficios de la implementación de Instrucción diferenciada en el desarrollo de las habilidades de lectura. Como una aplicación de la investigación, se elaboró un e-book con estrategias diferenciadas y que ésta sea una guía para los docentes del nivel A1 de inglés en el Centro de Idiomas-Universidad Técnica de Ambato cómo implementar la Instrucción Diferenciada en su clase.

**Descriptores:** Centros de aprendizaje, diferencias entre los estudiantes, estilos de aprendizaje, estrategias de andamiaje, habilidades de lectura, instrucción diferenciada, nivel de preparación, necesidades de los estudiantes, proceso de aprendizaje, tareas niveladas.

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**LENGUA EXTRANJERA**

**THEME:**

**“THE EFFECT OF DIFFERENTIATED INSTRUCTION ON READING  
SKILLS”**

**AUTHOR:** Licenciada Nelly Patricia Galora Moya Magíster

**DIRECTED BY:** Doctora Verónica Elizabeth Chicaiza Redin

**DATE:** June 12<sup>th</sup>, 2018.

**EXECUTIVE SUMMARY**

The development of reading skills from early levels is the key tool to successes not only in the academic context but also for personal development. Reading at literal level is the starting point so students get the basic to develop comprehension reading skills at a higher level. Nevertheless, the test results on reading skill have shown lower grades. Many factors are related to this issue; lack of motivation when reading has been considered as one of the main concerns, the use of one size fits all instruction has not met all students' needs, interests or learning preferences. The current research focused on students' differences; thus, a quasi-experiment was carried out at Languages Center-Universidad Técnica de Ambato, two groups of students from A1 English levels were part of this research. The purpose of the study was to determine the impact of Differentiated Instruction on Reading skills at A1 English level. The process involved the implementation of differentiated instruction with the experimental group. A pre-test and pos-test were applied to the control and experimental groups to test the hypothesis. The results showed a positive impact on reading skills, there was a significant gain in the post test scores. The differentiated strategies met students' needs, readiness level, learning styles and interests.: Working under different modalities facilitate students' engagement during reading activities. Reading in Peers, reading in groups, reading alone and reading for fluency. Teacher's assisted learners through content differentiation, process and product differentiation during the instruction.

A replica of the quasi-experiment is recommended to be applied to students of higher levels to see and confirm the great benefits of the implementation of Differentiated Instruction on the development of reading skills. As an application of the research, an e-book with differentiated strategies was developed to guide for teachers of A1 English level at the Languages Center-Universidad Técnica de Ambato, they know How to implement the Differentiated Instruction in their classes.

**Keywords:** Differentiated instruction, learning centers, learning process, learning styles, readiness level, reading skills, scaffolding strategies, students' differences, students' needs, tiered assignments.



## INTRODUCTION

English Instruction has had evolved through the time in the Ecuadorian context. Within the last 20 years, English teachers have changed or adapted new Teaching approaches. However, English classes are often teacher-centered - 'one size fits all'. It means that most teachers teach and assess students all in the same way, they use the same materials, tasks and the same instruments are used with all kind of learners. In Ecuador, Teaching English as a Foreign Language (TEFL) has drastically changed since the 1970's due to the emerge of communicative language approaches. However, a local study done in the province of Loja-Ecuador by León (2013) concluded that most English classes used the grammar translation method. Students did not take an active role in the learning process. Classes were more teacher-focused approach. (Leon, 2013)

In 2011, The Ecuadorian government offered scholarships to high school teachers to be trained in some Universities of the Unites States. 200 teachers were part of *Go teacher Program*. These group of teachers were introduced to Differentiated Instruction, some years later this teaching approach started to be implemented in our Ecuadorian EFL classroom.

The Languages Center of Universidad Técnica de Ambato offers university students as well as students from high schools or professionals different languages course such as: English, Japanese, Chinese, French and Italian. The Languages Center also assist students with special needs or students with low economic resources and need special or different type of teaching. Then the importance of considering the great benefit of implementing Differentiated Instruction from the starter English levels and meet students' real needs and foster their true learning.

Then, a quasi-experiment investigation was designed. The researcher used two assigned A1 classes. The experimental group had the implementation of

Differentiated Instruction approach while they had reading lessons. Both groups applied A pretest and a post-test, and the results confirmed there was a positive impact on reading skills on the experimental group.

In the FIRST CHAPTER, the problem is discussed. The context is explained, and a critical analysis is developed based on the problem tree technique. Also, a prognosis of the future situation if the problem is not tackled is presented. Finally, the limitations of the research are discussed along with the objectives of the study.

In the SECOND CHAPTER, a theoretical framework related to the problem is developed which includes a research background with the up-to-date related work, the philosophical foundations, and the legal basis. Then, a conceptual basis of both independent and depending variables is included; this chapter also includes the elements of Differentiated Instruction: Content, Process, Product, Feedback and Assessment. Finally, the working hypothesis are presented with the statement of each variable.

In the THIRD CHAPTER, the methodology used to develop the research is presented, this covers the approach, and the level and type of investigation. Also, the population and conformation of the sample is presented. Then, the study of the variables and its operationalization is discussed. Finally, the methods of data collection and the types of analysis are described.

In the FOURTH CHAPTER, the analysis of results is presented. This includes the students' results obtained in the pretest in both control and experimental groups and the analysis of the students' reading skills in the post-test. Finally, the verification of the hypothesis is presented along with the supporting discussion.

In the FIFTH CHAPTER, the conclusions and recommendations are mentioned after the research was done.

In the SIXTH CHAPTER, is presented the alternative proposal: an e-book: Differentiated strategies for developing reading skills. This proposal includes the justification, the theoretical fundamental, the processes, and the administrative framework.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. Research Topic**

“The Effect of Differentiated Instruction on Reading Skills”.

#### **1.2. Problem Statement**

##### **1.2.1 Contextualization**

Selecting the appropriate methodology is a key element in the teaching-learning process because it does not only shape the instructional process, but it also provides the appropriate classroom environment necessary for students’ participation and interaction.

Teaching English as a Second or Foreign Language has experienced important changes over the centuries. There has been a transition from grammar-focused instruction to a more communicative approach. Theisen, (2002) says that due to continual advances in digital technology, new ways for teaching and learning have emerged; therefore; language teachers have been adapting to the new methods or approaches.

Educational research permits educators to identify learner variables that affect students’ performance (Gregory, G. & Chapman, C., 2002). In the USA, at Elementary and High school levels, differentiated instruction (DI) has been used since 1999. Carol Ann Tomlinson is considered the mother of this approach. Tomlinson developed DI approach due to the cognitive differences among students. For instance, some students were immigrants and their cognitive abilities

differ greatly. Then, DI approach fosters students' learning and permits students obtain better results and succeed in learning.

Healey, D (2016) affirms that students are engaged and willing to learn when teachers differentiate instruction. She also states that DI can help educators to respond to learner's different language skills. Kingore, (2004) agrees that DI empowers learners to experience success in learning and they feel motivated to keep doing their best. In addition, Center for Advanced Student Learning (2001) adds that DI is an effective way of teaching that meets students' needs by using challenging content for both high achievers and low achievers. A research presented by Heuser, ( 2000) K-12 teachers have used differentiated instruction for decades. This level of education has had positive results, children and teenagers excelled in subjects like mathematics and language because teachers took into consideration their students' unique abilities, interests, learning styles and cultural backgrounds.

However, implementing differentiated instruction was not a simple duty for educators due to different factors. A study carried out by Hogan (2014) at a Southeast Georgia Middle School confirmed that few teachers were unwilling to start using DI in their classes because it meant changing their teaching routines and teacher-centered methodology. Teachers also affirmed that DI approach takes time to implement because both teachers and students need to know well about DI, what it involves and how to use it in class. Turner; Windi D; Solis; Oscar J. & Kincade, Doris.H ( 2017) supported the above findings. DI may requires time to prepare and do the activities in class. As the finding of their research revealed that some educators were not familiar with differentiated instruction and had difficulties implementing it.

On the other hand, Theisen, (2002) states that some students may experience some difficulties in doing activities then educators should use direct instruction and provide concrete examples in the class to avoid having problems or taking time to apply the activities with students.

Developing students' reading skills is an issue that most English teachers from the starter levels usually complain about. There is evidence that students of A1 do not like reading. The authors Craig & Sarlo, ( 2012) affirm that the effect is obviously the lack of interest to read and learn. Another factor that negatively contributes to this problem is the types of reading activities. Learners do not do the reading comprehension activities because they are not graded for different groups or their reading levels or simple the activities do not fulfill students' real needs (Dev, 1997).

An EFL class is not homogenous, it is heterogenous which means there are different students with different needs, abilities and interests. Then, high and low achievers can not read the same passage and do the same activities. For instance, high achievers do not feel good doing easy tasks because they do not see they are making progress in their learning. Lower achievers feel demotivated because the reading level is not graded (Dewitz; Jones, & Leahy, 2007).

Now in our country, the Ecuadorian education has also experienced a similar situation at all educational levels. Kindergarten, and primary school students may have differentiated instruction from time to time because there are students who need special instruction. However, in Higher Education level, there is a tendency of having a lecture-style teaching class, a transmission-oriented approach which holds back students' learning, Samuelowicz,K.,& Bain,J.D, (2001).

Educators assume that college students are autonomus, and they do not need any type of differentiation during the teaching - learning process.However, there are students who struggle learning a foreign language at Universidad Técnica de Ambato. They do not succeed in learning due to different reasons. One could be

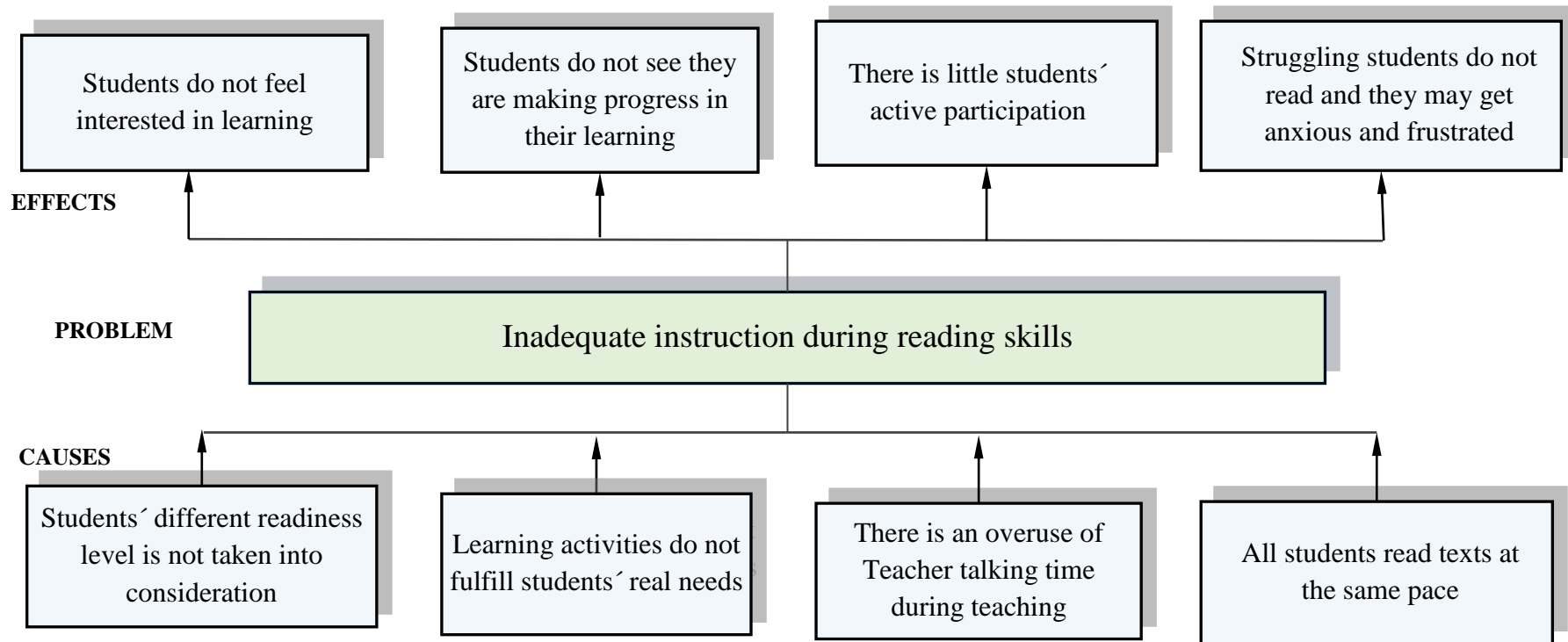
that some learners come from different social economic backgrounds, they show poor reading skills in both languages Spanish as their L1 and English as L2.

Currently, Differentiated Instruction (DI) might be starting to take shape at Universidad Técnica de Ambato at the Language Center due to the great number of students with a diverse language need, interest and learning profile. Cardenas; Naranjo & Soto (2015) consider that language teachers in Ecuador are always looking for new instructional approaches to help students meet their educational needs and expectations without leaving anyone behind.

It can be observed, from the researcher's previous teaching experiences that students hesitate reading in English, and they do not actually read, they just translate every single word and when they are asked to read aloud, they feel nervous and when reading they do not usually pronounce the words appropriately. They also have spelling difficulties. Based on the results obtained in the midterm and final exams given by the Evaluation Area of the Language Center: the reading skill has had the lowest results among the other language skills. Therefore, students need to be instructed according to their specific language need, pace, interest and learning profiles. It is not possible that students succeed in learning if their classes are held under the traditional approach one size fit all.

Since students do not have plenty of reading practice, their reading abilities like comprehension is tested but not taught or developed by instructors. Thus, the reading comprehension skill is a cognitive process which needs to be supported and assisted by the teacher. The purpose and aim of this study is to observe the use of differentiated instruction (DI) and analyze whether it has any impact on reading skills.

### Problem Tree



**Graph N° 1.** Research problem formulation.

**Researcher:** Nelly Galora



### **1.2.2 Critical Analysis**

The research problem of this study is the inadequate instruction during reading skills of A1 English level students of the regular classes at the Languages Center at Universidad Técnica de Ambato. This situation influences students' interest to read actively. This occurs because most students' multiple readiness level is not considered when reading lessons are planned. This issue is so relevant to take into consideration since students do not feel interested in learning when their level might be lower or higher to their partners' level. When students do not show willingness to read; their level of readiness can be observed in the class.

Similarly, another factor that negatively contributes to this problem is the types of reading activities students usually do when they read in class. Some reading activities may have a wrong focus since those activities do not fulfill students' real needs. There is evidence that there is no differentiation in designing the activities. Students also feel demotivated because the reading activities are not graded according to their reading comprehension level.

On the other hand, low achievers usually find reading activities difficult to work with. They usually have problems when they read new vocabulary or expressions, they spend a lot of time looking at the meaning rather than reading between the lines and try to figure out the meaning of the new vocabulary.

A third reason for this problem to take place is the fact that teachers overuse Teaching Talking Time during post reading activities. Consequently, students do not have the opportunity to express their ideas, thoughts and feelings about the text they read.

Lately, all students read a text at the same pace is another issue that affects reading comprehension. Indeed, giving short time to read a text can affect students' performance as well as their level of affective filter. Anxiety and frustration increase then students do not read but copy or transfer the answers from their classmates.

### **1.2.3 Prognosis**

Having set up this panorama, the fact of the use of inadequate instruction on reading skills is not solved now, it will negatively affect students' language skills development. First, students who start reading short texts then longer texts will not be able to develop reading fluency. Later, students will continue having problems in pronouncing certain words. Also, they would feel afraid of reading texts aloud. Reading in English will continue being boring and difficult for them. In addition, students would feel anxiety because they are not reading well.

If teachers continue teaching without differentiation in their instruction process, students will continue having problems comprehending main ideas, understanding vocabulary, and getting to conclusions, since what they read is basically different from the way words must be pronounced. In addition, students will not enjoy reading in class, their language needs will not be met. Low achievers will not develop their social skills since reading lessons are done as a whole group activity, then teachers will continue using the one fit all approach. Weak learners will not develop neither their language skills nor social skills as well they will continue having poor grades on reading tasks.

On the other hand, if differentiated instruction approach is taken into consideration on reading lessons as a whole process and if teachers plan all reading activities based on their students' interest, reading styles, individual needs, readiness level, learning profiles and learning styles, students would maximize their learning, struggling students will read a text fluently, therefore, they will understand written information and they will be willing to read. With time and practice, students will become autonomous learners, they would start reading on their own. They will learn more vocabulary as well as extract important information related to culture, education and other language aspects to be acquired. Finally, if students become literate in English, they may be able to distinguish features of different genres, even from a small menu to a formal document and eventually, students will immediately know what their purpose is during a reading activity.

#### **1.2.4 Research Problem Formulation**

What is the effect of Differentiated Instruction (DI) on reading skills?

#### **1.2.5 Research Questions**

- Which elements of Differentiated Instruction (DI) favor reading skills?
- Which reading activities in classes can be differentiated?
- What differentiated strategies can teachers use for developing reading skills?

#### **1.2.6 Delimitation of the Research Problem**

Field: Education

Area: Education

Aspect: Differentiated Instruction on Reading skills at University level.

##### **1.2.6.1 Time Delimitation**

October 2017- February 2018.

##### **1.2.6.2 Spatial Delimitation**

This research took place at the Language Center- Universidad Técnica de Ambato, Campus Huachi Chico.

### **1.3. Justification**

The following research project pursues the great importance of Differentiated Instruction (DI) on reading skills since previous researches have proved that it enhances the learning process as well as there is improvement on students'

reading achievement, learning, and language skills development. (Valiande, A. Stavroula;Kyriakides, L;Koutselini, M, 2011)

Then, Differentiated Instruction on reading skills is justified due to its practicality in teaching English as a foreign language. The research findings will help to improve not just reading skills but other language skills of students from the Language Center. In addition, the proposal can be used to implement on the other levels or with students with learning disabilities.

These days, teachers instruct different groups of students who are immersed in a global technological context, students who want to do something different, students who want to speak the foreign language while they are learning, in other words they belong to a different generation.

Differentiated Instruction (DI) has a positive impact on reading skills. Anderson, R.C., Wilson, P.T., and Fielding, L.B., (1988) said that the more school students read, the better readers they become, and they start reading more when the reading materials are engaging, it is appropriate for their age or topics are really interesting for them.

Also, students will see the benefits of Differentiated Instruction when they feel they are treated equally as well as they see their teachers' effort to maximize the learning of all students from a group. This thematic body of teaching practice constitutes a creative and original process to be researched, since Differentiated Instruction on reading skills has not been studied yet at the Language Center - Universidad Técnica de Ambato as well as students will get better grades on Midterm and Final Exams. Developing reading skills from the very beginning is something that needs special attention and importance. Students usually find reading skill difficult because it is a cognitive process, then students need to be scaffolded during the process.

The audience who will get benefits also justify this research. There is a population of one thousand students in A1 level. In terms of students' benefits, their learning

styles and learning pace will be encountered in the Differentiated Instruction. They will be able to develop reading comprehension as well as to help them to become effective readers who can continue to grow in their ability through their lives.

For teachers, they will find new approaches to deal with low achievers who feel frustrated because they cannot do the tasks. Ching, (2015) says it is the teacher's responsibility to organize his or her instruction to meet their students' reading needs and pay careful attention on how each learner learns to read better (National Commission, 2003)

The research **feasibility**, can be observed due the fact that there is enough time, an ample data based on the research topic and the most important the researcher's desire to find solutions for students who want to learn English, but they have not had the possibility to experience a new approach to apply effectively in a mixed ability classroom.

#### **1.4. Objectives**

##### **1.4.1 General Objective**

To analyze the effect of Differentiated Instruction on reading skills

##### **1.4.2 Specifics Objectives**

- To describe the elements of Differentiated Instruction (DI) which favor reading skills.
- To point out which reading activities in classes can be differentiated.
- To design an e-book of Differentiated Strategies for developing reading skill.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research Background

After checking the research data of some universities and from a great variety of online studies. It has been chosen some relevant researches that are mostly related to the independent variable, Differentiated Instruction. However, there have not been studies done under the same thesis title proposed in this work. The following data reveals the findings obtained in some studies

Llalley, J. P & Gentile, J. R. (2009) investigated the interaction/adaptation hypothesis first they examined the following terms: cognitive style, learning styles, brain-based and multiple intelligences and they matched the students' characteristics to methods of instruction. They concluded that an effective instruction should be done based on students' prior knowledge rather than their traits. Besides, they mentioned that to guarantee learners have enough prior knowledge, teachers must verify every class is comprehensive for their students and by implementing the formative assessment. They finally added that learning does not take place if teachers do not determine what students know.

Turner, Windi D., Solis, Oscar J. & Kincade, Doris. H ( 2017) presented a qualitative study of the use of differentiated instruction along with higher education instructors who taught large classes (50 students). Their research institution is situated in the southeastern United States. Authors concluded that it was necessary that both students and instructors needed to be more familiar with the differentiated instruction strategies, they also suggested teachers be trained on differentiated instruction because they found some difficulties on the

implementation of differentiated instructions, time and materials to use with their large classes.

However, students who were involved in the study had a different perception about differentiated instruction, they said that instructors used variety of methods to teach and assess their learning. There was evidence that students learnt and excelled within large classes.

A local study, by Borja, Soto, & Sanchez (2015), carried out in an urban public high school in the South Coastal Region of Ecuador, proposed three ways to differentiate Ecuadorian students' development of speaking skill in English. Students could produce spoken language by choosing different topics they felt interested in. Then, teachers chose materials which were appropriate for students' readiness level and interests. During the spoken task, teachers monitored their students providing them with individual or group support as well as more time to do the speaking tasks. In Addition, teachers supported students' learning by using lots of visuals such as pictures, posters and videos. To evaluate students' oral performance both, teachers and students were given a checklist to give and receive peer evaluation.

Furthermore, there was differentiated instruction during the process. To do this, teachers gathered students' profiles to learn what students' interests, learning styles and language skills were. Students gave their final presentations to fulfill the Product Lesson Stage. Students did speaking performances such as role-plays, debates, discussions and interviews, among other communicative tasks. Results of this study concluded that teachers should know their students to change planning for content, process and product and thus have a differentiated class. Knowing students is essential to apply new strategies to differentiate for students, according to their needs, interests and learning styles.

Ballesteros, (2011) carried out a study at Universidad Técnica de Ambato with the topic: Instrumentos de Evaluación y su Incidencia en el Aprendizaje de la Destreza Reading de los Estudiantes de Cuarto 12 Nivel de Inglés de la Escuela de Formación de Soldados Vencedores del CENEPA Cantón Ambato Provincia de Tungurahua, mentioned that English teachers do not send extra reading activities to develop Reading skill and learning. He also stated that findings revealed that there was not a good Methodology to develop Reading skill as well as there was no use of authentic Reading material like English newspaper which students can practice different Reading strategies to develop Reading skill.

The closest topic found is: You get to choose! motivating students to read through differentiated instruction. Servilio, (2009) carried out a study with the thesis title You get to choose! motivating students to read through differentiated instruction. This study was done in a fifth- inclusive classroom of 24 students, six students were identified as having a disability. There were two teachers who participated in this study, a special education teacher and a general education teacher. Servilio's research concluded that using Differentiated Instruction showed improvements because students were much more engaged and delighted when reading in English as well as students' grades in reading increased to 83.4%. Both teachers involved in the research recommended using Differentiated Instruction to the development of Reading skill.



It has been demonstrated that there was a positive impact on Reading skills thanks to the use of differentiated instruction. Students also improved their grades in reading skill.

The studies mentioned above along have demonstrated that differentiated instruction is a fruitful approach to be used inside a mixed ability class. However, implementing differentiated instruction requires time and effort during the process.

## **2.2 Philosophical Foundation**

Philosophy represents the knowledge of man about the world in general and tries to point the way to obtain new knowledge; It provides a specific relationship of this with the world, both in the theoretical and in the practical from the projection of human activity that occurs in the cognitive, evaluative and communication (Medina, 2004). The philosophy is the sustenance of the Cuban pedagogical work for its functions and principles that project the daily work of the educators both in the theoretical and in the practical.

This research conceives the use of dialectical and historical materialism as a precept to approach the scientific conception of the world, as well as the use of scientific methods, their laws and categories that serve as the basis for the organization of the teaching-learning process in the English class.

The emergence of language dates from the very beginning of the process of the emergence of humanity. According to Marxist theory, man from his emergence, needed communication with each other as a product of not only biological needs, but also social, economic, political, moral, aesthetic, religious and cognitive, in the same way he felt the need to subsist, develop socially and communicate (Byrne, 1989).

The language constitutes a system of symbols or signs of the objects of reality, their properties and links, which represents an essential instrument of human

thought (Addine, 2006). It is, according to the founders of Marxism, the immediate reality of thought and the material envelope of human consciousness.

But the need to preserve information forced man to invent writing, based on the graphic reproduction of sounds “phonetics” or ideas and concepts “ideographic” (Limonta, 2008). Many centuries later, with the invention of the printing press, the communicative possibilities and the durability of the printing information were extended. Language, in one way or another and almost without exception, is always present in human thinking activity, of course, not always in its external and sonorous form, but through the inaudible internal language.

This research will be focusing on the Critical -Positivism Paradigm considering that teaching instructions issues that need immediate solution to the problem identified. Besides this paradigm, it is really helpful to predict what may happen in a future time. The Critical paradigm looks at the ability of the society and the researchers primarily rely on quantitative data to obtain the truth and the hypothesis testing.

The critical humanistic approach will be considered since it involves people studied in the research process and the data found is used for social change.

In Philosophy, there is no absolute truth and reality, they are constantly changing, Guba E.G, Lincoln Y.S, (1994) state reality has been shaped by social, political, cultural, economic, ethnic, and gender values. In regard for truth, the Positivists agree that researchers only need the right data gathering instrument or tools to produce absolute truth for a given investigation.

### **2.3 Legal Foundations**

Higher Education is regulated by the following bodies in the Constitution of the Republic of Ecuador 2008 and CES (Higher Education Council)

#### **Republic of Ecuador Constitution**

**CHAPTER TWO**  
**Rights of the good way of living**

SECTION FIVE

**Article 27. Education**

Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work. Education is indispensable for knowledge, exercise of rights and building a sovereign country and it is a key strategy for national development.

**CES( Higher Education Council)**

**CHAPTER I**

**SCOPE AND OBJECTIVE**

**Article: 2 Objectives**

Strengthen national and international mobility of professors, researchers, professionals and students with the view to integrate to Ecuadorian academic community in the dynamics of knowledge at the regional and global level.

**Article: 31 Learning a foreign language**

Subjects related to foreign languages will be or won't be part of the Curriculum of the career. However, IES (Higher Education Institute) will guarantee the language proficiency to be part of requirement for graduation in the universities at B2

Level and College students must attain proficiency in English at B1.1 or B1.2 o obtain the graduation requisite at Higher Education Level.

According to the Common European Framework

B1 Level students are able to:

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise while travelling in an area where the language is spoken.
- Produce simple connected text on topics, which are familiar, or of personal interest.
- Describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

B2 Level students are able to :

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

### **CHAPTER III**

#### **CURRICULAR STRUCTURE**

##### **Article 15: Learning activities and tasks**

Refers to the work of students, which is focused on the development of skills to achieve autonomous learning and individual. They are autonomous activities like: reading texts, analysis of written and spoken materials in digital. They must find information, write essays, and make oral presentations.

## **2.4 Fundamental Categories**

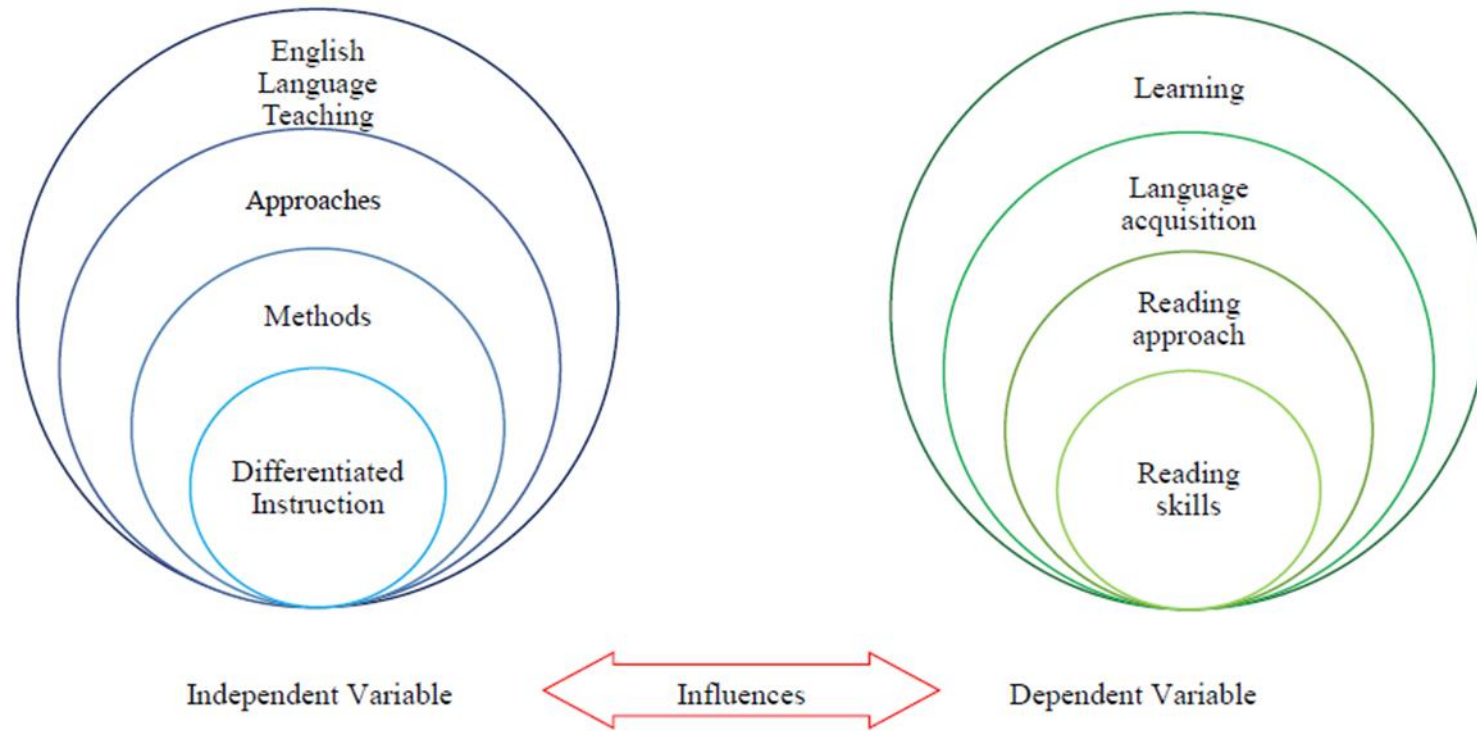
Independent Variable

X = Differentiated Instruction.

Dependent Variable:

Y = Reading skills.

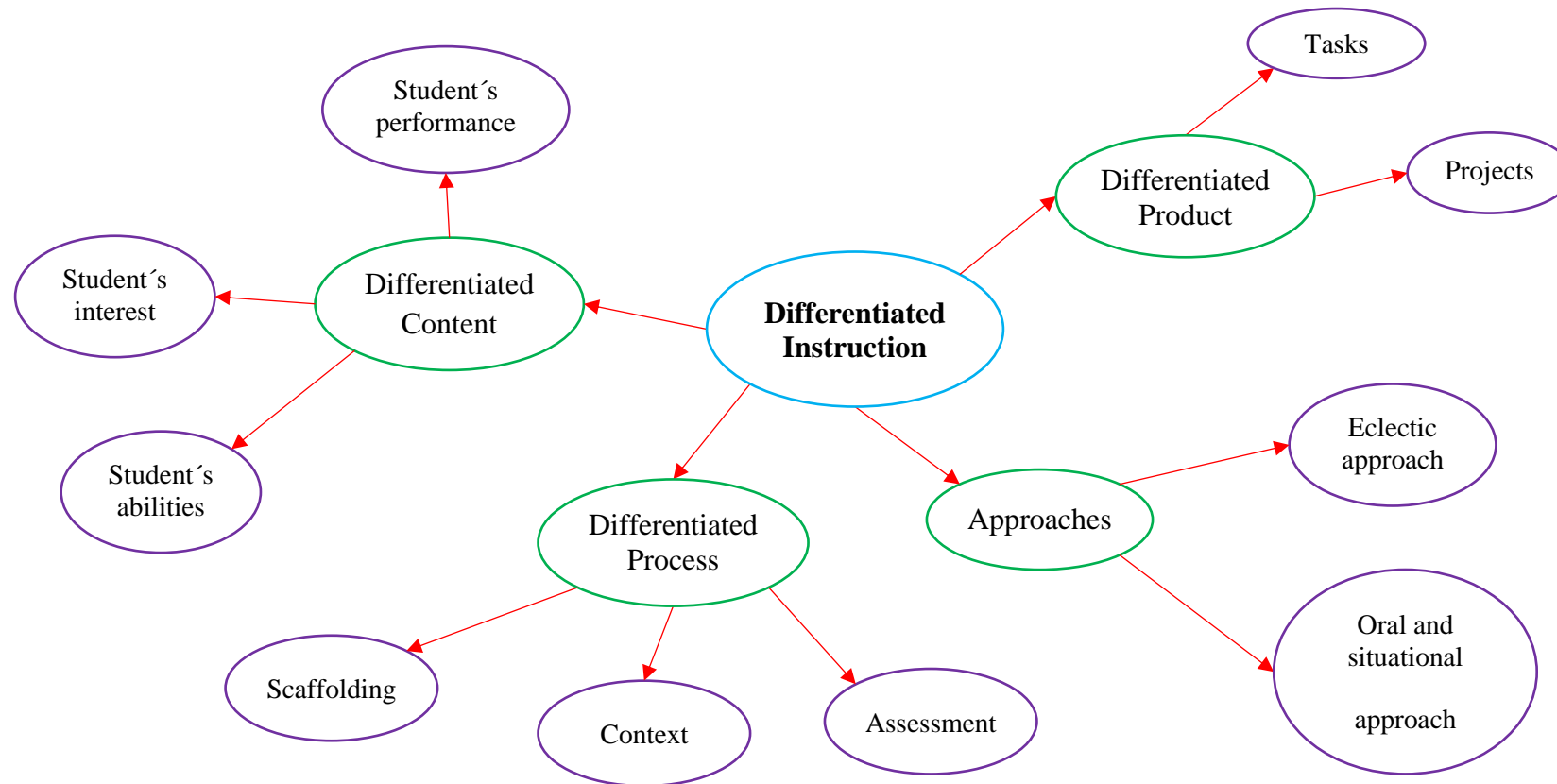
## 2.4.1 Fundamental Categories Network



**GraphN° 2.** Fundamental Categories.

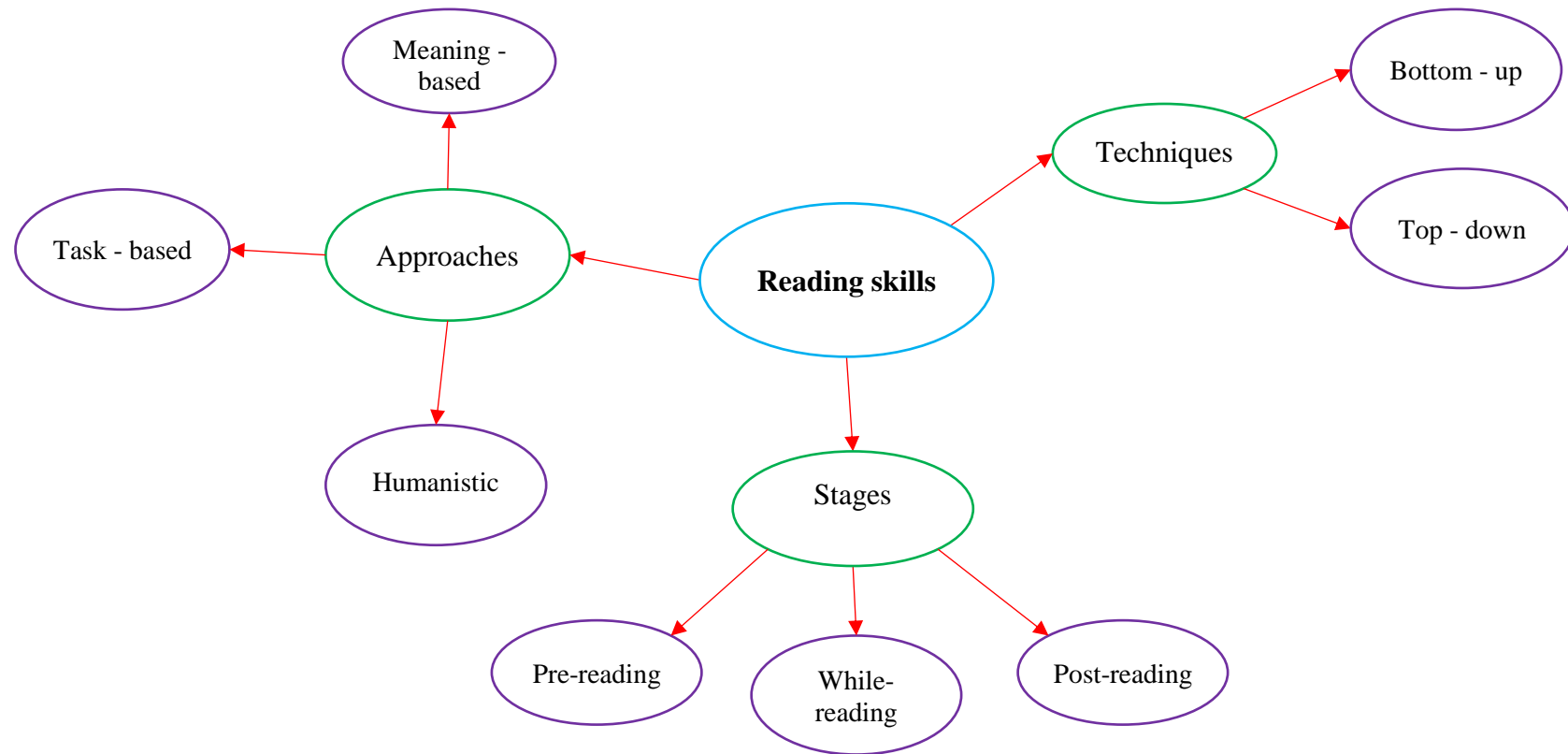
**Researcher:** Nelly Galora

### 2.4.2 Independent Variable Differentiated Instruction



**Graph N° 2.** Graphics Independent.  
**Researcher:** Nelly Galora

### 2.4.3 Dependent Variable Reading skills



**Graph N° 3.** Graphics Dependent.  
**Researcher:** Nelly Galora



## **2.5 Dialectical View of Conceptualizing Variables**

### **2.5.1 Independent Variable Differentiated Instruction**

#### **2.5.1.1 English Language Teaching (ELT)**

Ozcan (2003) points out that Language Teaching is an art where there is a highly skilled activity that is learned by careful observation and patient practice. Davini (2008) also states that -Teachers not only actively elaborate their strategies for teaching, but they do it according to their personal styles or approaches, that is, their own characteristics, their choices and their ways of seeing the world "(p.74).

In reference to the learning of foreign language, Richards and Rodgers (2001) understand the concept of teaching process as a set of beliefs and principles that can be used as basis to teach a language. They are characterized by the diversity of interpretations regarding the how they can be applied and can be reviewed and updated over time as new practices appear. It is a specific design or teaching system based on a theory concrete language and language learning.

The concept of teaching methods in foreign languages has had up to now interpretations and definitions. Richards and Rodgers (2001) suggest the following definition: -The method is a general plan for the orderly presentation of linguistic material, none of which contradicts, and which is based on the selected method. One approach is axiomatic, one method is procedural. There can be many methods within a focus (p.19).

In turn, Harmer (2007) indicates that -A method is the practical realization of an approach. The authors of a method have come to decisions about the types of activities, the roles of teachers and the students, the types of material that will be useful and some model of program organization (p.7)

## **Planning**

The teaching task of the teacher is to become a resource for the work of the student, programming and planning teaching activities, making available to students the materials on which they must work and assisting them in a completely personalized way through the means established for such purpose. In other words, mainly participatory methodology will be used, making the student a participant in his or her own training process.

## **Resources**

This is another aspect to successfully achieve both teaching and learning English. It is more important to know and know how to use correctly the materials and resources we have at our disposal in order to take the maximum party to the activities that we develop with the students (Lareki, 2014). The materials we use must be as didactic and representative as possible, adapting to the needs of the classroom environment and contributing to the recreation of everyday situations within the class. In this way, we can make use of both visual, audio and audiovisual materials. Below I will develop some of these materials:

- Real objects: attract children's attention and make English become live and real, since we are incorporating objects of our daily life. They are very useful to present new vocabulary in an attractive and motivating way, thus helping to memorize the words through visualization, to describe objects, to follow instructions, to classify objects, etc. As real objects. We can use coins and bills, food, toys, photos, clothes, letters, etc.
- Flashcards and word cards: These are pictures and words of the vocabulary to teach represented on cardboards. These resources are very useful to present new vocabulary, to practice the oral comprehension of comics, to model dialogues, to review contents, etc.

- Stories, comics or magazines: They provide a great answer to understand the meaning of the language in a fun way as well as to bring students to the culture of English-speaking countries.
- The new technologies: In recent years, new technologies have had a notorious boom in the development of Primary Education. In the classrooms we find resources such as digital whiteboards, computers, tablets, etc.

On the other hand, the teacher can use them to present new structures and vocabulary through interactive stories or cartoons, and on the other students can practice pronunciation, vocabulary, grammar, reading, writing, they can use the Internet to search for information and solve web quests, they can make drawings, write postcards, letters, chat with other students, sing songs or make material.

### **Assessment**

The proposed evaluation should involve the student in this process where responsibilities are shared in the learning and in the issuance of evaluative judgments and which at the same time allow the teachers to rethink objectives and teaching methods in function of the improvement of the teaching learning process in the foreign language (Pérez, 2008)

In this context to achieve evaluation practices consistent with the renovating principles of Education and from this perspective, by procedures that evaluate the competences of the students to solve communication tasks in the foreign language that account for the real learning in the foreign language. In other words, whether for formative or summative purposes, evaluation situations are required that allow students to interact in the process of knowledge construction, reflect critically on their learning, on the processes and on the products, they manage to elaborate.

## **Roles**

### **Teacher Dominated**

It is a one-way interaction pattern instruction. The teacher dominates the lesson where students do not ask questions to the teacher. Besides, learners' feelings and understanding are not considered by the teacher.

This typology emphasizes instruction in "*exposition*" or *lecture style*. Brown H. D., (2001) names this one-way interaction *The Teacher as Controller* where the teacher takes the control of every moment of the lesson, in other words, the teacher is the person that determines what students actually have to say, do, speak and even tell them what language forms they must use. There is no freedom for students and if there is not any students' interaction in the class we can easily say that this type of class is traditional.

### **Teacher Controlled**

It is a two-way interaction between teacher and student in which learners can ask questions. Teacher is concerned about students' learning process and makes effort to meet student's learning. However, teachers continue having a lecture style and they have a control on content and knowledge.

### **Teacher Centred**

It is a three-way interaction where the teachers start class interaction such as: teacher-students, students-students and students-teacher. The pace of instruction emphasizes on discussion and class development. In this typology, the teacher is the person that controls and modifies the pace of the lesson. The role of the teacher is perceived as a facilitator, he makes the learning much more engaging and less difficult for students, in this context, learners discover learning by doing

or using the language rather than just telling them what to say or do. (Brown D. (2001)

### **Student roles**

Student is the processor of comprehensible input. Learners decide on when to speak, what to speak about, and what linguistic expressions to use in speaking. In the *pre-production stage* students do not actual participate in the language activity they act out physical commands, identify information, point to pictures, and so forth. In the *early-production stage*, students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns (e.g., How are you? What's your name?). In the *speech-emergent phase*, students participate in role play and games, contribute personal information and opinions, and participate in group problem solving.

### **Approaches**

#### **Language Teaching Approaches**

It refers to the English Instruction to speakers of other languages using a particular Method. According to the Dictionary of Language Teaching and Applied Linguistics defines method as the way of teaching a language which is based on systematic principles and procedures.

Teaching English in EFL classrooms has had different methods to support the teaching and learning process through the time. During the last years English Language Teaching has had “great methodological innovations” concerning the Language Teaching for instance: learning strategies, cooperative learning, Project-based Learning, Experiential Learning, Computer-assisted learning, Brain-based

learning, Constructivism, Learner-centred instruction, the theory of Multiple Intelligences, Portfolio-oriented instruction which appears during the last years.

Depending on the Method used by that time, Learners have experienced different roles inside the classroom, from passive to active and independent learner who constructs his or her own learning together with other learners.

Reaching true learning does not imply the use of a method, it goes beyond, it depends on the teacher's attitudes, materials, tasks, abilities and motivation towards language teaching. In addition, the teacher needs to pay close attention to what is going on in the classroom language improvement, learning difficulties and needs. Besides, teacher reflects on teaching practice and assessment, evaluating activities and plans, developing and drawing on curriculums, and the host of other activities that contribute to effective teaching practice. (Crichton, 2007)

### **Natural Approach**

Nunan (1989) says that the development of basic personal communicative skills as well as the academic learning skills is the heart of this approach. (Larsen-Freeman, 2000). In the Natural Approach, focused on comprehension and meaningful communication as well as suggests the use of a wide range of classroom activities related to the real world to foster real communication among students. Then, this approach claims the meaningful practice activities using authentic real materials, rather than production of grammatically perfect utterances and sentences. (Krashen and Terrell 1983: 55)

### **Grammar translation**

Chastain, (1988) states that Grammar Translation Method was used long time ago in the classical languages like Latin and Greek. He says it was used for reading purposes. Students used their first language to translate information from the foreign language literature.

Larsen-Freeman, (2000) mention the following principles to consider when teaching:

- Language learning offers good mental exercise
- Both writing and reading skills are developed the most during the teaching process.
- Students get conscious of the grammatical rules of the foreign language/target language.
- Grammar rules and vocabulary activities are required to read literature written in the foreign language
- Students translate a reading passage from target language into their native language.
- Reading comprehension questions are sequenced: Students answer questions about the text, then they make inferences and lastly, they relate the passage to their own experience.

### **Silent way**

Caleb Gattegno the founder of the Silent way sees language teaching as serving the learning process rather than knowing how to do it. Brown D. (2001) also says learning takes place in the class when students are the ones who discover or create knowledge rather than by being told. Caleb Gattegno highlights the importance to work in groups where learners need to cooperate to solve together their language problems. The role of the teacher is seen as a stimulator and is silent much of the time.

Larsen-Freeman, (2000) in his book *Techniques and principles in Language Teaching* mention some important principles for example:

- Reading is done from the very beginning and it starts with the language that students already know how to say.

- Students and teacher work in silence and teacher speaks when necessary and due to teacher's silence students are motivated to work in a cooperative way.
- Students develop their autonomy in the language by exploring it and by making their own choices, As Gattegno says "Teacher works with the students; the student works on the language."
- During the learning process students learn to be responsible for their own learning.

## **Language Teaching Methods**

### **Immersion Method**

McKendry, (2006)) says it is a form of bilingual education and focused on the development of a high standard of language competence in the immersion language across the curriculum. It is characterized by instruction that incorporates the following key concepts:

- ✓ students learn other languages best when their native language is not used for instruction
- ✓ it emphasizes comprehension rather than speaking
- ✓ Learning occurs in a meaningful communicative context and use is made of subject-content instruction, games, songs and rhymes, experiences with arts, crafts, and sports
- ✓ there is importance on the use of visuals, realia, and hands-on activities
- ✓ language learning activities are interdisciplinary
- ✓ Students are involved in movement and physical activities.
- ✓ learning activities are based on cognitive level, interest level, and motor skills reading and writing materials are appropriated to the age of the students.
- ✓ learning is evaluated frequently and regularly. (Chowan 1999)

### **Procedural Method**



A new methodology that was born in the late 80s and its focus is procedural rather than product learning, it is a 'learning-by-doing' approach. It is known as Task based teaching and learning approach. Learning is fostered through the performance of different activities to finally get to the task realization. Then, Task Based Language Learning (TBLL) relies heavily on learners actively doing pre tasks, task preparation, task realization and post task. All of this process permits students learn by doing brainstorming concepts towards students' language. (Task- based Learning (TBL), 2018)

### **Form-focused Instruction Method**

Ellis, (2002) says FFI (Form focused instruction) is the kind of instruction for teaching specific grammatical features in a structure-of-the-day approach. He argues that it requires students to work on communicative activities later. Teacher provides explicit instruction of language forms only when necessary (Long M. , 1991).

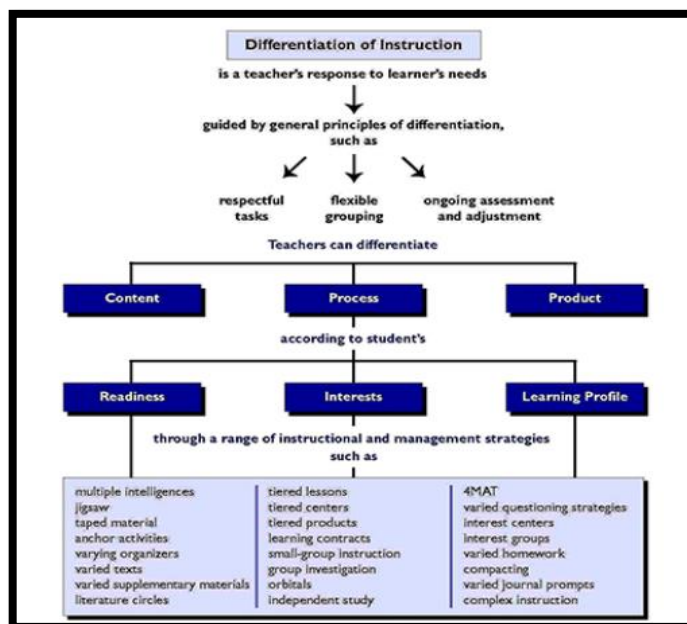
#### **2.4.2 Differentiated Instruction Elements**

The approach Differentiated Instruction (DI) first appeared in the late 1990s in the USA, Carol Ann Tomlinson was considered the mother of Differentiated Instruction (DI), who defines it as a process of tailoring instruction to meet individual needs by using ongoing assessment and flexible grouping, where students support each other and share responsibility. It is also stated that DI is not creating more individual lessons but paying attention to students' learning styles to meet their needs (Tomlinson, 2001).

Santangelo, T & Tomlinson,C. (2009) carried out a research at a large, state-supported university accredited by the National Council for Accreditation of Teacher Education and whose research topic was : The Application of Differentiated Instruction in Postsecondary Environments: Benefits, Challenges, and Future Directions.

The authors implemented differentiated instruction by content, process and products and the purpose of this research was to explore the nature of impact of using differentiated instruction in an introductory-level graduate course. Students who participated in this investigation did a pre-assessment of their reading and writing proficiency, they also used a variety of supplemental reading materials and to facilitate students to content, all readings were given in text format and electronic form. Their study was solidly argued in Tomlinson's well-established basis of differentiated instruction.

The results of the study were positive and data revealed that differentiated instruction had a meaningful impact on students learning, most students learnt and were skilled of each course objective. Students also indicated that they had diverse ways of learnings and were supported in different ways that actually maximized their learning. Roberts, (2012) suggested three simple ways to differentiate instruction in the class like: by outcome, teaching method and task. However, Tomlinson C. A., (2013) and Weselby, (2014) suggest four ways to differentiate instruction. This DI is based on content, process, product, and affect/environment.



**Graph N° 4.** Concept Map – Differentiated Instruction

Source: <http://asd.yourschools.ca/differentiated-instruction/>

By: Tomlinson (2006)

Differentiated instruction encourages instructors to offer students options to learn class material in different ways since not all students learn in the same way. Learning varies by the level of aptitude, ability, motivation and interest. Differentiated instruction is an approach whereby teachers adjust curriculum and instruction to maximize learning for all students.

### **Content Differentiation**

It refers to the knowledge, understanding, and skills teachers want their students to learn. During differentiation, there is an emphasis on the methods that students use to access key content, learners can read independently, with a classmate, read a text with images, read and listen to a text at the same time rather than change the content itself (Tomlinson & McTighe, 2006)

### **Students' performance**

It is proposed to use a variety of instructional approaches, adapt class activities to meet the needs of their students, continually assess students to determine their readiness levels to inform if our curriculum and teaching method is working, and also offer a variety of opportunities for students to learn and, from there, demonstrate their knowledge. This educational approach adjusts the didactic framework to meet the individual needs of the student body, rather than starting from a predetermined adjustment point. It also offers ways to present the material to be taught in multiple ways. Gregory and Chapman (2007) point out that the differentiated class is one in which teachers respond to the different needs of the student's needs.

### **Students' interest**

Similarly, Gregory and Chapman (2007) emphasize the role of the teacher in differentiated instruction. They argue that in a differentiated class the teachers are called to respond to the needs of the students. Geri Coleman Tucker (2014) in an article written in the Understood portal makes it clear that differentiated

instruction should not be confused with personalized instruction. The author defines differentiated instruction as one that allows students to demonstrate what they know, in this case what they learned, in different ways. Coleman emphasizes that differentiated instruction includes learning styles, all those associated with teaching are convinced that teaching and learning has become a challenge for today's teacher, therefore, differentiated instruction, as established by Coleman, invites to take into consideration the learning styles and assume a reflective and investigative attitude in order to update and master the knowledge of the student in the context of how he learns.

### **Students' abilities**

The ideal conditions for learning a new language are those derived from direct contact with it in real and significant communicative situations (Krashen, 1981). Creating those ideal conditions for students with different skills is the goal of every teacher. The studies that have been carried out to determine their effectiveness have concluded that they usually reach a higher level of linguistic development in certain areas such as fluency, pronunciation, lexical development, among others. (Freed, 1995, Freed, Segalowitz, and Dewey, 2004).

### **Process Differentiation**

It is how students come to understand or make sense of the content. Real learning—of the sort that enables students to retain, apply, and transfer content—has to happen in students, not to them. National Research Council, 2000; Wiggins & McTighe, (1998) say that meaningful learning has to happen in students. It means that students have to use their knowledge, understanding and skills to retain, apply, transfer and realize the practically of content in the outside real world.

The following strategies propose to meet the needs of students to encourage development towards a richer learning environment to promote excellence and stimulate the participation of all students. They also help teachers to establish

achievable achievements in the development of communicative competence in Language Acquisition, make continuous assessments and make decisions that make the curriculum relevant and effective and significant learning.

### **Context**

The context refers to the place of construction of knowledge and the conditions of socialization that characterize the teaching-learning process of the foreign language. It would not be useless to remember that here it is mentioned the formal and natural context as the two in which the activities of English as a foreign language takes place. Each one of them is a particularity and has a different implication, but some researchers think that it is necessary to consider the two entities to get a good command of the foreign culture language. In addition, several educational systems and teacher training centers consider the two forms of acquisition and teaching-learning of the foreign language.

The classroom, the teacher and the didactic material are three constituent elements of the formal environment. Therefore, it seems to us that the formal environment is quite limited and insufficient to guarantee the success of a foreign language, especially in terms of proficiency in oral expression and socio-cultural competence, which is very important in life in society, and to which we referred above. Instructors may draw this conclusion after a mere comparison between the formal and natural environment whose numerous factors and possibilities allow the use of the target language and thus facilitate its acquisition. Furthermore, this limited aspect of the acquisition of expressive fluency and the actual communication of the foreign language in the formal environment leaves the impression that before, class practices were more concerned with the form of the target language. This situation, fortunately, has already changed in the educational system in question, and it is hoped that this change takes place where fundamental methods of language teaching are still insisted on.

## **Scaffolding**

Scaffolding is relevant to teaching any subject, it is of a lot of importance specially to teaching English as a skill. When learners are guided through concepts, meaning or vocabulary of their level are more willing to learn and to use the language in their day to day expressions.

When teachers scaffold instruction, they are breaking their teaching into smaller parts so that they do not give students too much information at once. Teachers probably do not want to overwhelm students who are already struggling with many academic concepts. Breaking the information into chunks or smaller pieces helps them to absorb it without becoming frustrated.

Scaffolding instruction helps instructors to better support their students in the classroom by determining areas in which they are not doing well. When a teacher can assess student difficulties, it will allow him/her, as the teacher, to create a plan for re-teaching the specific part that students may be struggled.

Schwartz, (2005) mentions that the amount and style of teacher's talk may vary the moment teacher provides helpful inputs, and explanations to learners, contributing to students' understanding of context content.

For instance, the data shown in the web site (Languages, s.f.) suggests teachers the use of concept maps, visual, diagrams, graphs, highlight patterns, provide examples, ask students questions, and for their opinions, to model or explain new concepts.

## **Assessment**

The Differentiated Assessment is a procedure that considers, respects and assumes the student with special educational needs from their individual reality, adapting or reformulating the instruments or evaluation modalities applied, in order to favor an effective evaluation of that particular student .This makes it possible to

measure the quality of the student or student's learning in relation to the progress made with respect to oneself, in such a way that it facilitates learners to realize their academic progress. It also implies the application of strategies before, during and / or after the evaluations, always aiming at inclusion.

The purpose of the differentiated evaluation is to give the child or young person the possibility of showing, through different modalities, ways or procedures, what he or she learned. It allows raising positive self-esteem and motivation of students for school learning. It promotes personal safety, a sense of competence, respect for individual differences and attention to diversity. Avoid dropouts and can reduce school failure

### **Product Differentiation**

A product is applying and extending what students have learned over a period. Students require understanding of key ideas, transfer of knowledge, and application of skills. It refers how students' emotions and feelings impact their learning. To guide students during Instruction as well as to contribute to their academic growth is important to create a nice classroom environment. Students' emotions and feelings impact their motivation to learn, ability to work with others, and create a self-concept as a learner. If students have a positive affect regarding learning and they open the door to academic growth. Otherwise having a negative affect regarding learning closes that door.

### **Tasks**

The application of these methodologies allows students to do their communicative tasks using the elements of the language learned in previous classes or in other sources of information. They had the opportunity to talk or write about how they performed the task and compared their findings. The use of teaching aids with oral recordings or written texts guaranteed to broaden his communicative experiences and get in touch with authentic idiomatic structures; on the other hand, to exchange with other students who have already performed those tasks or treated

those same topics, direct their attention to specific aspects of naturally occurring forms of language and encourage feedback; and therefore, raise the quality of English language learning.

## **Projects**

These elements of differentiated Instruction above mentioned must be shaped and cultivated to provide opportunities for every student to maximize his or her learning capacity in a differentiated classroom. The educational model that generates this conception is a curricular model that adapts to the student and not the other way around. From here, the educational concept is based on principles of heterogeneity: the educational response must be diversified and adjusted to the characteristics of each student. We start from the principle of the personalization of teaching and the inclusion of all students in a common educational context.

### **2.5.2 Dependent Variable Theoretical Framework**

#### **Learning**

Cohen and Younghee (1999) defines learning as the process of assimilating new information into the existing structure and accommodating or modifying the existing structure to deal with the new information.

#### **Individual learning**

It occurs when a person creates their own mental models through questioning, exploring and reflecting. Individuals construct their knowledge of the world through varied experiences that involve interaction, engagement, and the application of knowledge as an integral aspect of learning.

#### **Group learning**



Lev Vygotsky stated that learners who work individually can reach their low level of skill whereas students can reach higher level of skills when students work with gifted students or a skilled person (Vygotsky, 1978).

Krashen, (1980a) ) states that a second language can really be dominated through a conscious process of study, analysis, attention to form and error correction. It takes place in classroom settings, leading to gathering metalinguistic knowledge (knowledge about language).

Based on the cognitive theories of second language acquisition, learning is building up the knowledge system through practice until it becomes automatically accessible in reception and production. Then language learning takes place through interaction and comprehensible input provided by English teachers (Long M. , 1983).

### **Characteristics**

- Learning is *intrapersonal* and interpersonal.
- Intrapersonal because the learner explores, discovers and creates new ideas, thoughts based on their prior knowledge.
- Learning permits each individual to shape people's identity and pertaining. (Svalberg, 2007).
- Learning is developmental
- Built on prior knowledge
- Requires attending to students' prior conceptions/misconceptions.

- Be interactive focused on meaning-making.
- Need to be transferred and applied in varied contexts Related to metacognition where learners figure out how and why they do to learn. (Liddicoat, AJ & Kohler, M, 2003).

## **Language Acquisition**

### **First Language Acquisition**

Mitsutomi, M & Kirjavainen, M, (2014) mentioned important facts about first and second language acquisition, their processes, hypothesis and major approaches. They mentioned that acquiring first language is done thanks to the exposure to the ambient language, it is a natural process, little kids pick up or learn new words from what they hear in everyday conversation. it also involves cognitive processes such as: analysis, making inferences, categorizing and so on. Then a language is learnt.

### **Second Language Acquisition**

It is acquired, when the input student get is easy to understand, it is presented in the classroom in a creative classroom. Most importantly when learners see the second language as part of themselves and basically when students have finally met their learning outcomes. (Mitsutomi, M & Kirjavainen, M, 2014)

Learners pay closely attention to the language input,its lexicon, grammar structure. They start producing the language in small chunks, later they make progress adding or combine new structures to the chunks they have already learnt.

(Trawinski, 2005) mentions four important approaches accounting for the process of language acquisition.

- Behavioural approach
- Nativist Approach
- Cognitive Approach
- Social Interactionist Approach

### **Reading Approach**

According to Cheol (2013) studies about the Developmental approaches to the teaching of EFL reading there are some pedagogical implications and reading issues for learners' reading proficiency that teachers must consider in their instruction to help learners to become more effective readers.

### **Humanistic Approach**

The humanistic principle is learner-centered and voluntary approach. In this approach learners are willing to being exposed and read interesting and meaningful materials. They have intrinsic motivation and positive attitudes towards reading in this context, reading acquisition occurs naturally.

### **Meaning-based**

In this approach, reading is meaning-focused, not form centered. Learners read for pleasure not for obligation so they can choose what to read, at their own level and pace. Through reading they get more knowledge of the world and develop their critical thinking skills as well.

### **Task-based**

Learners are able to understand texts in meaningful situations in which they are asked to produce and comprehend instructions effectively. Reading should be meaningful for learners in natural and meaningful settings. Teaching reading requires learners' exposure to interesting reading materials and the teacher should create a pleasant environment where learners can interact about their opinions and ideas about what they have read. In addition, learners have to be able to integrate reading with the other skills like writing and speaking in a more effective way.

### **Reading Skills**

Whalon, K.I., Al Otaiba, S., & Delano, M.E., (2009) say reading skills is gaining meaning from written texts by using decoding ; reading fluency ; vocabulary and comprehension skills.

*Decoding:* It involves knowing the words learners read.

*Reading fluency:* Anderson, (2009) says that fluency involves both reading a text with speed as well as to understand it.

*Vocabulary:* It involves understanding of the meaning of a word in a sentence, a sentence in a paragraph and a paragraph in a text. Folse, (2010) points out teachers may be the principal source of input for vocabulary acquisition and their role is to instruct vocabulary explicitly to develop students' knowledge and automaticity to recognize words in the text.

*Comprehension:* Solé ,I ( 1998) states that comprehension at literal level is usually practiced at lower levels. Learners actually take factual information directly from the text since they need to understand what the text says. She highlights the importance of development comprehension at literal level in order to build the foundation for more advanced levels of comprehension in the near future.

### **Reading Techniques**

Ching (2015) based on Goodman (1970) divided SL/FL reading strategies into two types of processing: bottom-up and top-down.

### **Bottom – up**

Bottom-up strategies include recognizing a multiplicity of linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers, and applying linguistic data-processing mechanisms to impose order on these signals.

### **Top – down**

On the other hand, top-down strategies involve drawing on one's own intelligence and experience to understand a text through a puzzle-solving process or inferring meaning to decide what to retain and what not to retain. Ching (2015) points out that Duke and Pearson (2002) proposed six SL/FL reading strategies: prediction or prior knowledge, using think-aloud strategies to monitor comprehension, using text structures, using visual models including graphic organizers and imagery, summarizing, and questioning and answering questions while reading.

### **Reading Stages**

Reading is the process of decoding written symbols, reading from smaller units such as individual letters to larger ones like words, clauses and sentences to get meaning. (Nunan, 2005). Krashen D, (1980) explains that the Input hypothesis is only concerned with 'acquisition', but 'learning' a second language. According to this hypothesis the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

However, Incomprehensible input cannot help to improve learner's language (reading) proficiency; comprehensible input is the key for second language

acquisition. Brown D. , ( 2001) states that for intermediate or advance English classes, it may not be necessary to follow a three-part framework for teaching reading. However, this framework should be applied from the very beginning level since starting to read in English may be not easy.

### **Pre-reading**

In this stage teacher should present the topic, ask for skimming, scanning, predicting and activating schemata to see what students' background knowledge is. This stage is very important to do because it gives students the opportunity to ease the passage.

### **While-reading**

For the second stage while students read the passage, teachers should give a purpose to read. Then students get engaged and try to understand and make effort to decode the message.

### **Post-reading**

The last stage is the most important of the three because students can share what they learned, understood about the passage. Then asking students to answer a list of questions should not be done in this stage. Brown D. , ( 2001) suggests other examples of post reading such as vocabulary study, identify the author's purpose, examining grammar structure or doing a writing or speaking exercise.

## **2.6 Hypothesis**

Differentiated Instruction has an effect on Reading skills development of A1 level students at the Language Center - Universidad Técnica de Ambato.

## **2.7 Identification of variables**

### **2.7.1 Independent Variable**

Differentiated Instruction.

### **2.7.2 Dependent Variable**

Reading Skills.

## CHAPTER III

### METHODOLOGY

#### 3.1 Research Approach

The current investigation has a Hypothetical -Deductive Approach. It pretends to seek to prove or disprove the hypothesis as well as it provides conclusions along with facts (Bogdan R. C. & Biklen S. K. , 1998).

It is supported by two paradigms: Critical -Positivism Paradigm, which requires to find an immediate solution to the problem identified and the Critical paradigm which relies on quantitative data collection to obtain the truth and the hypothesis testing. The researcher also focused on both quantitative research as well as qualitative research while the quantitative research allows the researcher to familiarize with the problem or concept to be studied, (Bogdan R. C. & Biklen S. K. , 1998).

Charles C. M, (1995) supports that the Quantitative research paradigm, where its emphasis, is on facts and causes of behavior; the information is in the form of numbers that can be quantified and summarized; the mathematical process is the norm for analyzing the numeric data and the result is expressed in statistical terminologies, the qualitative approach studies the social and cultural phenomena, It pretends to gain a deeper understanding of a person's or group's experience. It is based on a "world view" 1) there is not a single reality. 2) reality based upon perceptions that are different for each person and change over time. 3) what we know has meaning only within a given situation of context. Besides, the qualitative method investigates the Why and How of decision making not just What, Where, and When.



## **3.2 Basic Research Modality**

### **3.2.1 Bibliographic-Documentary Research**

The process of bibliographic -documentary research consisted of comparing, knowing and deducing different types of authors' theories and approaches on research topics. (Hernández R, Fernández C. & Baptista P., 2010). The Researchers found useful information from books, magazines, newspapers, online journals and research papers. This process also facilitated the researcher to have a deep understanding on the two variables and have a wider expectrum to give a solution to the problem.

### **3.2.2 Field Research**

Field Research examines the personal meanings of individuals' experiences and actions in the context of their social and cultural environment. Its methodological roots are in phenomenology, social interactionism and ethnography. The investigation was carried out in the naturalistic environment where the phenomenon occurred. Methods of data collection included participant observation, depth interviews, group interviews and projective techniques. Analysis procedures consisted of description, ordering or coding of data and displaying summaries of the data. Nia Parson (2005).

## **3.3 Level of Research**

### **3.3.1 Exploratory**

It is Exploratory research because it allowed the researcher to know when and why certain behavior occurred. It required to have two groups or conditions as the control group and the experimental group. The control group did not receive any treatment whereas differentiated reading activities were implemented in the experimental group (Jackson, 2009).

### **3.3.2 Correlational**

This type of research permitted to identify the relationship existing between the two variables. The effect of one variable causing upon the other was easy to notice and how they changed if one of them was modified.

## **3.4 Research design**

### **3.4.1 Quasi experimental research**

The type of investigation was quasi-experimental, because one variable was manipulated to see the results obtained in one of the two groups after the intervention process. The study intended to analyze the impact of Differentiated Instruction on Reading skills development. It consisted also of having research subjects or individuals in equivalent, homogenous groups. The most common method was randomization.

Beside this, the need for two groups named Control Group and Experimental Group to establish comparisons that characterize this study. Therefore, this characteristic tells us that it cannot be carried out with a single group of subjects and a single experimental condition. This method involved comparing the effect of a condition between two groups. The manipulation of Independent variable was crucial. The researcher decided the level that corresponded to each group of subjects. The variable was manipulated with Differentiated Instruction strategies designed by the researcher.

### **3.4.2 Observational**

The researcher observed the ongoing behavior of A1 students at the Language Center- Universidad Técnica de Ambato. Additionally, Students' difficulties were registered and some great ideas were suggested to carry on the study. The researcher implemented different differentiated reading activities to see how learners improve their reading skills.

### 3.5 Population and sample

#### 3.5.1 Population

**Table N° 1.** Population of A1 English level students.

<b>Population</b>	<b>Frequency</b>	<b>Percentage</b>
Regular courses: A1 English level students.	1000	58.24 %
Open courses: A1 English level Students.	717	41.76 %
<b>TOTAL</b>	<b>1717</b>	<b>100 %</b>

**Source:** Secretary at the Languages Center, Universidad Técnica de Ambato

**Researcher:** Nelly Galora

#### 3.5.2 Sample

Two groups from A1 English level were chosen in non-aleatory intentional way due to the convenience of the researcher. They are described as follows:

**Table N° 2.** Sample of A1 English level students.

<b>Population</b>	<b>Number</b>
Experimental group	36
Control group	33
<b>TOTAL</b>	<b>69</b>

**Source:** Secretary at the Languages Center, Universidad Técnica de Ambato

**Researcher:** Nelly Galora

### 3.6 Operationalization of variables

#### 3.6.1 Independent variable: Differentiated instruction.

**Table N° 3.** Operationalization of the independent variable.

Conceptualization	Dimension	Indicators	Items	Techniques	Instruments
<p>It is a teaching approach that consists of meeting all student's needs, learning styles and interests by differentiating the content, the process, the product and the class environment. Tomlinson, C.(2013)</p>	Content	Students' performance	Do you consider your students' learning styles, interests and needs when you plan your reading lessons?	Observation	Check list
		Students' interest	Do you scaffold students when they do reading activities?		
		Students' abilities	Do you use extra reading material in your classes?		
	Process	Context	Do your students do diverse post reading activities such as group projects?	Interview	Structured questionnaire
		Scaffolding	Do your students reflect their understanding doing reports, tests, brochures, speeches or performances?		
		Assessment			
	Product	Tasks			
		Project			

**Researcher:** Nelly Galora

### 3.6.2 Dependent variable: Reading skills.

**Table N° 4.** Operationalization of the dependent variable.

Conceptualization	Dimension	Indicators	Items	Techniques	Instruments
Whalon, K.I., Al Otaiba, S., & Delano, M.E., (2009) define reading skills as the abilities that lead a person to integrate techniques to develop decoding ; reading fluency ; vocabulary and comprehension a gain meaning from written texts (p.4).	Techniques	Bottom-up	Linguistic signals Linguistic data-processing prediction or prior knowledge	Observation	Observation sheet
	Comprehension (Literal level)	Top-down	Inferring		
Pre-reading		Predicting the content of a text.			
		While reading	Guessing the meaning of words from the context Selecting important information Skimming a text for gist/general idea Scanning a text for specific details.	Pre-Test Post-Test	Structured questionnaire
		Post reading	Inferring Summarizing Discussion		

**Researcher :** Nelly Galora

### **3.7 Techniques and instruments**

Identification of the need of applying Differentiated Skills on reading skills was established at the beginning of this study through on-going observation and a survey. (See Annex 7)

A Pre-test and a Post-test have been applied with both the control and the experimental groups during the intervention process.

A final Survey to teachers from A1 English level was administered to confirm the viability of the research proposal. ( See Annex 10 )

### **3.8 Data Collection Plan**

This research was held at the Language Center of Universidad Técnica de Ambato. Sixty-nine (69) students from A1 English level participated in this study. These two groups were registered in the Regular Courses at Huachi Chico Campus.

#### **3.8.1 Course Questionnaire applied to students**

They were asked to fill in three course questionnaires to identify their attitudes toward reading skills, reading materials, and to evaluate their perceptions about the implementation of Differentiated Instruction on the reading lessons, the researcher conducted questionnaire surveys and interviews in Spanish. During the course, the students were asked to fill in three course questionnaires, including:

- an initial questionnaire, to help teacher know about students' prior knowledge about reading skills;( see annex 7)
- a mid-course questionnaire, to assess use students' feelings and opinions to reading material from their textbooks and extra reading materials ;( see annex 8)

- an end-of course questionnaire, to evaluate students' feelings and views about the implementation of differentiated instruction in the reading lessons. ;( see annex 9)

### 3.8.2 The Pretest and Post test

The researcher administered a pre-test to the control group and experimental group once the semester started. The test was designed to assess students' reading skills. The pre-test was validated by external professors from the ESPOCH university. (See annexes 3-6). After the validation process the types of questions were re-elaborated to assess students' reading ability at A1 level. The reading pre-test has four passages with different question types and varied content as well as language. Students were asked to read and answer different questions described below:

**Table 6.** Parts in the Pre-test

<b>Parts</b>	<b>Reading skills</b>	<b>Question type</b>	<b>Passage content</b>
I (2,5pts)	Previewing and predicting Skimming Scanning	Wh-question	It is a passage written in present simple its length is 154 words
II (2,5pts)	Skimming Scanning	Multiple choice question	Passage written in past tense, it has 243 words
III (2,5pts)	Previewing and predicting Skimming Scanning Context clues	Multiple choice question	It is a passage written in a combination of present simple, present continuous and past tense. It is a 285-word passage.
IV (2,5pts)	Previewing and predicting Skimming Scanning	True / False	A real menu

**Source:** Pre-test

**Researcher:** Nelly Galora

The test was administered in 20 minutes, both groups answered the same pre-test. Each group was split into 16 students to have consistent results.

*Furthermore*, questionnaire surveys and interviews in Spanish to students were conducted to identify the needs of students. ( see annex # 1)

### *Methodology*

The methods used included participant observations, structured online survey and an unstructured interviews with the experimental group. It led to the identification of reading students' willingness and attitudes toward reading in English. The results obtained from the first questionnaire are shown in the following table:

Table 1: students' prior knowledge about reading skills

SECTION	THE MEASURED ITEMS	YES	NO	total
	<b>Reading skills</b>			
	I know what scanning , skimming , reading context clues , predicting is	10	59	69
	I know how to read a text with speed, accuracy and expression		69	69
	I find wh-questions difficult to answer	68	1	69
	I usually translate sentences to understand a text	67	2	69
	I feel I need lots of time to read a passage.	66	3	69
	I always feel bored and frustrated when I read larger texts.	65	3	69
	I think I have not learned any reading skills in high school	67	2	69
	what makes hard to me when I read a text is decoding, making connections, and reasoning about what I am reading	64	5	69
	<b>TOTAL</b>	74%	26%	100%

### *Results obtained from the reading skills survey*

Students from both the experimental and the control group did not know what skimming and scanning skills were and they said they could not read texts with fluency, they all agreed that they did not know how to read with accuracy and expression. These results were also corroborated with the researcher's teaching experience with students from A1 English level, they usually registered low reading scores in in their formal assessment. It has been observed that students from A1 level do not actually enjoy reading in English or they do not feel



motivated to read. For instance, they cannot manage time well, they start translating sentence by sentence or even they want to translate all the new words they find in the text. The information obtained from the survey was corroborated with the diagnostic test that is usually administered at the beginning of the semester. (See annex 14). Most students from both the experimental and control group registered low grades and even there were 10 students who did not answer the questions on the reading skill section of the diagnostic test.

*The Diagnostic test* evaluated the skills of listening skill, language use, and vocabulary, reading skill and writing skills. None of the students got a satisfactory score. However, the data showed that the students` reading skill average in the morning class was 39% and 43% from the afternoon class. Both classes were under 70% which is not acceptable. These results were a good starting point to implement a more student-centered teaching approach: Differentiated Instruction to develop Reading skills because it indicates students did not know about reading strategies and they struggled reading in English.

#### *The results from Mid-course questionnaire – Interview*

Once the intervention started a mid-course interview was administrated to ten students of the Experimental Group with the intention of assess the level of acceptance of the new teaching approach: Differentiated Instruction.

9 out of 10 said they appreciated reading the extra reading material because they found it more interesting, motivating, and because they learned new and useful vocabulary that they did not know. However, they said the reading texts from their textbooks were easy to do but they did not learn much vocabulary from it. Another fact was that, the reading texts from their textbooks had the same reading comprehension activities. It was not challenging for them. These results confirmed the emergent need to incorporate extra reading material, as well as implementing tiered assignments, reading modalities, flexible grouping and presenting products based on their learning styles.

When the information was collected, the researcher tabulated the data and elaborated graphics and tables to show the results. They were analyzed and interpreted. The researcher proceeded to verify the hypothesis by using a statistical test called T-Test (Student's T-Test). Finally, conclusions and recommendations were made after the analysis and interpretation of the data which was gathered.

**Table N° 5.** Data collection plan.

<b>Questions</b>	<b>Explanation</b>
<b>1. - Why?</b>	To get the research objectives
<b>2.- Who will be researched?</b>	Students and teachers of A1 level at the Centro de Idiomas in Universidad Tecnica de Ambato
<b>3. - What is it about?</b>	The impact of Differentiated Instruction on Reading skills for starter English level at Languages Center de la Universidad Técnica de Ambato
<b>4. - Who?</b>	Nelly Galora Researcher
<b>5. - Where?</b>	Languages Center - Universidad Técnica de Ambato.
<b>6. - How many times?</b>	Once
<b>7. - What data collection techniques?</b>	Pre-Test and Post-Test
<b>8.-What research instruments with?</b>	Structured questionnaire
<b>9. - What situation in?</b>	In a collaborative environment of authorities, teachers and students of A1 English level at Languages Center - Universidad Técnica de Ambato

**Researcher:** Nelly Galora

### **3.9 Information processing and analysis plan**

To process and analyze the information the researcher followed a critical revision of published information about Differentiated Instruction, then results from the pre-test and the post-test were tabulated to follow a statistical analysis. Then,

results were interpreted, finally, the hypothesis was verified to determine the conclusions and recommendations. To process and analyze the information the researcher followed the next steps:

- A critical revision of collected information.
- A statistical study of data for result presentation.
- A Hypothesis verification.
- Determining conclusions and recommendations.

### **3.10 The Intervention**

#### *The participants*

The present study was carried out at the Language Center-Universidad Tècnica de Ambato Two of the three A1 level-classes were part of this research. The group from 7h00 am to 9h00 was named as the experimental. There were 36 students in it. A second group of students from 13h00-15h00 was the control group. Both groups belonged to the Regular Courses at the Language Center.

#### *Methods*

- Participant observations note taking
- Unstructured and structured interviews, paper-based survey.
- Questionnaires (2 were given to the control group and 3 were given to the experimental group).

Spanish was used in all the interviews and survey to collect the data, the results were translated and paraphrased from Spanish into English.

### *Sources:*

- (1) two A1 English level classes (morning schedule class ( 7:00 am-9:00 am) and afternoon class ( 1:00- 3:00 pm).(2),
- (2) Students` evaluation, Pre test and Post test.
- (3) Midterm and Final reading results.

### *Ongoing communication*

In order to adapt differentiated instruction to the needs of students, the teacher interviewed and communicated with each group of students. The teacher wanted to assess how effective the implementation of various instructional strategies, grouping modalities, readings tasks and reading materials were. Furthermore, the teacher discussed about their learning progress and language difficulties and how to manage them.

### *Reading session aims and objectives*

The reading sessions aimed to develop students` reading skills using differentiated instruction and to assists students to become independent learners of English.

Students of A1 level of English developed their reading skills to understand, get the general meaning, the gist and identify specific information in short, simple menus, timetables letters, brochures, descriptions, articles and simple narratives, with visual support.

### *Strategies to identify and meet students` reading skill*

In order to identify students` reading ability, the teacher used various strategies such as : diagnostic test, course questionnaires, ongoing communication, group flexibility, reading materials/tasks and independent learning and they are discussed in the following sections.

### *Group flexibility*

Allowing students to choose their own groups to work with was appropriate because it permitted the teacher to assist and assess their reading content easily. The classroom arrangement looked different; all students were reading the same texts; however, the kind of reading tasks were grades according to their reading ability. With the time, students moved to new modalities and worked with different classmates. It was great because allowing students to work with different groups of students, they all learned from each other. It is also important to mention that there were students who preferred reading texts alone or in pairs.

### *Facilities*

All the class was arranged in small circles, two big groups, or small centers. Some students (the ones that had difficulties reading aloud) got the audio of the reading passages through technology- whatsapp. They could listen to the audio while they read the text

### *Reading materials and tasks*

Due to the fact that most of students from the experimental and control group found the passages from their textbook not very interesting because the topics and content was not appealing neither motivating, a variety of extra reading material was incorporated during the reading lessons but also varied reading activities as part of the interpretation. After a couple of weeks the experimental group and control group read photocopied reading material from Top Notch fundamentals textbook reading materials as well as from the internet, specifically from <http://www.esl-lounge.com/level1a-reading.php> & [www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency\\_3.pdf](http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf) . It is important to mention that these two sites have a lot of reading passages for beginners. It was quite a good experience using these passages, students who had difficulty reading found it useful, they felt curiosity and they were motivated to continue reading. For instance, some students' feelings and opinions about the material from Internet, their opinions were translated into English and they said:

“The reading texts were interesting for me because I have not read those topics before. Thanks to these new passages I learned new vocabulary and have a better understanding through the time”  
Katherine

“For me these passages were funny because there was a passage that was interesting and while I was reading I did not if the cat was going to eat the fish or If the fish was going to escape and that was funny”  
Mayuri

“Well, sincerely I do not like English, I am honest, Before, I did not like reading, but because the passages were interesting, they had great topics for example the colored fish, the golden fish. So, when I started reading, it was interesting. I felt curiosity and I wanted to know what finally was going to happen with the little fish. With the time I liked reading and I want to get better in English”  
Luis

### *Independent learning*

At the beginning all the reading sessions both the experimental and the control group learned about the reading skills and strategies. However, the control group had a more teacher-centered instruction where all students read the text, answer some questions and check their answers with their teacher.

On the other hand, the experimental group followed the Differentiated Instruction approach which was a student-centered. All students read the same reading material, but they were grouped under different reading modalities, interest centers, learning preferences and reading at their own pace.

### *3.11 Intervention: Differentiated Instruction Implementation*

Students from the A1 level of English had a 12-week reading lessons, there was a one-week break for the Midterm Exams. Before Implementing Differentiated Instruction during the reading lessons, both the experimental group and the control group learned about reading techniques and strategies for their A1 level of English. However, the Experimental group had their reading lessons under the

implementation of Differentiated Instruction, whereas the students from the control group read the same reading material but their comprehension tasks or material were not graded. They read under the traditional approach. In addition, a pretest on reading skills was given to both groups. These two classes had one main teacher who taught four days per week as well as assisted low achievers on Fridays during their tutorials. After checking students' pretest results, each class was divided in three big groups: high achievers, quite good achievers and low achievers who did not answer most questions given on the pre-test and they were below 70% average.

Based on these findings five different Differentiated Reading activities were implemented:

### **Strategy 1: Appropriate # words**

Differentiated Instruction started to take place when each group of students worked with different reading material (in length) both good and quite good students read a text of 250-300 words and answer 10 comprehension questions whereas the students below average read small texts of 150-160 words and with very simple language and answer 3-5 comprehension questions.

### **Strategy 2: Learning outcomes**

A second form of implementing differentiated instruction on reading skills was differentiating instruction by learning outcomes. Once the teacher knew about the students' needs, learning preferences and learning styles and interest. Teacher designed outcomes by using the Bloom Taxonomy. Students with low reading ability did much recognizing task, the average learners did a little more of analysis and the gifted learners which were few in the class, did more of evaluating or justifying tasks.

### **Strategy 3: source modalities**

This strategy was implemented after a couple of weeks, the whole class was divided in three big groups: the source -dictionary group, the audio text group and the comprehension reading question group. Students had to rotate to different modalities. For instance, the source dictionary group of students looked up the meaning of new words before they read the text, once they finished they moved to the audio text group, where they listened to the audio while they were reading, they listened to the story twice and highlighted main facts about the story and finally they moved to the comprehension question group where students were given 5 questions to answer. There were three different types of questions. They were marked on the card with a color to distinguish different students' reading abilities.

### **Strategy 4: Students' learning styles**

Most of the reading tasks were designed to activate both parts of the brain, the right and left hemispheres. The experimental group was arranged to work on their reading sessions based on the brain dominance and there was one additional group who did fluency reading practice and comprehension practice.

*Group I left hemisphere learners* were engaged on reading and doing tasks that involved information processing, logical, and sequential. For instance, this group of students likes to read texts alone or in pairs. They answered comprehension questions, wrote their own questions to assess their peers' understanding.

*Group II right hemisphere students* whose main characteristic was to think in pictures rather than in words. They liked reading texts, underlining, and highlight main ideas and to summarize it, some others drew main ideas, concepts, or new vocabulary they encountered when they were reading. They loved drawing, coloring and sharing information among their group. Their work was so creative; however, they took some time drawing scenes but at the end, they were happy to read and learn something new.



*Group III Fluency practice*, this modality was for students who wanted to improve their reading aloud, they wanted to articulate new words, read with intonation and rhythm. They worked in small groups of five or six students, each student took turns to read the whole passage and their highlight the words which were mispronounced or were omitted, then teacher provided the audio of the text and students could listen to it and practice reading aloud, once they improved pronouncing all words from the text, they could answer some comprehension question about the text. They timed themselves every time they read the text and cross out words that could not pronounce, they read the texts for three times, they used three different colored pencils to cross out words that mispronounced. Once they finished reading the three times, students wrote and comprehension question to ask their peers. At the beginning, teacher guided their fluency practice but later on this group of students became autonomous learners, they looked for the pronunciation of new words.

### **Strategy 5: Reading task Menu**

The students from the experimental group had already developed their own reading skills and they were ready to use the reading task menu. This strategy was divided in three parts: The Appetizer section, the entrée and the dessert section. Students first had to do the appetizer tasks which were designed to do pre reading tasks such as: reading the title, checking vocabulary, matching definitions , on the entree section , students actually read the text and answered some comprehension questions that they chose and finally, students did the dessert section, students had to represent their ideas , main information about what they read on a drawing, leaflet, brochure , or simple in a discussion or a written summary.

The five above differentiated strategies which are part of the proposal of the e-book, (See chapter VI) were chose to be implemented with the experimental group to assess the effect they had on the reading skills as well as the level of applicability to share with all English teachers at the Language Center. Furthermore, these 5 strategies were chosen to implement because they promote

students' independence, foster learning as well as develop social skills since students learn more when students interact in groups or in pairs. Then, all the strategies started with a teacher centered approach until students are the protagonists of the learning process.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION**

#### **4.1 Analysis of results and data interpretation**

##### **4.1.1 Pre-test and post-test results**

Both the experimental and the control group were part of the research. The first group from 7h00 am to 9h00 was the experimental with 36 students and the second group had 33 students. These two groups were A1 English level students, they were registered in the Regular Courses in the Languages Center. They were given the same Pre-test to evaluate their reading skills, basically, their comprehension skill as well as their ability to understand the meaning of new words by using context clues.

##### **4.2 Hypothesis verification**

To determine whether Differentiated instruction has an effect on Reading skills development of A1 English students at the Language Center- Universidad Técnica de Ambato, the reading pre-test was administered before and after the intervention which consisted of different differentiated reading activities based on the content, process, product and assessment. The aim of the statistical is to compare the results obtained between the pre-test and post-test in the experimental group.

The reading skills development was the measured variable, it used a numerical scale, so that the paired sample Student t-test is applied to verify the hypothesis. It started from the identification of the null hypothesis and the alternative hypothesis, as indicated below:

#### 4.2.1 Hypothesis approach

**Null Hypothesis  $H_0$ :** Differentiated Instruction has no effect on Reading skills development of A1 level students at the Language Center - Universidad Técnica de Ambato.

**Alternative Hypothesis  $H_1$ :** Differentiated Instruction has an effect on Reading skills development of A1 level students at the Language Center - Universidad Técnica de Ambato.

#### 4.2.2 Variables

**Independent variable:** Differentiated Instruction.

**Dependent variable:** Reading skills.

#### 4.2.3 Description of the population

To carry out this investigation, the researcher worked with an experimental group of 36 students of A1 level at the Language Center - Universidad Técnica de Ambato. Differentiated Instruction was implemented on the semester September-2017-February 2018. The pretest and posttest were verified by other university professors to assure validity and relativity of the aforementioned instruments.

#### 4.2.4 Mathematical model

Statistical test observed for two sided (two tailed):

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

Where:

$\mu_1$  = media experimental group in the pre-test.

$\mu_2$  = media experimental group in the post-test.

The formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

$t$  = Student t-test from the data.

$\bar{x}_d$  = Differences average in the sample.

$n$  = Pre-test and post-test data number (36 data).

$S_d$  = Standard deviation of the differences.

#### **4.2.5 Specification of the regions of acceptance and rejection**

The distribution under the null hypothesis of the variable  $t$  is a Student's t-test with  $(n - 1)$  degrees of freedom.

#### **4.2.6 Decision making**

If the 'p' value or level of bilateral significance ( $\alpha$ ) is smaller than or equal to a (0,05), the null hypothesis ( $H_0$ ) will be rejected and the alternative hypothesis ( $H_1$ ) will be accepted. It is the same as if the Student t value is on the null hypothesis rejected area in the Student t-test distribution the alternative hypothesis ( $H_1$ ) will be accepted.

#### **4.2.7 Selection of the level of significance**

To verify the hypothesis, the following level of significance was used:  $\alpha = 0,05$ . When it is a Student t-distribution for two tailed, the significance level has to be divided by 2. Then  $\alpha/2 = 0,025$ .

#### 4.2.8 Degrees of freedom

The formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where:

$n$  = average of first and second measurement (36 data).

$df$  = degrees of freedom

$$df = 36 - 1$$

$$df = 35$$

According to the selected level of significance ( $\alpha/2 = 0,025$ ) and the degrees of freedom ( $df = 35$ ), Student  $t$  is 2,0301 (see Annex 4).

#### 4.2.9 Data collection and calculation of statistics

The results of the pre-test and post-test from both the experimental and control groups were compared and analyzed. They are presented in the tables below:

**Table N° 6.** Data collection experimental group.

<b>Experimental group</b>			
<b>No.</b>	<b>Pre-test / 10</b>	<b>Post-test /10</b>	<b>Differences</b>
1	7,2	6,2	1,0
2	8,3	8,9	-0,6
3	6,4	8,6	-2,2
4	7,5	7,4	0,1
5	8,3	8,4	-0,1
6	7,0	7,0	0,0
7	7,0	8,9	-1,9
8	8,0	10,0	-2,0
9	8,8	9,3	-0,5
10	7,9	7,4	0,5
11	8,6	8,3	0,3
12	6,0	7,3	-1,3
13	6,9	8,0	-1,1

<b>Experimental group</b>			
<b>No.</b>	<b>Pre-test / 10</b>	<b>Post-test /10</b>	<b>Differences</b>
14	8,0	8,0	0,0
15	8,3	8,4	-0,1
16	6,3	7,6	-1,3
17	7,6	8,0	-0,4
18	7,4	7,8	-0,4
19	8,4	7,6	0,8
20	6,0	7,6	-1,6
21	6,8	8,0	-1,2
22	6,9	7,0	-0,1
23	6,4	8,5	-2,1
24	6,0	7,4	-1,4
25	8,4	9,2	-0,8
26	6,7	8,8	-2,1
27	8,3	9,3	-1,0
28	7,7	7,5	0,2
29	7,3	7,4	-0,1
30	4,8	7,8	-3,0
31	7,6	7,0	0,6
32	4,4	7,4	-3,0
33	7,2	8,0	-0,8
34	7,9	7,6	0,3
35	8,7	8,4	0,3
36	7,3	8,8	-1,5

**Source:** Test applied to students.

**Elaborated by:** Nelly Galora (2018).

#### 4.2.10 Student T-test results

Through the use of statistical software, the following results were obtained:

**Table N° 7.** Paired sample statistics – Experimental group.

<b>Paired sample statistics</b>					
		Mean	N	Standard deviation	Standard error of mean
Par 1	Pre-test Total	7,286	36	1,0404	0,1734
	Post-test Total	8,022	36	0,7997	0,1333
	Differences	-0,7361	36	1,0472	0,17454

**Source:** Test applied to students.

Elaborated by: Nelly Galora

Then:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

$$t = \frac{-0,7361}{\frac{1,0472}{\sqrt{36}}}$$

$$t = -4,218$$

These results are corroborated by statistical software, as it is presented in the following table:

**Table N° 8.** Student t test to paired sample statistics.

Paired sample statistics									
		Paired differences					t	Df	Sig. (bilateral)
		Mean	Standard deviation	Standard error of the mean	95% of difference interval of confidence				
					Lower	Upper			
Par 1	Pre-test Total - Post-test Total	-0,7361	1,0472	0,1745	-1,0904	-0,3818	<b>-4,218</b>	<b>35</b>	<b>0,000166</b>

**Source:** Test applied to students.

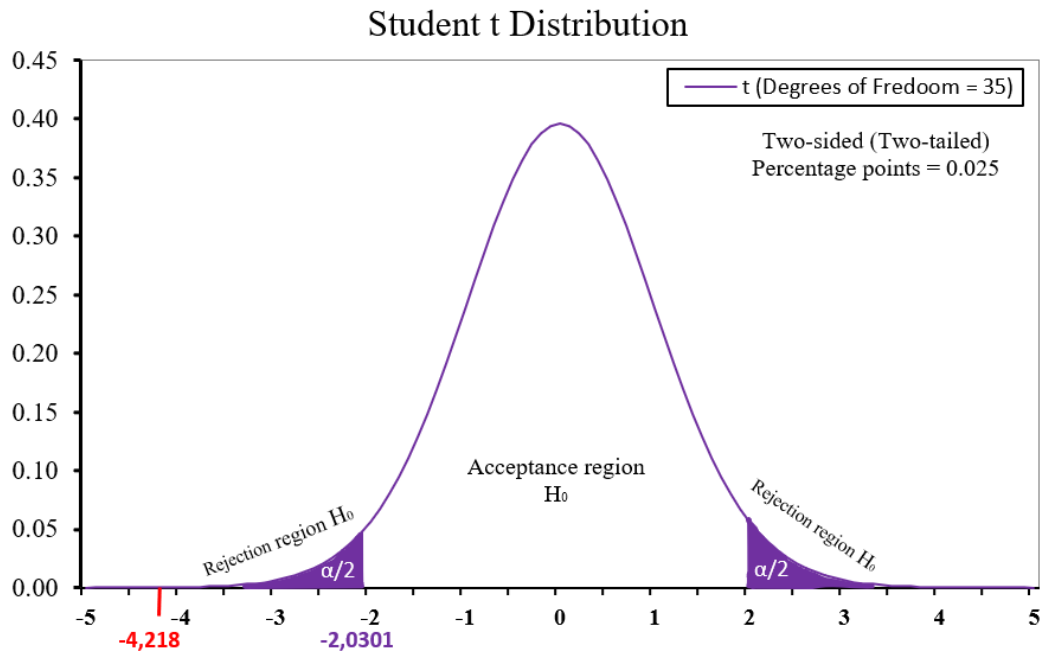
**Elaborated by:** Nelly Galora

#### 4.2.11 Final decision

With 35 degrees of freedom and with 0,05 of level of significance ( $\alpha$ ), p-value = 0,000166 which is lower than  $\alpha = 0,05$ . Similarly, calculated Student t is -4,218 which is lower than -2,0301 from the Student t-test distribution table (see Annex 4). Therefore, it is in the rejection region. It means that, the null hypothesis is rejected and the alternative one is accepted, hence: **“Differentiated Instruction has an impact on Reading skills development of A1 level students in the**



**Languages Center in Universidad Técnica de Ambato**”. The Student’s t -test distribution for the experimental group is presented as follows:



**Graph N° 5.** Student t test distribution.

**Source:** Test applied to students.

**Elaborated by:** Nelly Galora

#### 4.2.11 Control group analysis

In order to determinate whether the results are the same without the intervention of Differentiated Instruction, the post-test was also applied to the control group, 33 students of A1 English level at Language Center - Universidad Técnica de Ambato in the same conditions as the experimental group.

#### 4.2.12 Selection of the level of significance

To verify the hypothesis, the following level of significance was used:  $\alpha = 0.05$ . When it is a Student’s t- test distribution for two tailed, the significance level has to be divided by 2. Then  $\alpha/2 = 0,025$ .

#### 4.2.13 Degrees of freedom

The formula to determine the degrees of freedom is the following:

$$df = n - 1$$

Where:

n = average of first and second measurement (33 data).

df = degrees of freedom

$$df = 33 - 1$$

$$df = 32$$

According to the selected level of significance ( $\alpha/2 = 0,025$ ) and the degrees of freedom (df = 32), Student's t-test is 2,0369 (see Annex 4).

#### 4.2.14 Data collection and calculation of statistics

**Table N° 9.** Data collection control group.

<b>Control group</b>			
<b>No.</b>	<b>Pre-test / 10</b>	<b>Post-test /10</b>	<b>Differences</b>
1	4,0	3,0	1,0
2	7,0	7,5	-0,5
3	8,8	9,8	-1,0
4	3,2	3,2	0,0
5	4,0	5,0	-1,0
6	3,6	5,2	-1,6
7	4,8	2,7	2,1
8	8,4	6,8	1,6
9	8,0	6,2	1,8
10	9,2	8,8	0,4
11	5,0	6,0	-1,0
12	5,2	5,4	-0,2
13	7,2	8,1	-0,9
14	6,0	7,6	-1,6
15	4,8	4,2	0,6
16	3,2	3,2	0,0

Control group			
No.	Pre-test / 10	Post-test /10	Differences
17	9,6	6,5	3,1
18	9,2	9,4	-0,2
19	6,5	7,7	-1,2
20	6,8	5,0	1,8
21	7,2	7,0	0,2
22	6,4	7,5	-1,1
23	8,8	8,8	0,0
24	9,6	8,7	0,9
25	3,6	1,7	1,9
26	9,2	9,6	-0,4
27	4,4	8,0	-3,6
28	5,6	9,7	-4,1
29	9,6	9,2	0,4
30	8,4	6,7	1,7
31	4,0	3,7	0,3
32	6,8	8,9	-2,1
33	7,6	9,6	-2,0

**Source:** Test applied to students.

**Elaborated by:** Nelly Galora

#### 4.2.15 Student T-test results

**Table N° 10.** Paired sample statistics – Control group.

Paired sample statistics					
		Mean	N	Standard deviation	Standard error of the mean
Par 1	Total Pre-test	6,536	33	2,1351	0,3717
	Total Post-test	6,679	33	2,3611	0,4110
	Differences	-0,1424	33	1,5984	0,27825

**Source:** Test applied to students.

**Elaborated by:** Nelly Galora

Then:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

$$t = \frac{-0,1424}{\frac{1,5984}{\sqrt{33}}}$$

$$t = -0,512$$

These results are corroborated by statistical software, as it is presented in the following table:

**Table N° 11.** Student t test to paired sample statistics.

Paired sample statistics									
		Paired differences					t	Df	Sig. (bilateral)
		Mean	Standard deviation	Standard error of the mean	95% of difference interval of confidence				
					Lower	Upper			
Par 1	Pre-test Total Post-test Total	-0,1424	1,5984	0,2783	-0,7092	0,4244	<b>-0,512</b>	<b>32</b>	<b>0,612</b>

**Source:** Test applied to students.

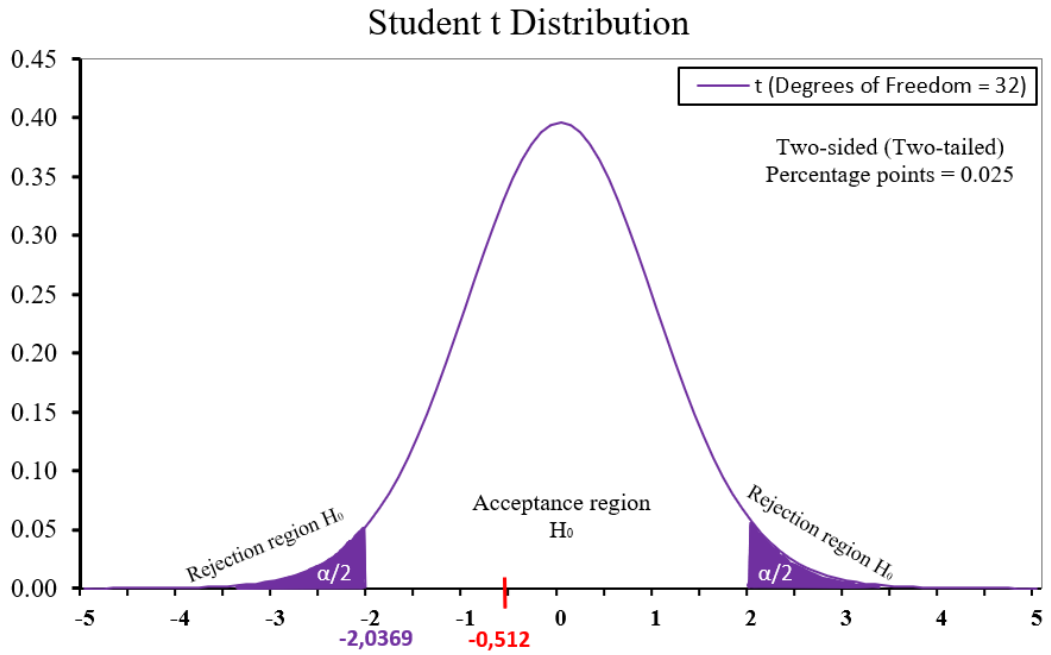
**Elaborated by:** Nelly Galora

#### 4.2.16 Final decision

With 32 degrees of freedom and with 0,05 of level of significance, p-value = 0,612 which is upper than  $\alpha = 0,05$ . Similarly, calculated Student t is -0,512 which is upper than -2,0369 from the Student's t-test distribution table. Hence, it is in the acceptance region.

It means that the null hypothesis is accepted to the Control Group, which states that **“The results show that there is no difference between pre-test and post-test in the control group of A1 level students in the Languages Center in Universidad Técnica de Ambato”**.

The Student's t- distribution for this group is presented as follows:



**Graph N° 6.** Student's t - test distribution.

**Source:** Test applied to students.

**Author:** Nelly Galora (2018).

### 4.3 Results of final teacher's Survey

Online survey: Survey Monkey.

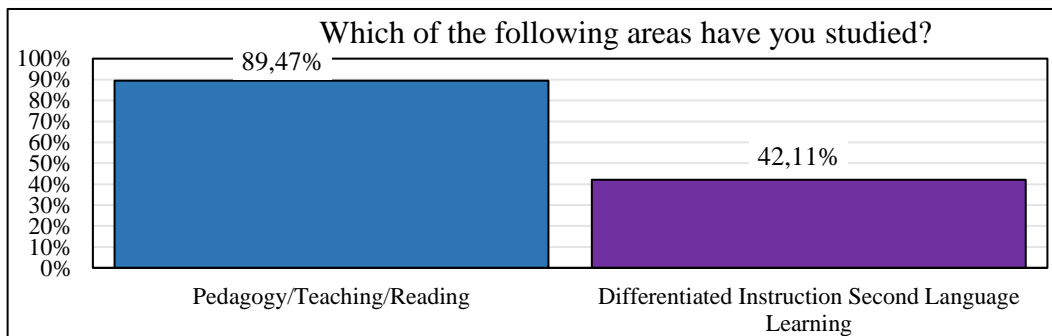
#### 1. Which of the following areas have you studied?

**Table.** Areas studied by teachers.

OPTION	FRECUENCY	PERCENTAGE
Pedagogy/Teaching/Reading	17	89,47%
Differentiated Instruction Second Language Learning	3	42,11%

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** Areas studied by teachers.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

#### Analysis

17 teachers of a total of 20 from A1 level of a regular modality at the Language Center -Universidad Técnica de Ambato which represent the 89,47% say that they

have studied Pedagogy/Teaching/Reading, while 42,11 % indicates that they have studied Differentiated Instruction Second Language Learning.

### **Interpretation**

These results show that most of teachers are prepared in Pedagogy and how to teach Reading Skills, but just less than a half of them have studied Differentiated Instruction Second Language Learning. It reflects that teachers are not prepared to use alternative and innovative methodologies, which enhance the students' individual capacities.

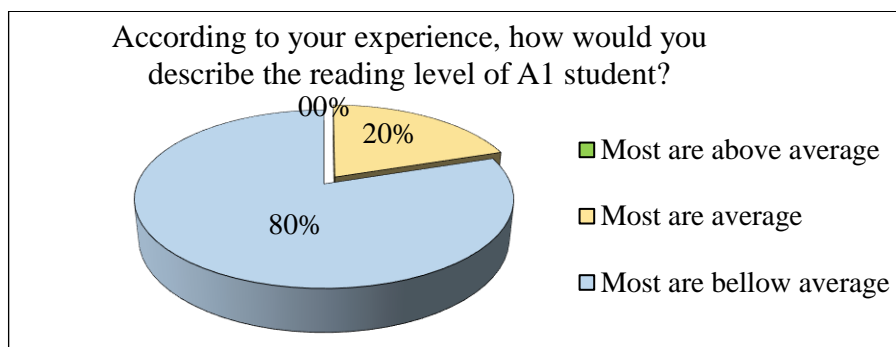
### **2. According to your experience, how would you describe the reading level of A1 student?**

**Table.** How teachers describe the reading level of A1 student.

<b>OPTION</b>	<b>FRECUENCY</b>	<b>PERCENTAGE</b>
Most are above average	0	0,0%
Most are average	4	20,0%
Most are below average	16	80,0%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** How teachers describe the reading level of A1 student.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### **Analysis**

According to the data seen in the table and figure above, 80 % of teachers say that most students from A1 are below average on reading level, and just 20 % of students are average of reading level and nobody thinks students are above average.

### **Interpretation**

In general, teachers consider that the reading comprehension level of A1 students does not reach standardized performance with some exceptions.



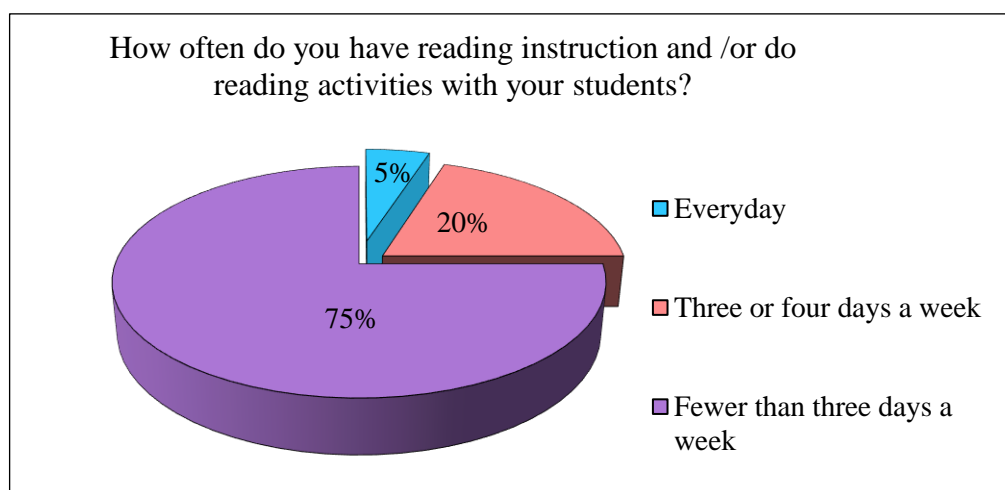
**3. How often do you have reading instruction and /or do reading activities with your students?**

**Table.** How often do you have reading instruction / do reading activities with students?

OPTION	FRECUENCY	PERCENTAGE
Everyday	1	5,0%
Three or four days a week	4	20,0%
Fewer than three days a week	15	75,0%
TOTAL	20	100%

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** How often do you have reading instruction / do reading activities with students.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### **Analysis**

Based upon the results shown above, 75 % of teachers consider that they do reading activities in class fewer than three days a week, 20 % say that do it three or four days a week, and 5 % of teachers do reading activities everyday.

### **Interpretation**

Teachers do not use reading instructions or perform reading activities permanently, they just do it periodically, less than 3 days a week. This can be due to two main causes, there is not enough time to instruct reading strategies and reading skill may not relevant to teach in this level.

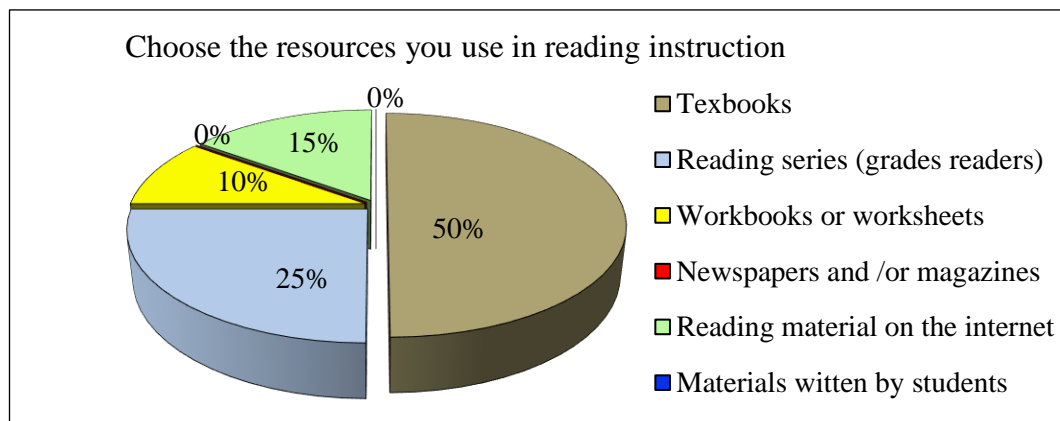
**4. Choose the resources you use in reading instruction:**

**Table.** Resources that teachers use in reading instruction.

OPTION	FRECUENCY	PERCENTAGE
Texbooks	10	50,0%
Reading series (grades readers)	5	25,0%
Workbooks or worksheets	2	10,0%
Newspapers and /or magazines	0	0,0%
Reading material on the internet	3	15,0%
Materials witten by students	0	0,0%
TOTAL	20	100%

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** Resources that teachers in reading instruction.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### **Analysis**

The results reflect that, 50 % of teachers say that they basically use textbooks in reading instruction, while 25 % work with reading series, 15 % employ reading material on the internet, 10 % use workbooks or worksheets, and nobody consider newspaper, magazines and materials written by students.

### **Interpretation**

Paying attention to the outcomes showed above, teachers use textbooks as the main resources to learn reading. There is a lack of extra reading resources such as newspaper, magazines and materials prepared by the students themselves.

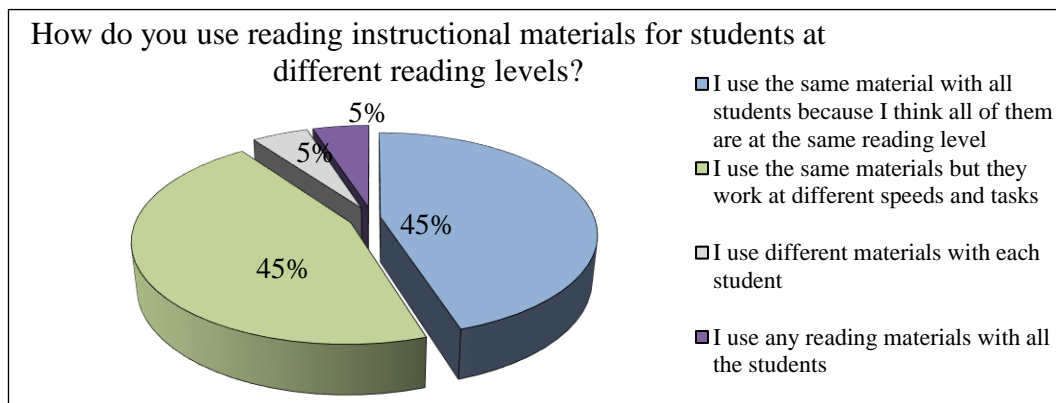
### **5. How do you use reading instructional materials for students at different reading levels?**

**Table.** How teachers use reading instructional materials for students.

<b>OPTION</b>	<b>FRECUENCY</b>	<b>PERCENTAGE</b>
I use the same material with all students because I think all of them are at the same reading level	9	45,0%
I use the same materials but they work at different speeds and tasks	9	45,0%
I use different materials with each student	1	5,0%
I use any reading materials with all the students	1	5,0%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** How teachers use reading instructional materials for students.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### **Analysis**

The results obtained for this question show that 45 % of teachers say they use the same material with all students because students are at the same reading level. Other 45 % admit they incorporate the same materials but they work at different speeds and tasks. The 5 % indicate that they use different materials with each student, and an equal percentage say that they apply any reading materials with all the students.

### **Interpretation**

Teachers use the same materials for teaching reading with all students, in the best case they work at different speeds according to the level of each student.

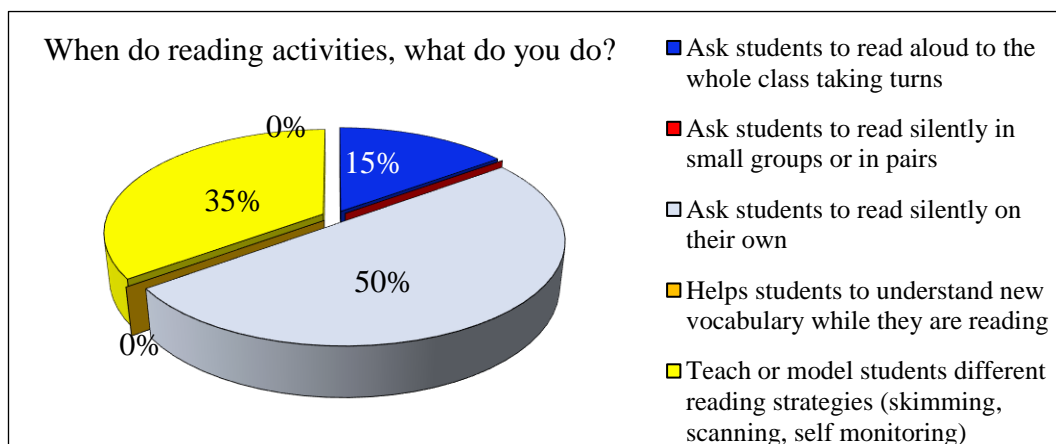
## **6. When you do reading activities, what do you do?**

**Table.** What teachers do when students do reading activities.

OPTION	FRECUENCY	PERCENTAGE
Ask students to read aloud to the whole class taking turns	3	15,0%
Ask students to read silently in small groups or in pairs	0	0,0%
Ask students to read silently on their own	10	50,0%
Helps students to understand new vocabulary while they are reading	0	0,0%
Teach or model students different reading strategies (skimming, scanning, self monitoring)	7	35,0%
TOTAL	20	100%

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** What teachers do when students do reading activities.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

## Analysis

10 out of 20 teachers which is 50 % ask students to read silently on their own, 35 % teach or model students different reading strategies (skimming, scanning, self monitoring), and 15 % ask students to read aloud to the whole class taking turns.

## Interpretation

Teachers suggest students to read silently on their own or teach students different reading strategies. It does not allow teacher to control the learning progress, nor that students participate collectively in the development of reading skills.

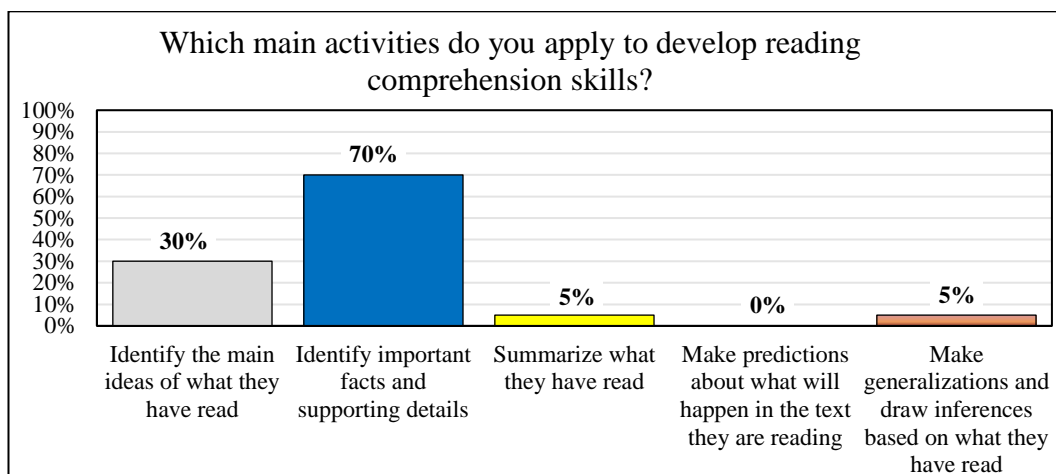
### 7. Which main activities do you apply to develop reading comprehension skills?

**Table.** Activities applied to develop reading comprehension skills.

OPTION	FRECUENCY	PERCENTAGE
Identify the main ideas of what they have read	6	30,0%
Identify important facts and supporting details	14	70,0%
Summarize what they have read	1	5,0%
Make predictions about what will happen in the text they are reading	0	0,0%
Make generalizations and draw inferences based on what they have read	1	5,0%

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** Activities applied to develop reading comprehension skills.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### **Analysis**

According to the information given above, 70 % of teachers say they ask students to identify important facts and supporting details to develop reading comprehension skills. The 30% encourage students to identify the main ideas of what students have read, 5 % ask students summarize what they have read, and 5 % request to make generalizations and draw inferences based on what they have read.

### **Interpretation**

The most of teachers, encourage students to identify important facts and supporting details to develop reading comprehension skills, and ask to identify the main ideas of what they have read. Making predictions, summarizing, making generalizations and drawing inferences are not practiced in this level. There is evidence that students may not go beyond, or they are not challenged to develop higher reading skills.



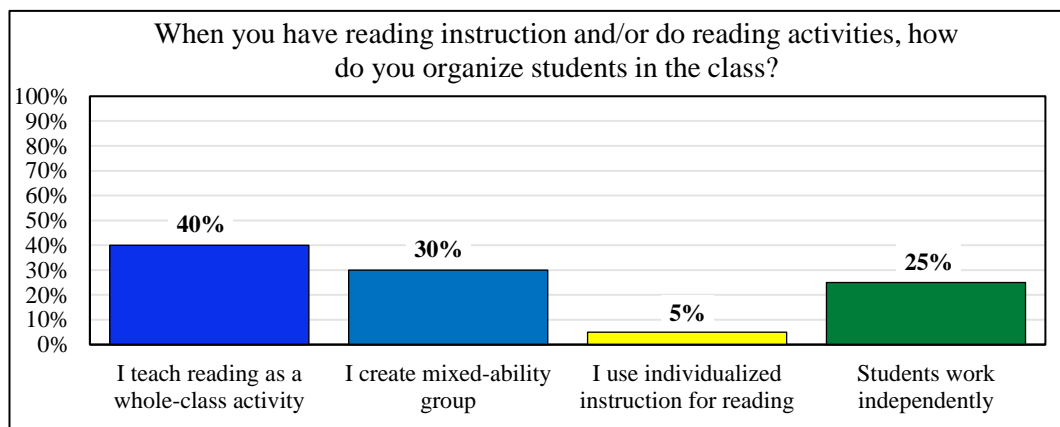
**8. When you instruct reading and/or do reading activities, how do you organize students in the class?**

**Table.** How teachers organize students in the class.

OPTION	FRECUENCY	PERCENTAGE
I teach reading as a whole-class activity	8	40,0%
I create mixed-ability group	6	30,0%
I use individualized instruction for reading	1	5,0%
Students work independently	5	25,0%

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** How teachers organize students in the class.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

**Analysis**

The results reflect that, 40 % of teachers instruct reading as a whole-class activity, meanwhile 30 % create mixed-ability groups, 25 % ask students to work independently, and 5 % instruct students individually.

### **Interpretation**

There are differences between the way in which teachers organize students in the class. However, it is observed that there is little reception of individualized instruction for reading.

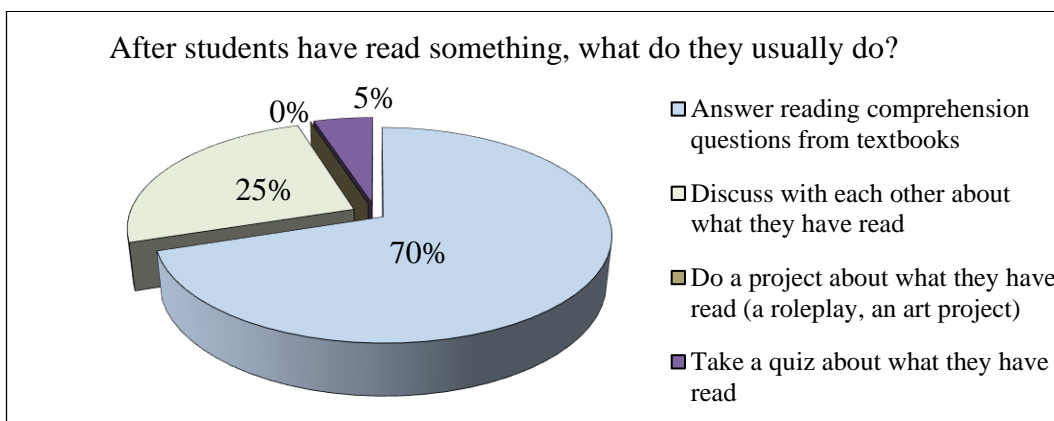
### **9. After students have read something, what do they usually do?**

**Table.** What students do after they have read something.

<b>OPTION</b>	<b>FRECUENCY</b>	<b>PERCENTA GE</b>
Answer reading comprehension questions from textbooks	14	70,0%
Discuss with each other about what they have read	5	25,0%
Do a project about what they have read (a roleplay, an art project)	0	0,0%
Take a quiz about what they have read	1	5,0%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** What students do after they have read something.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### Analysis

With regards to this question, 70 % of teachers ask students to answer reading comprehension questions from textbooks, 25 % encourage students to discuss with each other about what they have read, and 5 % take a quiz about what students have read. Nobody requests that students do a project about what they have read (a roleplay, an art project).

### Interpretation

Most of teachers ask students to answer some comprehension questions from their textbooks to measure their understanding or sometimes teachers generate discussions among students about the what they read, However, doing projects, involved students on hand on activities should also be promoted.

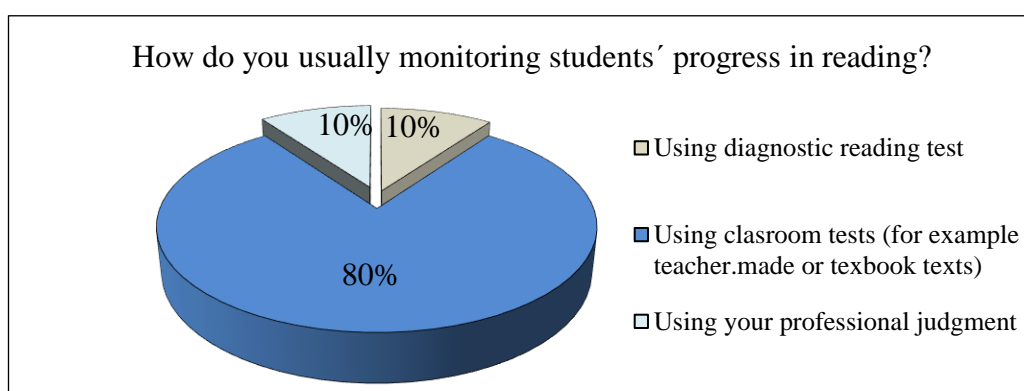
## 10. How do you usually monitor students' progress in reading?

**Table.** How teachers monitor students' progress in reading.

OPTION	FRECUENCY	PERCENTAGE
Using diagnostic reading test	2	10,0%
Using classroom tests (for example teacher made or texbook texts)	16	80,0%
Using your professional judgment	2	10,0%
TOTAL	20	100%

**Source:** Survey to teachers from A1 level.

**Created by:** Nelly Galora (2018).



**Figure.** How teachers monitor students' progress in reading.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### Analysis

The results obtained for this question show that 80 % of teachers use classroom tests (for example teacher.made or texbook texts), while 10 % use diagnostic reading test and other 10 % employ their professional judgment to monitor students' progress in reading.

## Interpretation

Teachers prefer using the classroom tests (for example teacher made or textbook texts). It is evident that teachers do not apply other resources to assess the development of reading knowledge in their students.

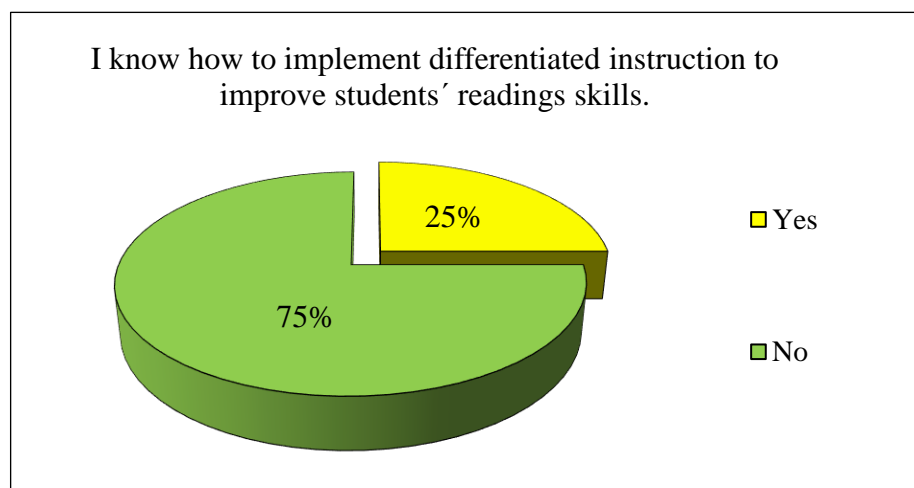
### 11. I know how to implement differentiated instruction to improve students' readings skills.

**Table.** Teachers know how to implement differentiated instruction.

OPTION	FRECUENCY	PERCENTAGE
Yes	5	25,0%
No	15	75,0%
TOTAL	20	100%

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** Teachers know how to implement differentiated instruction.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### **Analysis**

About 75 % of teacher admit they do not know how to implement differentiated instruction to improve students' readings skills. Meanwhile just 25 % say that they know how they can do it.

### **Interpretation**

As it was stated previously, it is corroborated that teachers are not prepared to implement differentiated instruction.

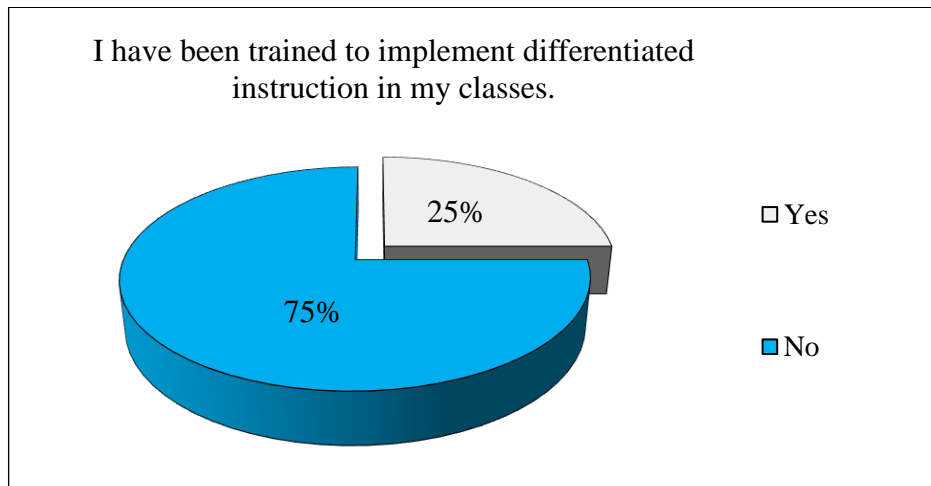
## **12. I have been trained to implement differentiated instruction in my classes.**

**Table.** Teachers have been trained to implement differentiated instruction in their class.

<b>OPTION</b>	<b>FRECUENCY</b>	<b>PERCENTAGE</b>
Yes	5	25,0%
No	15	75,0%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).



**Figure.** Teachers have been trained to implement differentiated instruction in their class.

**Source:** Survey to teachers from A1 level.

**Researcher:** Nelly Galora (2018).

### **Analysis**

The data above shows that 75 % of teachers have not been trained to implement differentiated instruction in their classes, just a 25 % say that they have been trained.

### **Interpretation**

The main reason why teachers cannot implement differentiated instruction is because they have not received training on Differentiated Instruction approach.

#### **4.4. The findings**

The final teacher's survey revealed four important themes in the reading instruction practices.

As for the reading materials used in their classes, most teachers use their course textbook and Students answer comprehension questions given in the textbooks.

Another finding was that teachers instruct basic reading skills, however, they do not promote higher or other reading skills like: making predictions, summarizing, evaluating or inferring information.

Furthermore, the findings revealed that most teachers from A1english level do not know about Differentiated Instruction approach

Lastly, most teachers from A1 do not know how to differentiate reading tasks when they have reading sessions.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

Accordingly, to the results obtained in this study we can conclude by saying that:

- ✓ Students' vocabulary expanded, and they gained greater understanding of the meaning of frequent words such as conjunctions, pronouns, adjectives and common nouns. This happened because students read varied extra reading material which was graded to A1 English level.
- ✓ There was writing skill improvement. It was possible because teacher provided the experimental group a variety of authentic reading texts such as signs, short novels, postcards, stories letters and menus. Learners encountered rich content and they used new words in their writing assignments and tasks.
- ✓ It has been proved that selecting reading materials that meet students' interest have increased their motivation for reading, students showed active involvement and engagement during the reading activities. Students' negative attitudes towards reading changed for better. Reading was not neither boring nor difficult for them.
- ✓ It is evident that Differentiated Instruction has a positive effect on the class atmosphere. Students' level of anxiety was reduced because they worked under different modalities like: individual reading, pair reading, group discussion reading and reading fluency groups. They also read the same reading passages, but the reading comprehension tasks were selected according to their reading ability.

- ✓ The results obtained from the statistical paired sample Students' T-test showed that the experimental group performed their reading skills better than the control group. Then it has been demonstrated that *One size fits all approach* no longer meets students' different needs, preferences and learning styles.
- ✓ There was a great improvement of students' reading skill scores, most learners registered higher scores not just on the posttest but also on their final written exam.
- ✓ The results obtained from the teacher's survey revealed that most English teachers from A1 level do not know about Differentiated Instruction and they usually use the reading material from the textbooks and their students answer the questions from the same textbook, there are few teachers who use extra reading materials. Then, it has been demonstrated that most teachers continue using Direct method where there is a tendency of a more teacher-centered approach.

## **5.2 Recommendations**

- ✓ The implementation of varied extra reading material graded to A1 English level is recommended in order to help students learn and expand their vocabulary. Students can learn a larger amount of words to use when they write or speak.
- ✓ Teachers should incorporate in their reading lessons more authentic reading material to provide students a clearer model to write a similar sample later on.

By doing this, students' writing skill will improve, and students will enrich their language repertoire at A1 level.

- ✓ Selecting reading material according to students' interests is recommended to motivate learners to read and feel engaged during the reading tasks.
  
- ✓ English teachers should split the whole class in three big groups and work under the following modalities: individual reading, pair reading, group discussion reading and reading fluency groups. This way, students feel relaxed because they can work on their own speed, and they can see they are making progress when reading because they do different reading tasks starting from the simplest to the most complex which demands the use of higher order thinking skills.
  
  
  
  
  
  
  
  
  
  
- ✓ By using the approach of Differentiated Instruction approach, students should learn to respect the participation of each student in their group. Furthermore, both teacher and students should control the noise level when working in their groups.
  
  
  
  
  
  
  
  
  
  
- ✓ Differentiated Instruction demands teachers to plan their reading material and tasks in advance to avoid misunderstanding, confusion or waste of time when students start reading in class.
  
  
  
  
  
  
  
  
  
  
- Finally, this study has proved when using Differentiated Instruction approach , students can improve their reading skill, then all English teachers should be trained or they should know how this approach that can benefit their classes so they start implementing it.

## CHAPTER VI

### THE PROPOSAL

**TOPIC:** To design an e-book of Differentiated Strategies for developing reading skills.

#### 6.1 Informative data

**Name of the institution:** Language Center - Universidad Técnica de Ambato.

**Location:** Campus Huachi Chico, Chasquis Avenue and Rio Payamino St.

**Beneficiaries:** A1 English Students and teachers at Language Center.

**Estimated time for the execution:** One month from June the first to June 31 2018.

**People in charge:** Researcher: Nelly Galora Moya.

**Cost:** 250 dollars.

#### 6.2 Background of the proposal

The aforementioned research has highlighted the importance of implementing Differentiated Instruction as a new teaching approach due to the great benefits for all learners. DI allows teachers encounter students' needs and foster their learning taking into consideration their learning styles, needs and interests. It has been proved during the experimental intervention that this group of students were much more interested in reading, struggling group revealed that they not just enjoyed

reading but they also learned to articulate from small phonics to develop their reading comprehension at a literal level.

Students from the experimental group worked in varied modalities. For instance, they felt comfortable when reading in pairs, small groups, or even solo practice reading. Learners' multiple intelligences were taken into consideration for the during and post reading activities. In fact, students were the ones who applied the suggested reading skills, or they were able to develop their own reading skills.

In addition, the implementation of Differentiated Instruction is proved as an effective teaching methodology since all learners are part of the learning process, it is a more student-centered approach rather than a teacher-centered approach. DI opposes to *one size fits all*, approach which did not promote all students' learning.

It is necessary to point out that 16 English teachers out of 20 from A1 level at the Language Center -Universidad Técnica de Ambato, do not know about this new teaching approach. There are few English teachers from A1 English level who know about DI. This is because they were immersed on it when they were trained in some American Universities 8 years ago. It was evident that, at the Languages Center DI has not been paid closed attention. Consequently, the Differentiated reading activities were designed taking into account students' learning styles, intelligences, needs and interests.

### **6.3 Justification**

Reading lessons in most EFL classrooms may follow a tradition approach- teacher-centred class where the whole class reads the same text and does the same reading comprehension tasks. Then, implementing a new instructional approach that meets most students' learning styles, needs, readiness and interest sounds quite challenging or difficult. However, modern methodologies have evolved through the time. During the last twenty years, Teaching English as a foreign language has considered a new model which includes students' diversity learning styles, intelligences, readiness and needs to promote true learning.

There is a tendency of using one size fits all instruction in the EFL classrooms for different reasons. It takes little less time to plan classes as well as there is not much material section or task design. It is a teacher centered approach. There is more teachers talking time and there is little students engagement in the class.

However, research has stated that learning is possible when students are involved in the learning process. They learn by doing. It is possible when teacher's instruction matches their students' diverse learning styles, need, readiness and interest.

Teachers are responsible for providing a relaxing classroom atmosphere where students work on their readiness level since EFL classrooms are heterogeneous and not homogenous. They also need to adjust their teaching to assist their students to achieve better academic results as well as learning.

Then, an e-book with Differentiated Instruction activities for developing reading skills can guide teachers how to implement this new approach to reach better results, importantly to include diverse students at the teaching learning process.

Students from A1 English levels, their teachers and authorities will benefit with the implementation of this anthology of Differentiated Instruction activities. At the end,

students will change their negative attitudes towards reading, they will not feel demotivated when they read in English, teachers will promote students' learning.

## **6.4 Objectives**

### **6.4.1 General**

Implement an e-book with Differentiated Instruction activities for developing reading skills.

### **6.4.2 Specific objectives**

- ✓ Select differentiated reading activities that meets students' diverse readiness level, interest, learning profiles and interest.
- ✓ Design templates for the suggested differentiated reading activities.

## **6.5 Feasibility analysis**

The proposal is possible to be implemented in the Language Center-Universidad Técnica de Ambato, the following aspects are considered to analyze its viability.

### **Sociocultural**

The differentiated instruction activities presented in the e-book are designed to cultivate social interaction among learners since this social interaction is beneficial to develop cognition. Working together as a group make learners feel safer within the learning context. There is also more opportunities for most students to demonstrate their positive aptitude and attitude towards learning.

### **Technological**

It is evident that technology ease delivering content as well as product presentation during teaching and learning process. At the same time, technology enables the incorporation of this proposal, it facilitates better understanding about each differentiated activity.

### **Organizational**

Differentiated Instruction requires a good organization not only inside the classroom but outside it. For instance, teachers must be rally organized when implementing any of the differentiated activities. DI approach requires lots of planning, good selection of reading material and tasks for not turning the class into a chaos. In fact, well organized activities permit both teacher and students feel safe and engaged during instruction.

### **Economic-financial**

Implementing the current proposal will not cost anything, teachers, students and authorities will not invest any money for the e-book. Besides, all the differentiated activities will be given in a Cd to share with all teachers from A1 level. The researcher pretends all students and teachers get benefits from this new proposal.

### **6.6 Theoretical foundation**

This proposal is focused on Differentiated activities to be implemented in the class in response and to meet students' big differences and limitations among them. Bearing in mind, each learner has their own interests, needs, learning styles and different readiness level. Besides, with the implementation of differentiated activities students will learn effectively and their motivation will be enhanced and will have the feeling of succeeding in learning.



## **6.6.1 Differentiated Instruction**

### **Definition**

Tomlinson (2005) defines Differentiated Instruction as innovative way of teaching through accommodating students' differences such as learning styles, learning profiles, individual needs, interests and readiness level. Before the DI implementation is essential that teachers really know how their students learn better, their preferred way of learning, what interests them what they enjoy doing and know what students really know.

### **The Nature of students**

Students are different from one another in three important ways:

#### **1.- Readiness level**

It is what students really know, understand and are able to do. There are three established groups of students: the struggling group, the middle group and the gifted group. For instance, struggling group are the students who are below average, the middle group, they are on the average level and the gifted groups are the students with demand harder tasks or extra challenge with the tasks.

#### **2.- Interest**

It refers to what students enjoy learning about, thinking about and doing about. It is closely related to the topics students feel motivated and engaged doing in the class. Then, getting students to choose what they want to read about is a good option to potentialize their motivation and learning.

#### **3.- Learning profiles**

It is students preferred way of learning, Teacher needs to pay close attention to students' intelligence preferences and learning styles. For example, some students may be visual, auditory, kinesthetic or even interpersonal.

### **Differentiated Instruction Elements**

(Roberts, 2012) suggested three simple ways to differentiate instruction in the class like: by outcome, teaching method and task. However, (Tomlinson C. A., 2013) and (Weselby, 2014) suggest four ways to differentiate instruction. Differentiated Instruction is based on content, process, product, and affect/environment.

### **Content Differentiation**

It refers to the knowledge, understanding, and skills teachers want their students to learn. During differentiation, there is an emphasis on the methods that students use to access key content, learners can read independently, with a classmate, read a text with images, read and listen a text at the same time rather than change the content itself (Tomlinson & McTighe, 2006).

### **Process Differentiation**

It is how students come to understand or make sense of the content. Real learning—of the sort that enables students to retain, apply, and transfer content—has to happen in students, not to them (National Research Council, 2000; Wiggins & McTighe, 1998) say that meaningful learning has to happen in students. It means that students have to use their knowledge, understanding and skills to retain, apply, transfer and realize the practicality of content in the outside real world.

## **Product Differentiation**

A product is applying and extending what students have learned over a period of time. Students require understanding of key ideas, transfer of knowledge, and application of skills. It refers how students' emotions and feelings impact their learning. To guide students during Instruction as well as to contribute to their academic growth it is important to create a nice classroom environment.

## **Scaffolding instruction**

It helps instructors to better support their students in the classroom by determining areas in which they are not doing well. Then teacher can re-teach the specific part that students may be struggled.

(Schwartz, 2005) mentions that the amount and style of teacher's talk may vary the moment teacher provides helpful inputs, and explanations to learners, contributing to students' understanding of context content.

For instance, the data shown in the web site (Languages ) suggests teachers the use of concept maps, visual, diagrams, graphs, highlight patterns, provide examples, ask students questions, and for their opinions, to model or explain new concepts as ways to scaffold instruction. Halloway, W. & Maurer, J., (2010) state learners make progress to the Zone of proximal Development and reach their independent learning through the teacher's guide or any direction of an experienced adult.

Another way to scaffold students is being aware of students' learning styles to assist them and support their learning opportunely (Strong, 2001).

## **Strategies to meet the needs of most learners**

### **Multiple Intelligences**

Gardner (2010) defines multiple intelligences as the capabilities human beings own to show their intellectual abilities. He asserts that the development of developing people's intelligences or skills permit them to solve a problem or create a product in a real-life situation.

**Table N° 12.** Gardner's Multiple Intelligences.

1. Verbal-linguistic intelligence	<ul style="list-style-type: none"> <li>• Skilled at verbal skills</li> <li>• Show sensitive to the sounds</li> </ul>
2. Logical-Mathematical intelligence	<ul style="list-style-type: none"> <li>• think conceptually and abstractly</li> <li>• discern logical and numerical patterns</li> </ul>
3. Spatial-visual intelligence	<ul style="list-style-type: none"> <li>• think in images and pictures</li> <li>• visualize accurately and abstractly</li> </ul>
4. Bodily-Kinesthetic intelligence	<ul style="list-style-type: none"> <li>• perform body movements</li> <li>• handle objects without difficulty</li> </ul>
5. Musical intelligences	<ul style="list-style-type: none"> <li>• produce rhythm</li> <li>• appreciate pitch timber, rhythm</li> <li>• sing</li> </ul>
6. Interpersonal intelligence	<ul style="list-style-type: none"> <li>• detect and respond appropriately to the moods</li> <li>• show motivations</li> <li>• desires to work with other people</li> </ul>
7. Intrapersonal	<ul style="list-style-type: none"> <li>• be self-aware of their feelings</li> <li>• beliefs and thinking processes</li> <li>• desire to work alone</li> </ul>
8. Naturalist intelligence	<ul style="list-style-type: none"> <li>• Value plants, animals and nature</li> </ul>
9. Existential intelligence	<ul style="list-style-type: none"> <li>• Interrogate about human existence, meaning of life, death</li> </ul>

Source: [https://www.niu.edu/facdev/\\_pdf/guide/learning/howard\\_gardner\\_theory\\_multiple\\_intelligences.pdf](https://www.niu.edu/facdev/_pdf/guide/learning/howard_gardner_theory_multiple_intelligences.pdf)

### **Bloom's Taxonomy**

In 1956, Dr Benjamin Bloom developed this taxonomy to enhance learning. He pretended to promote the HOTS (higher order thinking skills) starting by the development of the LOTS (lower order thinking skills). Then, Bloom's Taxonomy was created initially under three important domains: Cognitive domain, Affective domain and Psychomotor domain.

In the mid-nineties, Lorin Anderson revisited Bloom's Taxonomy and he changed the categories from noun to verbs forms, it is shown in the following table below:

**Table N° 13.** Lorin Anderson revisited Bloom's Taxonomy.

<b>Original domain</b>	<b>New domain</b>
Evaluation	Evaluating
Synthesis	Creating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

**Source:** <https://www.nbna.org/files/Blooms%20Taxonomy%20of%20Learning.pdf>

### **Tiered assignments**

They are helpful tactics to reach all students' needs, and teacher uses flexible groups inside the classroom. Then students do specific tasks which are chosen according to their level of readiness and comprehension. For instance, if teachers want to challenge their students to go beyond their level, teachers can use the Bloom's Taxonomy to assign different tasks to particular students. Another way to different products, teachers can use Howard Gardener's Multiple Intelligences to improve students' learning styles or skills.

### **Learning centers**

It is an intensive method used to meet individual needs in the class. Teacher uses this group instruction to assign different tasks. Students switch to another learning center for a certain time. It depends on the activity students can rotate the say day if the task is not too long, otherwise students rotate to the next center next week or next month. General rules should be given before they start working in the centers.

### **Small-group instruction**

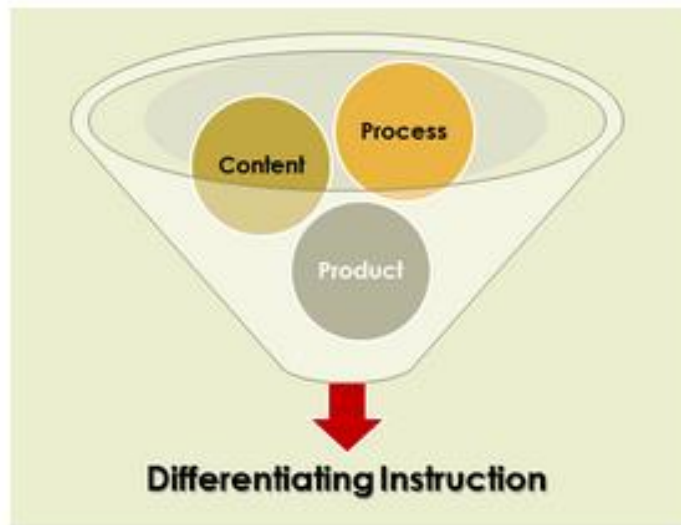
It is an individualized instruction approach where the teacher works with one group at the time per lesson. Teacher provides learners lots of feedback, teach and practice different reading strategies all together. Teacher can work with one specific skill. For instance, learners can have the study centers to practice fluency reading, practice individual sounds, locating main ideas in the text. It requires teacher to train students how this approach works. In addition, teacher needs to prepare all the material and be very organized with the content students need to learn.

### **Proposal development**

For the development of Reading skills in the A1 English level, the research presents 7 differentiated strategies to meet most students 'needs and promote their learning. These strategies were designed considering students differences such as readiness level, interest and learning profiles. They are illustrated and developed in each different reading stage. The e-book has step-by step instructions for teachers to implement in their reading lessons.

## Differentiated Reading Strategies

e-book



Nelly Galora Moya

## **Presentation**

*Differentiated Reading Strategies e-book* aims are to share useful activities and differentiated strategies that can be used in the EFL classrooms as well as promoting true learning.

*It also* pretends to be a much clearer idea for English teachers whose classes used to be one size fits all approach, the traditional approach. Everyone learnt the same, all used to do the same, used to present the same and even they were assessed the same way, taking test.

*This e-book* invites English teachers to apply the differentiated reading strategies proposed and enjoy the teaching-learning process. Moreover, students will feel successful and supported in the class.



**To the teachers**

This e-book was written for English teachers

Hope you find it useful to assist students on their learning so that they can get better results  
on their reading tests

## **Acknowledgement**

To my family, especially my husband, Javier who supports me

To my wonderful children, Maria de los Àngeles and Sebastian

Thanks for their love, patience and encouragement during this hard progress

To my English colleagues and tutor who helped and guided my research

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## DIFFERENTIATED READING STRATEGIES

### 1.- LEARNING OUTCOME



<b>Aim:</b>	To meet students' readiness level while reading
<b>Working conditions:</b>	class is divided in three groups <b>Struggling</b> average gifted learners
<b>Reading Material:</b>	Textbook passage Extra reading passages
<b>Reading session:</b>	40-45 minutes
<p><b>Teaching Tips</b></p> <ol style="list-style-type: none"> <li>1.- Select the reading passage for each group.</li> <li>2.- Accommodate the material before you hand it on.</li> <li>3.- Teach one reading strategy (scanning, skimming, context clues). <b>Whole class</b></li> <li>4.- Write the comprehension questions for each group</li> <li>5.- Explain to each group what sections or pages they will read before they answer the given questions.</li> <li>6.- Group your students according to their level of readiness while reading.</li> <li>7.- Talk to each group and share their learning outcome for the reading activity.</li> </ol>	

## Learning Outcomes

**SWBAT: Activate schemata and predict text content**

**SWABT: Recognize text settings**

**SWABT: Recognize characters in the text**

**SWABT: Recognize singular/plural nouns in the text**

**SWABT: Recognize adjectives in the text**

**SWABT: Recognize main events in the texts.**

**SWBAT: Articulate main ideas and details in the text**

**SWABT: Write the meaning of 5 new nouns**

**SWABT: Define things, people or places using adjectives**

**SWABT: Draw connections between personal experiences and the given text**

**SWABT: Draw connections between world knowledge and the text**

**SWBAT: Write a 10-sentence summary of the reading text**

**SWBAT: Synthesize information both verbally and in written form**

**SWBAT: Synthesize main events in a Venn diagram**

**SWBAT: Evaluate characters' behavior from the reading texts**

**SWBAT: Discuss about the moral of the text**

**SWBAT: Write a different ending for the story**

## 2.-Homework assignments



<b>Aim:</b>	To meet students´ readiness level while reading
<b>Working conditions:</b>	class is divided in three groups <b>Struggling</b> average gifted learners
<b>Reading Material:</b>	Textbook passage Short Story A1
<b>Reading session</b>	40-45 minutes

### Teaching Tips

- 1.- Select the chapter of the story to be assigned as homework.
- 2.- Write the instructions for struggling readers
- 3.- Read one chapter and complete the 4 boxes reading task with each group.
- 4.- Elaborate 3 different templates for the 4 square reading tasks
- 5.- Talk to each group and explain what you expect them to do at home and provide them with the template.

## PRE-READING

Teacher asks students to look at the cover of the story and predict its content.

## WHILE READING

Students read the chapter in their groups or with a peer.

Students answer some comprehension questions about the chapter.

Students check their answer and call them out.

## POST READING

Students work on the four-square format and complete it with appropriate information.

**For example:**

**Story:** Sara says No

**Level:** A1

**READER**

**Name:**

**Chapter #**

<b>VOCABULARY</b>  <b>Write 5 new words and their meaning in Spanish</b>	<b>QUESTIONS</b>  <b>Answer the following questions:</b>
<b>SUMMARY</b>  <b>Write a 2 sentence summary</b>	<b>PREDICTION</b>  <b>What will happen in the next chapter?</b>  <b>Choose the best answer</b>

Story: Sara says No

Level: A1 **READER**

Name:

Chapter #

<b>VOCABULARY</b> Find 5 new words and use them in sentences	<b>QUESTIONS</b> Write 5 questions about the chapter
<b>SUMMARY</b> Write a 5 sentence summary	<b>PREDICTION</b> What will happen in the next chapter? Write 4 predictions

Story: Sara says No

Level: A1 **READER**

Name:

Chapter #

<b>VOCABULARY</b> Find 5 words to the following definitions	<b>QUESTIONS</b> Write and answer some questions about the chapter
<b>SUMMARY</b> Write your opinion about the best part of the chapter	<b>PREDICTION</b> What will happen in the next chapter? Write 2 affirmative and 3 negative predictions about the chapter.



### 3.- Jigsaw Reading



<b>Aim:</b>	To meet students' interests
<b>Working conditions:</b>	class is divided in three groups topic interest novel interest story interest
<b>Reading Material:</b>	Different reading material ( same content eg: present, past or future tense) Short Story A1
<b>Reading session:</b>	60 minutes

#### Teaching Tips

- 1.- Find out about students' preferences concerning topics, novels and stories to read  
or provide them with some options
- 2.- Choose the ones your students prefer the most.

#### PRE-READING

Teacher explains the different roles each student will take while they read the passage.  
He/She assigns roles in each group according to their interest and asks students to sit in their

groups.

There will be 5 roles:

- 1.- **The reader** ( reads the story aloud)
- 2.- **Illustrator** ( draws the main ideas of the passage)
- 3.- **Reporter** ( take notes about the main ideas, facts of what they read)
- 4.- **Organizer** ( organizes the group, controls the discipline)
- 5.- **Writer** ( writes the answer of the given questions)

### **WHILE READING**

- 1.- Students start reading the comprehension question.
- 2.- They look at the different pictures or illustrations, they answer the first questions.
- 3.- Students read their passages of interest.
- 4.- Teacher monitors all groups and scaffolds the activity.

### **POST READING**

- 1.- Writers write the answer for all the questions together with all members of the groups.
- 2.- Reporters summarize the ideas of what they read.
- 3.- Writers and reporters move to a different group and share the stories they read.

#### 4.-Learning Centers



<b>Aim:</b>	To meet students' interests and needs
<b>Working conditions:</b>	<p>Whole class can work on :</p> <p>READING FLUENCY</p> <p>POEM CENTER</p> <p>ART-CARTOON CENTER</p> <p>DISCUSSION CENTER</p> <p>VOCABULARY CENTER</p>
<b>Reading Material:</b>	<p>Different reading material based on students' interests for example:</p> <p><b>READING FLUENCY:</b> Paragraph to read aloud and practice different sounds</p> <p><b>POEM CENTER:</b> Short poem to read</p> <p><b>ART-CARTOON CENTER:</b> Short comics</p> <p><b>WRITING CENTER :</b> Letters, menus, flyers,</p>
<b>Reading session:</b>	60 minutes

### **Teaching Tips**

- 1.- Arrange the chairs and tables for the different learning centers.
- 2.- Label each center so students find it easily.
- 3.-Write the names of the centers on the board and ask students to raise their hands to choose their center.

### **PRE-READING**

- 1.-Teacher gives the written instructions to each group.
- 2.-Students answer some questions and check their understanding about the activity.
- 3.-Choose three students and assign the following roles:

**ORGANIZER:** Organizes the group and controls the discipline.

**TIME KEEPER:** Checks the time and pushes all members to keep doing the reading activity.

**ART GALLERY GUIDE:** Tells what his/her group reads and what they do as a final product.

### **WHILE READING**

- 1.-Students start reading the material they have for their learning center. They do the center tasks in their groups
- 2.-Teacher monitors all groups and scaffolds the activity.

### **POST READING**

Whole class: Do a gallery walking activity and they listen to different groups talking about their learning center, what they learned, what they liked the most and what difficulties they met when they started doing the activity.

## 5.- KWL

Topic: _____		
what I <b>K</b> now	what I <b>W</b> ant to know	what I <b>L</b> earned

<b>Aim:</b>	To meet students' interests
<b>Working conditions:</b>	Mixed ability groups
<b>Reading Material:</b>	Different reading material topics that matter to students
<b>Reading session:</b>	60 minutes

### Teaching Tips

- 1.- Explain how this Know, Want to know, Learned (KWL) chart works, say what each letter stands for.
- 2.- Draw the chart on the board and demonstrate how to complete the information in each category.
- 3.- Choose different topics for the reading texts.
- 4.- Ask students to work in groups, in pairs or individually.

### **PRE-READING**

- 1.-Students write their own definition or write words that are related to the topic of their interest.
- 2.-They complete the first category: **K**: they write words or concepts they know about the topic.
- 3.-They also complete the second category: **W** what they want to know about the topic.

Struggling readers write three questions. Average readers write 5 questions and good readers write 6 or more questions they want to get information about.

### **WHILE READING**

- 1.-Students read the texts and answer the questions they have already written. They write down their responses.
- 2.-Students highlight the lines where they identify their answers.
- 3.-Teacher monitors all groups and scaffold the activity.

### **POST READING**

- 1.-Students complete the **L** category, they must mention what they have learned after reading the text.
- 2.-Finally, each group discusses what they wrote in each category.

## 6.- Flexible Grouping



<p><b>Aim:</b></p>	<p>To meet students' interests and their learning profiles</p>
<p><b>Working conditions:</b></p>	<p>Whole class is divided in different groups</p> <p>LARGE GROUPS</p> <p>SMALL GROUPS</p> <p>STUDENT CHOICE GROUP</p> <p>TEACHER NOMINATED GROUP</p> <p>INTEREST BASED GROUP</p> <p>LEARNING STYLES GROUP</p> <p>INDIVIDUAL</p>
<p><b>Reading Material:</b></p>	<p><b>Sound word list / passage</b></p> <p>Eg: Short Vowels list</p> <p>Long Vowels</p> <p>Diphthong Vowels</p> <p>Consonants Sounds: Fricatives</p>
<p><b>Reading session:</b></p>	<p>40 minutes</p>

### **Teaching Tips**

- 1.- Choose 4 different grouping patterns per class, vary the groups options in the future reading sessions.
- 2.- Give direct instructions to the **WHOLE** class before they move on to work on their groups.
- 3.- Tell them not to interrupt when teacher is working with another group.
- 4.- Tell the class to be respectful with everyone while they are working.
- 5.- Design different task cards in advanced for each group.
- 6.- Move around the class, monitor each group working.

### **PRE-READING**

- 1.-Each student in the group reads the task card before reading.
- 2.-Students identify the sound they need to practice. They listen to some sounds given. They listen to the sound on their cellphones or they listen to their teacher pronouncing the sounds.

### **WHILE READING**

- 1.-Students take turns to read the passage aloud.
- 2.-They highlight the sounds they have difficulty with and try the reading aloud again. They do echo reading.

### **POST READING**

Each group writes a rhythm, poem or a strophe of a song using the sounds they practice in their groups.



## 7.- THREE MODALITIES



<b>Aim:</b>	To meet students' interests and their learning profiles
<b>Working conditions:</b>	Whole class is divided in 3 modalities: SOURCE-DICTIONARY AUDIO TEXT COMPREHENSION
<b>Reading Material:</b>	Textbook passage / internet passage
<b>Reading session:</b>	60 minutes

### **Teaching Tips**

1. Split the whole class into three groups.
2. Make a list with the students' names, assign a neutral name for each group.
3. Write the rotation order each group will go through below all names
  - so that, students can get into their modality easily.
4. Prepare material in advance: Choose the passage, write vocabulary lists and the tasks for the SOURCE-DICTIONARY MODALITY.
5. Choose an A1 reading passage with audio for the AUDIO TEXT MODALITY.
6. Write the comprehension questions in advance for the COMPREHENSION MODALITY (they will vary according to your students' level of readiness)

#### **PRE-STAGE**

- 1.-Teacher reads the list and says which modality each student belongs to.
- 2.-Teacher gives instruction about the tasks to be done in each modality.
- 3.-Teacher breaks the class off into their groups.

#### **WHILE STAGE**

Students do different tasks depending on modalities for example:

**SOURCE-DICTIONARY:** Struggling group look up the meaning of some given words, they may write their meaning and do a matching exercise to reinforce vocabulary acquisition.

**AUDIO TEXT:** Average students listen to and read the same text and practice reading aloud. They will take turns to read aloud.

**COMPREHENSION:** Gifted learners read and answer some comprehension questions at their reading level.

#### **AFTER STAGE**

Once each group does the tasks in each modality, they have a short discussion about the reading passage they've already read.

## 8.- Problem-Based -Product



<b>Aim:</b>	To meet students´ interest and preferences
<b>Working conditions:</b>	Whole class is divided in different groups  INTEREST BASED GROUP
<b>Reading Material:</b>	Different reading passages:  Letters      Emails    Comics
<b>Reading session:</b>	60 minutes

### Teaching Tips

- 1.- Choose a letter, an email, or a comic with a problem to solve.
- 2.- State the problem for each story.
- 3.- Let students choose their favorite topic to read.
- 4.- Write a list with the name of students for each passage
- 5.- Prepare a short additional reading material where students can find the solution to their problem.
- 6.-Then, each group presents the problem and solution they came out with after reading.

### **PRE-READING**

Students listen to and follow instruction.

### **WHILE READING**

Students read the problem, analyze it and read the second passage to find a solution to their problem.

### **POST READING**

1.-Each group prepares the material to use in their presentation.

2.-Students present solutions to their problems

(they can use power point slides, the board, a drawing, any other material)

## 9.- Projects



<b>Aim:</b>	To meet students' interests, learning profiles and preferences
<b>Working conditions:</b>	Whole class is divided in different groups  LARGE GROUPS  SMALL GROUPS
<b>Reading Material:</b>	Stories for A1 level
<b>Reading session:</b>	After a week or two weeks

### Teaching Tips

- 1.-Present a list of 7 stories -A1 level to the whole class
- 2.-Ask students to choose their favorite story
- 3.-Students write their names on the story they read for a week or two
- 4.-Five students read the same story
- 5.-Each student shows understanding under the following presentation choices:

Role play their favorite part of the story (all participants in each group)

**KINESTHETIC-INTERPERSONAL**

Make a power point presentation about 3 characters they admire the most (individual)

**VISUAL-AUDITORY**

Draw the 3 scenes of the story: one is the beginning, the second for the plot and third for the end of the story (individual) **VISUAL-INTRAPERSONAL**

### 10.- Reading task Menu



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<b>Aim:</b>	To meet students´ interests, learning profiles and preferences
<b>Working conditions:</b>	Whole class is divided in different groups  SMALL GROUPS
<b>Reading Material:</b>	Stories for A1 level  Town description/ Tourist information  Topics: food, diet, sports, holidays
<b>Reading session:</b>	60 minutes

### **Teaching Tips**

- 1.-Choose the type of reading material you want your students to read
- 2.-Give instructions to the whole class on how the learning menu works

#### **MENU**

##### **1.- Appetizers:**

Students read intensively to get a general idea or main idea of the text.

Eg: Read for the gist and find 10 key words or phrases which may help students understand.

##### **2.- Entrée:**

Students scan the text to look for names, dates, find definitions and concepts for supporting details in this section. Students answer some context questions

Eg: write five to ten questions based on facts they find in the text

##### **3.- Dessert**

Students do some summary work after they read the text and they can show their understanding by making a brochure, flash cards, or doing some summary work tasks.

### **EXAMPLE**

#### **MENU**

##### **1.- Appetizers:**

Underline key words and phrases in texts.

Match the headlines to the paragraphs

Choose the sentence which best summarizes each part of the article

Choose the most suitable heading from the list for each part

## **2.- Entrée:**

Find the answers to some questions.

Read the text and answer some Yes/No question.

Read the text and answer open-ended questions.

Make a graphic organizer with most relevant information taken from text.

Read the text and work on true/false question.

Choose the alternative that best explains some difficult vocabulary from the text.

Read the text and guess the meaning of the underlined words.

Read and match the words to their definitions.

## **3.- Dessert**

Make a list of the four reasons why people should visit the place.

Write a holiday blog entry describing the place and mentioning the things people can do there.

Make a brochure, flyer, or flash cards presenting the most important attractions of the place.



# **Annexes**

Individual student's needs Reading skills

Group: # **struggling**

Name	Fluency ( read with expression) ( read aloud) (understand what they read)	Vocabulary ( recall words) (understand the meaning of new words)	Decoding skills (Read sounds out words on their owns)	Comprehension Skill (identify things-main characters, settings at a literal level) Establish the content Skimming Scanning Inferring
Luis		Can not remember common verbs		
Paul T	Reads text without expression			
Favio			Can not read words with short vowels "A"	
Michael				Is not able to identify main ideas in the text
Daniel	Add words when he reads aloud			

**Source:** Isabel Solé (2000-2001)

**Researcher:** Nelly Galora

Individual student's needs Reading skills

Group: # average (70-( 80)

Name	Fluency	Vocabulary	Requisite (make generalizations) Predict)	Inferential Level ( Think what the text means) (draw conclusions) Skimming Scanning Inferring predicting

Source: Isabel Solé (2000-2001)

Author: Galora, N (2018)

Individual student's needs Reading skills

Group: # above average

Name	Fluency	Vocabulary	Requisite (State, cause/effect Make educated guess)	Inferential Level ( Think what the text means) (draw conclusions) <b>Skimming</b> <b>Scanning</b> <b>Inferring</b> <b>Predicting</b> <b>Evaluating</b>

Source: Isabel Solé (2000-2001)

**Researcher:** Nelly Galora

## 6.7 Administration of the proposal

This proposal will be administered by the researcher, the differentiated strategies will be elaborated, organized and socialized with teachers and authorities from the Language Center -Universidad Técnica de Ambato.

## 6.8 Evaluation of the proposal

The implementation of differentiated Strategies to develop reading skills needs to be evaluated because its effectiveness will confirm the great benefits to follow Differentiated Instruction in the EFL class or the Evaluation of the proposal will suggest some modifications or changes to it.

The following questions will determine the evaluation methodology of the proposal:

**Table N° 14.** Basic questions

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
1. What is evaluated?	An e-book of Differentiated Instruction activities for developing reading skills.
2. Why is it evaluated?	To confirm the efficiency of Differentiated Instruction on the development of Reading Skills
3. Which criteria is considered?	The following aspect will be considered appropriateness, design, content, methodological approach, and practicability.
4. Who evaluates?	A1 English teachers, the coordinator of A1 level and the researcher
5. When is it evaluated?	From June 4 <sup>th</sup> to June 28th 2018

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# **ANNEXES**



ANNEX N° 1: Instruments

**Pre-test**



Centro de Idiomas

English level: A1 Starters

**READING PRE TEST**

**There are 20 questions**

**You have 30 minutes**

**You will need a pen or pencil**

**Each reading part is 2,5 / 10 points**

**My name is .....**

**Class: .....**

**Date:.....**

## PART I

### 1.- The Politician who used to be a film star

Arnold Schwarzenegger's life is very different today. He used to be an actor but now he is a politician. These days he lives in California, but he did not use to live there, he used to live in Austria. He had an Austrian passport for many years but he got an American passport in 1993 when he became a US citizen. When he was young he did not use to be interested in politics- his main interest was exercise and he spent hours in the gym every day, building his muscles. He was very successful and he won the Mr. Universe competition five times.

Source:

<http://www.englishcenter.dk/Files/Billeder/PDF/pdflongman/MyGrammarLabElement.pdf>

Answer the following questions: **(2,5 pts)**

- 1.-What does he do?
- 2.- Where does he live now?
- 3.-Where did he live before coming to USA?
- 4.- When did he get his American nationality?
- 5.- What did he do at the gym?

## PART II

Source:

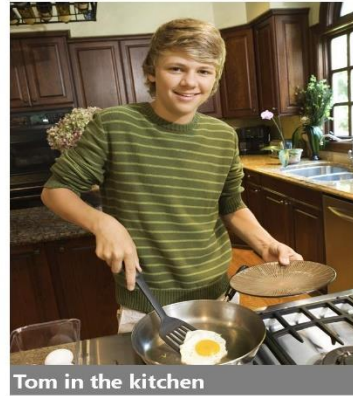
<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/can-you-cook>

# CAN YOU COOK?

*This teenager can — and his mum's very happy with him*

**T**om is like any other teenager. He goes to school, does his homework, meets his friends and enjoys doing sport.

But between 5.30 and 6.30 from Monday to Friday, Tom does something different. He cooks dinner for all the family: mum, dad, younger brother Joe and older sister Emma.



Tom in the kitchen

“I think it's important for teenagers to learn how to cook. Maths and English are important, of course, but they need other skills too to help them in today's world.

First I taught Tom how to cook easy meals like pizza or egg and chips. Then he started using recipes in my cookery books. Yesterday he made vegetable soup. It was very good!

Tom's  
mum

“I love cooking and I think I'm really good at it. None of my friends cook. I don't know why, it isn't difficult and it's great fun!

Tom

In the past, Tom didn't help out at home and his mum wasn't very happy with him. Today, things are different and she is very happy.

Choose the correct option to complete the sentence. (2,5 pts)

- 1.- Tom cooks in the....
  - a. morning
  - b. afternoon
  - c. evening
- 2.- He has .....siblings.
  - a. two
  - b. three
  - c. four
- 3.- Tom started cooking .....

  - a. international food
  - b. easy dishes
  - c. Italian cusine

- 4.- What did Tom cook last night?
  - a. cake
  - b. rice and chicken
  - c. soup
- 5.- Do Tom's Friends cook at home?
  - a. yes, they do
  - b. No, they do not
  - c. Not mentioned

## PART III

Source:

<http://www.esl-lounge.com/student/reading/1r26-elementary-reading-my-garden-missing-word.php>

### **My Garden**

This is my garden. It is very big and also very wide. On one side, there is the McDonald family and on the other side, there is the Korfman family. I like both my 1 **NEIGHBORS**.

There is a lot of 2 . **GRASS** in my garden. Now, It's September and the grass is long and thick. I also have three trees in the garden. There is a young lemon tree which is very small. It does not have any fruit, maybe next year; Ten, there is a peach tree. There are not many peaches this year because of the cold weather in April and May. The third tree is an apple tree. Apples always grow well in this area and the tree is full of big green apples. Tomorrow, I want to make a big apple pie.

There are two animals in the garden at the moment. Max is my Rottweiler dog. Many people think 3. **ROTTWEILERS** are dangerous, but Max is very friendly and everybody loves him. He's 4 years old. Playing with Max is Hector, our beautiful white cat. He's nearly ten years old.

There are many other colors in my summer garden. In December when it's cold and gray, it's not a very happy place, but now in September, it's wonderful. There are the red roses and we have other flowers that are green and yellow.

There is a large 4. **TENT** in the middle of the grass, a 5. **HUGE** purple tent. That's because my brother, Luke, likes camping but my mother does not want him to go camping. only in the garden; So he sleeps in the purple tent. Luke is only eight years old, so I think my mother is right. Camping in the garden is safe for an eight year old.

Choose the meaning of the words in CAPITALS in the sentences from the reading text above. (2,5 pts)

1.- **NEIGHBORS**

- a.- people who lives near or next to another.
- b.- Friends who lives with you.
- c.- family who live far away.

2.- **GRASS**

- a.- small flowers
- b.- green pasture
- c.- big trees

3.- **ROTTWEILERS**

- a.- robustly built dog
- b.- freindly small pet
- c.- skinny built dog

4.- **TENT**

- a.- plastic shelter
- b.- small house
- c.- plastic camping go-kart

5.- **HUGE**


- a.- extremely large in size
- b.- extremely small in size
- c.- midium in size

## PART IV

Source: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/films-and-entertainment>

**CELEBRITY PROFILE**

We all know **Katniss Everdeen** in *The Hunger Games*, but who is the actress who plays her, **Jennifer Lawrence**?



**Fast Facts**  
Name: **Jennifer Shrader Lawrence**  
Place of birth: **Kentucky, USA**  
Date of birth: **August 15, 1990**  
Profession: **TV and film actress**  
Jen's family  
Mother: **Karen Lawrence**  
Father: **Gary Lawrence**  
Brothers: **Ben and Blaine Lawrence**

**Did you know?**  
Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.

Circle the correct answer. (2,5 pts)

- 1.-Jennifer did not play basketball at school. TRUE FALSE
- 2.-Jennifer Lawrence starred in Transformers. TRUE FALSE
- 3.-She was born in August. TRUE FALSE
- 4.- she is an actress, model and fashion designer. TRUE FALSE
- 5.-Jennifer paints and plays the guitar her free time. TRUE FALSE

## Answer Key Pre - test

### Part I (2,5 pts)

- 1.- He is an actor/ politician
- 2.- He lives in USA
- 3.- He lived in Austria
- 4.- in 1993
- 5.- He built his muscles

### Part II (2,5 pts)

- 1.- c
- 2.- a
- 3.- b
- 4.- c
- 5.- b

### Part III (2,5 pts)

- 1.- a
- 2.- b
- 3.-a
- 4.-c
- 5.-a

### Part IV (2,5 pts)

- 1.-FALSE
- 2.-FALSE
- 3.-TRUE
- 4.-FALSE
- 5.-TRUE



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MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

PRE TEST VALIDATION

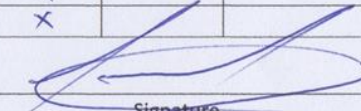
	A. Questions assess students' reading comprehension		Observation	B. Content of reading passage				C. Length of passages		Observation
	Appropriate	Not appropriate		Adequate	Interesting	Difficult	Not adequate	Appropriate	Not appropriate	
I	X			X				X		
II	X			X				X		
III	X			X				X		
IV	X			X				X		
		Lic. Deysi Damian Tixi, Msc		060296022-1				Deysi Damian		
		Name		ID number				Signature		
		ESPOCH		English Teacher				deysi.2812@hotmail.es		
		Work place		Job position				Email address		



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PRE TEST VALIDATION

	A. Questions assess students' reading comprehension		Observation	B. Content of reading passage				C. Length of passages		Observation	
	Appropriate	Not appropriate		Adequate	Interesting	Difficult	Not adequate	Appropriate	Not appropriate		
I	X			X				X			
II	X			X				X			
III	X			X				X			
IV	X			X				X			
		Lic. Boris Cadena Msc		171223383-0							
		Name		ID number						Signature	
		ESPOCH		English Teacher						cadena.boris@hotmail.com	
		Work place		Job position						Email address	



## Post-test



UNIVERSIDAD  
TÉCNICA DE AMBATO

Centro de Idiomas

English level: A1 Starters

### READING POST TEST

**There are 20 questions**

**You have 30 minutes**

**You will need a pen or pencil**

**Each reading part is 2,5 / 10 points**

**My name is .....**      **Class: .....**

**Date:.....**

## **PART I**

It is raining outside. We cannot play outside today. It is going to rain all day.

What should we do? I guess we will have to play inside the house today. There is a lot of fun to be had inside.

We can do many things. First, we will build a fort. We can climb in and out of the fort. It will be fun. Next, we will dress up like pirates. We can play pirates in the house. If that is not fun, we can draw animals with crayons. I have many crayons of all colors.

When it stops raining, we can play in the puddles. I like to jump in puddles. If we have rain coats, we can play in the rain. But if we're not careful, we can get sick. We should stay in the house to be safe. There is lots of fun we can have indoors.

### **Answer these questions**

- 1.- What is the weather like outside?
  
- 2.-What do they plan to build inside the house?
  
- 3.- if they are not happy, what do they want to do?
  
- 4.- what do they like doing when the rain stop?
  
- 5.- Do they really plan to play outside?

## PART II

### Martin's Vacation

Martin had a terrible day yesterday. It was the day of his vacation to Spain but it was a nightmare. He left his house at 10 o'clock in the morning and caught a taxi to the airport.

Martin went to the check-in with his luggage. When the man who worked for the airline asked for his passport, Martin became very upset. Where was his passport? Martin realized he didn't have his passport with him. What a disaster!

He jumped back into the taxi and told the driver to take him home. The driver drove quickly and Martin arrived back at his house in twenty minutes.

He ran into the house and went into his bedroom. He found his passport on the bedside table and left the house again. But the taxi wasn't there! Where was the taxi!

Martin jumped up and down angrily. "I don't believe it. The taxi left!" he shouted. He ran down the street and looked for another taxi.

After a few minutes, Martin found another taxi and told the driver to take him to the airport as quickly as possible. The traffic on the roads was very bad and, unfortunately, Martin's taxi arrived at the airport late. His plane left for Spain at 11.30 and Martin missed it. He was very sad and went to speak to the airline. They promised to get him a seat on an evening flight and Martin went home on another taxi to wait.

Choose the best answer for each of these questions. (2,5 pts)

1. Where did Martin want to go to for vacation?

a) mountains

b) Spain

c) river

2. What did he forget at home?

- a) his cell phone                      b) his money                                      c) his passport

3. How did he react when he noticed the taxi left?

- a) he got angry                      b) he screamed                                      c) he called the police

4. What did the airline promise him to do?

- a) return all his money              b) get a place on the plane at night              c) nothing

5. Why did he arrive late in the airport the second time?              There was

- a) a lot of traffic                      b) pollution on the road              c) no time to return

## PART III

### “Bike safety”

Bike riding is a fun way to get around. It is good exercise too. Sometimes children get hurt riding bikes. There are ways to stay safe on a bicycle. Do you know the rules for bike safety? First, you must always wear a helmet to protect your head. Make sure your helmet fits you. Keep the straps closed at all times. If you are caught without a helmet, the police will give you a ticket. Before you ride your bike, make sure it is safe. Ask your parents to check it out for you. The tires should have enough air. The brakes should work well. Your seat and handlebars should be the right size for you.

Next, ask your parents where you can ride your bike. If you ride on the sidewalk, watch out for cars and trucks. Always stop at street corners to look before you cross. Walk your bike across busy streets. If people are walking in front of you, you should let them know you are there. Do that by calling out, excuse me or watch out!

If you want to ride on the street, there are laws you must follow. These are the same laws than cars and trucks must follow. You must stop at red lights and stop signs. You should ride in the same direction as the cars and trucks. Never ride against the traffic. Ride with your hands on the handlebars. Watch the road ahead of you for puddles, wet leaves, or rocks. Do not wear headphones when riding. Headphones will block out traffic sounds that you need to hear. Now that you know the rules, you should be ready to ride. Have fun riding and stay safe!

**Use ONE word to complete each sentence about “Bike safety” reading (2,5 pts)**

- 1.-Children must wear a.....to protect their heads and it should fit them.
- 2.- They should check the air and .....before riding a bike.
- 3.- Children should always stop at the..... and the..... .....on the streets.
- 4.- It is not a good idea to wear.....when riding on the streets.
- 5.- children should always ride with their hands on the.....

PART IV

**Main Courses**

Cheese burger	£4.39
Double cheese burger	£4.99
Chicken curry with rice	£3.99
Macaroni cheese	£4.19
Seafood salad	£4.49
Egg salad <span style="color: green;">v</span>	£3.99
Fish and mushroom pie	£4.69

**Pizza**

Chicken pizza	£4.55
Mushroom pizza <span style="color: green;">v</span>	£4.60
Four cheeses pizza <span style="color: green;">v</span>	£4.10
Meat pizza	£4.75
Seafood pizza	£4.75

**Desserts**

Ice cream	£1.99
(vanilla, chocolate, strawberry)	
Banana cake	£2.39
Fruit cake	£2.29

**Fruit**

Apple	£0.59
Orange	£0.59
Banana	£0.69
Pear	£0.69
Mixed fruits	£1.29
(3 fruits)	

**Drinks**

Orange juice	£0.99	Tea	£0.59
Apple juice	£0.99	Coffee	£0.59
		Water	£0.49

v = vegetarian

Source: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/restaurant>

Circle the correct answer. (2,5 pts)

- 1.- Vegetarian people can not eat in this restaurant.      TRUE    FALSE
- 2.- This restaurant sells seafood.                                      TRUE    FALSE
- 3.- There are four different types of pizza.                              TRUE    FALSE
- 4.- They sell pineapple desserts in this restaurant.                      TRUE    FALSE
- 5.- You do not pay for water in this restaurant.                      TRUE    FALSE

## Answer Key Post - test

### Part I (2,5 pts)

- 1.- It is raining
- 2.- They want to build a fort.
- 3.- They can draw animals with crayons.
- 4.- They like jumping in puddles.
- 5.- No, they do not.

### Part II (2,5 pts)

- 1.- b
- 2.- c
- 3.- b
- 4.- b
- 5.- a

### Part III (2,5 pts)

- 1.- helmet
- 2.- brakes
- 3.-street corners/ red lights
- 4.- headphones
- 5.- handlebars

### Part IV (2,5 pts)

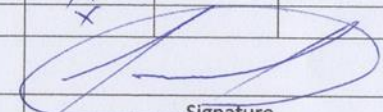
- 1.-TRUE
- 2.-TRUE
- 3.-FALSE
- 4.-FALSE
- 5.-TRUE



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MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

POSTTEST VALIDATION

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	Appropriate	Not appropriate		Adequate	Interesting	Difficult	Not adequate	Appropriate	Not appropriate	
I	X			X				X		
II	X			X				X		
III	X			X				X		
IV	X			X				X		
			Lic. Boris Cadena Msc		171223383-0					
			Name		ID number					
			ESPOCH		English Teacher			cadenaboris@hotmail.com		
			Work place		Job position			Email address		

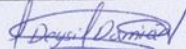




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	Appropriate	Not appropriate		Adequate	Interesting	Difficult	Not adequate	Appropriate	Not appropriate	
I	X			X				X		
II	X			X				X		
III	X			X				X		
IV	X			X				X		
			Lic. Deysi Damian Tixi Msc	060296022-1						
			Name	ID number			Signature			
			ESPOCH	English Teacher			deysi.2012@hotmail.es			
			Work place	Job position			Email address			

### ANNEX N° 3: Validation of pre-test and post-test

Ambato, 15 Octubre del 2017

Lic. Deysi Damian Tixi y Mg. Boris Cadena  
Docentes de Inglés  
Presente.-

Por medio de la presente, yo, Nelly Patricia Galora Moya, con cédula de identificación Nro. 1803104601, me dirijo a ustedes para solicitar de la manera más comedida su colaboración para la validación de pruebas de lectura (pre-tests y post testst) a ser aplicadas en mi trabajo de investigación: To elaborate and implement a brochure of reading strategies with a focus on andragogy “ **THE IMPACT OF DIFFERENTIATED INSTRUCTION ON READING SKILLS**” on students of the A1 level of the Languages Centre at Universidad Técnica de Ambato, period académico 2017, previa la obtención de la maestría en Enseñanza del Idioma Inglés como Lengua Extranjera.

Para facilitar el trabajo de validación de los instrumentos de evaluación se adjuntan los mismos.

Anticipo mi más sincero agradecimiento por su valiosa colaboración.

---

Lcda. Nelly Patricia Galora Moya

CC: 1803104601

## ANNEX N° 4: Student t Distribution

### Apéndice III

Valores percentiles ( $t_p$ )  
correspondientes a  
la distribución t de Student  
con  $\nu$  grados de libertad  
(área sombreada =  $p$ )

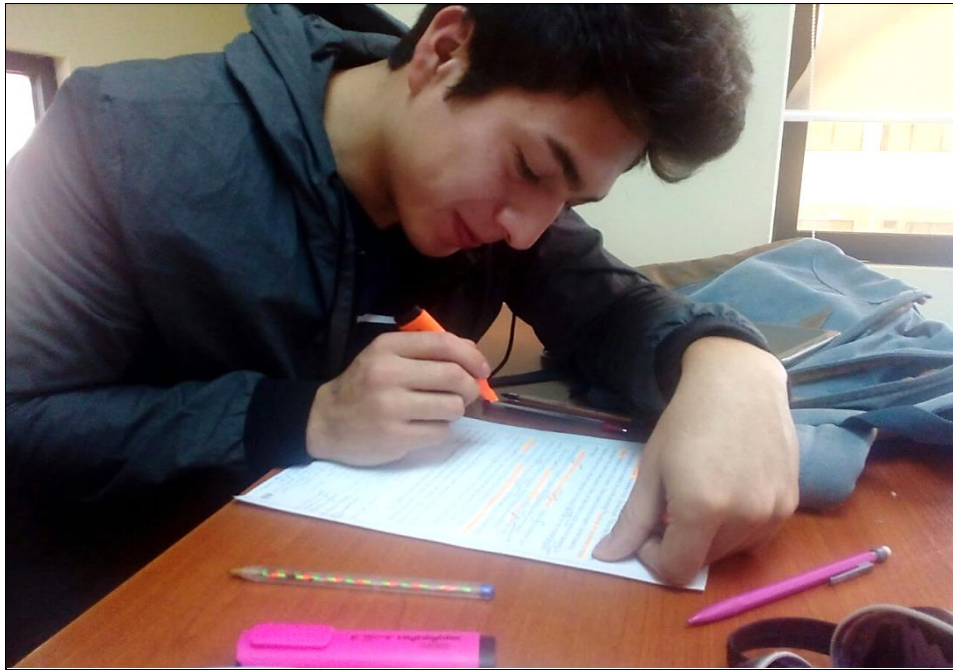


$\nu$	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.75	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
$\infty$	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgo, con autorización de los autores y editores.

Source: Spiegel & Stephens, 2009, p. 563.

**ANNEX N° 5:** Pictures of group work and reading activities in class (Oct 2017-Feb 2018).







**UNIVERSIDAD TECNICA DE AMBATO**

**CENTRO DE POSGRADO**

**MAESTRIA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA  
EXTRANJERA**

**Objetivo:** Determinar que saben los estudiantes sobre las destrezas de lectura y sobre todo identificar su actitud para el desarrollo de la lectura en Inglés.

**Instrucción:** Por favor leer detenidamente cada pregunta y conteste con absoluta confianza y sinceridad.

1.- ¿Conozco sobre las estrategias de scanning, skimming, predicciones entre otras más?

SI            NO

2.- ¿Sé como leer un texto de lectura, con entonación, ritmo y fluidez?

SI            NO

3.-Para mi las preguntas de comprensión Wh- son difíciles de responder?

SI            NO

4.- Cuando leo un texto siempre traduzco al español?

SI            NO

5.- Yo reconozco que necesito más tiempo para leer en inglés?

SI            NO

6.- Siempre que leo una historia o un pequeño párrafo me siento aburrido y frustrado cuando leo textos demasiado extensos.

SI            NO

7.- Pienso que no he aprendido ninguna estrategia de lectura en el Colegio.

SI            NO

8.- Lo que es difícil para mí, es establecer conexiones, decodificar y razonar lo que se está leyendo.

SI            NO

## ANNEX No 8



UNIVERSIDAD  
TÉCNICA DE AMBATO

### MAESTRIA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

**Objetivo:** Saber cuáles son los sentimientos y opiniones de los estudiantes sobre las lecciones de lectura que usualmente realizan en sus textos de Inglés.

**Instrucción:** Por favor leer detenidamente cada pregunta y conteste con absoluta confianza y sinceridad.

**1.-El contenido de las lecturas esta de acuerdo con mi nivel de comprensión lectora**

SI                      NO

**2.-Las actividades de comprensión lectora propuestas por el libro son:**

a.- fáciles de realizar

b.- poco difíciles

c.- Muy difíciles

**3.- Las lecturas propuestas en el texto del estudiante le motivan a Ud a leer en Inglés?**

SI                      NO

**4.- El tamaño del texto (número de palabras) es :**

a.- adecuado



b.- muy corto

c.- muy extenso

**5.- Cómo Ud. evaluaría el esquema de la sección de lectura?**

a.- esta centrado en el maestro (da instrucciones, lectura silenciosa, ejercicios de completación y revisión de respuestas)

b.- esta centrado en el estudiante (promueve auto estudio, responsabilidad y promueve trabajo colaborativo en parejas/ grupos)

**ANNEX No. 9:**



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**CENTRO DE POSGRADO**

ENTREVISTA- DIRIGIDA A LOS SEÑORES/RITAS ESTUDIANTES DEL NIVEL A1 INGLES DEL CENTRO DE IDIOMAS.

**Objetivo:** investigar el efecto de la Instrucción diferenciada en la destreza de lectura del idioma inglés

**Instrucción:** Conteste las preguntas con absoluta confianza y sinceridad.

1.-Piensa Ud. que la Instrucción diferenciada contribuyó positivamente en el desarrollo de la destreza de lectura en Inglés?

2.-El contenido de las lecturas le motivo a leer en inglés?

3.-Las lecturas presentadas despertaron su interés por la lectura en Inglés?

4.-Cuáles fueron los beneficios obtenidos gracias al uso del material adicional de lectura empleado en la clase?

5.-Cuáles son los beneficios de leer en diferentes modalidades (solo, en parejas, en grupos)?

6.-¿Cuales son los beneficios de leer un mismo texto de lectura, pero realizar actividades de comprensión lectora afines a su estilo de aprendizaje o interés o acorde a su habilidad lectora?

**7.-Cómo percibe Ud. el uso de la Instrucción diferenciada en el aprendizaje del idioma Inglés? Marque su respuesta**

5 muy efectivo

4 efectivo

3 moderadamente efectivo

2 algo efectivo

1 nada efectivo

**8.-Qué condiciones contribuyeron enormemente con su aprendizaje y/o desarrollo de la destreza de lectura? Subraye las respuestas que considere necesarias.**

a.- leer en grupos afines a mi estilo de aprendizaje

b.-leer en grupos afines a mi nivel de habilidad lectora

c.- leer un texto y recibir ayuda o guía del docente mientras leo

d.- leer un texto y practicar fluidez y comprensión lectora mediante preguntas

e.- leer un texto con una compañera/ro afín analizar ideas principales, revisar vocabulario y comprensión mediante preguntas

f.- Simplemente leer el texto y aplicar las estrategias de lectura

**9.- Cuáles fueron los resultados obtenidos al finalizar el semestre en relación con la destreza de Lectura?**

a.-Mi destreza de lectura a mejorado y las evidenciado en mis pruebas escritas.

b.-He mejorado mi fluidez cuando leo.

c.-Las actividades de comprensión lectora me ha inspirado en seguir leyendo en inglés.

d.-Siento que fui retado a hacer algo nuevo cuando leía un nuevo texto.

e. Me he sentido involucrado/da en el proceso de enseñanza aprendizaje

## ANNEX No. 10 Survey for English teachers



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**UNIVERSIDAD TECNICA DE AMBATO**

**CENTRO DE POSGRADO**

**MASTER DEGREE IN TEACHING ENGLISH AS A FOREIGN  
LANGUAGE**

**Survey Objective:** Collect information about **teacher's** instructional materials and activities used to teach students' reading skills and strategies.

**For:** Teachers A1 starter level

Source: [https://nces.ed.gov/surveys/pirls/pdf/P01\\_Qvar\\_Teacher.pdf](https://nces.ed.gov/surveys/pirls/pdf/P01_Qvar_Teacher.pdf)

**13. Which of the following areas have you studied?**

Pedagogy/Teaching/Reading

Differentiated Instruction Second Language Learning

**14. According to your experience, how would you describe the reading level of A1 student?**

Most are above average

Most are average

Most are below average

**3.-How often do you have reading instruction and /or do reading activities with your students?**

Everyday

Three or four days a week

Fewer than three days a week

**4.- Choose the resources you use in reading instruction:**

a.-Texbooks

b.-Reading series (grades readers)

c.-Workbooks or worksheets

d.-Newspapers and /or magazines

e.-Reading material on the internet

f.-Materials written by students

**5.- How do you use reading instructional materials for students at different reading levels?**

I use the same material with all students because I think all of them are at the same reading level

I use the same materials, but they work at different speeds and tasks

I use different materials with each student

I use any reading materials with all the students

**6.-When you do reading activities, what do you do?**

Ask students to read aloud to the whole class taking turns

Ask students to read silently in small groups or in pairs

Ask students to read silently on their own

Helps students to understand new vocabulary while they are reading

**7.-Which main activities do you apply to develop reading comprehension skills?**

Identify the main ideas of what they have read

Identify important facts and supporting details

Summarize what they have read

Make predictions about what will happen in the text they are reading

**8.-When you instruct reading and/or do reading activities, how do you organize students in the class?**

I teach reading as a whole-class activity

I create mixed-ability group

I use individualized instruction for reading

**9.-After students have read something, what do they usually do?**

Answer reading comprehension questions from textbooks

Discuss with each other about what they have read

Do a project about what they have read (a roleplay, an art project)

**10.-How do you usually monitor students' progress in reading?**

Using diagnostic reading test

Using classroom tests (for example teacher made or textbook texts)

Using your professional judgment

**11.-I know how to implement differentiated instruction to improve students' readings skills.**

YES

NO

**12.-I have been trained to implement differentiated instruction in my classes.**

YES

NO

<https://es.surveymonkey.com/r/GG6DKZD>

**Thank you for the thought, time, and effort you have put into completing this questionnaire.**