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### MAESTRÍA ACADÉMICA (MA) CON TRAYECTORIA PROFESIONAL (TP) EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2021

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**Tema:** DIFFERENTIATED INSTRUCTION IN THE PRODUCTION OF THE ENGLISH LANGUAGE AT THE LEVEL OF COMMUNICATIVE COMPETENCE AT THE ELEMENTARY LEVEL.

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

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## GENERAL TABLE OF CONTENTS

Portada.....	i
A la Unidad Académica de Titulación del Centro de Posgrados.....	ii
Autoría del trabajo de titulación.....	iii
Derechos de autor.....	iv
General table of contents.....	v
List of tables.....	viii
List of figures .....	ix
List of annexes .....	x
Acknowledgement.....	xi
Dedication .....	xii
Resumen ejecutivo .....	xiii
Abstract .....	xv

### CHAPTER I

#### 1. THE PROBLEM

1.1. Introduction .....	1
1.2. Justification .....	2
1.3. Objectives.....	3
1.3.1 General .....	3
1.3.2 Specific.....	3

### CHAPTER II

#### 2. THEORETICAL FRAMEWORK

2.1. Investigative Background.....	5
2.2. Differentiated instruction .....	7
2.2.1. Pedagogical models of differentiated instruction.....	8
2.2.2. Differentiated instruction principles.....	9
2.2.3. Areas of deployment of differentiation .....	10
2.2.4. Differentiated instruction strategies and activities .....	12
2.3. Communicative competence .....	16
2.3.1. Factors associated with the acquisition of English language competences....	17
2.3.2. Evaluation of EFL learning strategies .....	18

### CHAPTER III

#### 3. METHODOLOGICAL FRAMEWORK

3.1	Location.....	20
3.2	Equipment and materials .....	20
3.3	Type of research .....	20
3.4	Hypothesis testing .....	21
3.5	Population or sample .....	21
3.6	Data collection.....	21
3.6.1	Reading and writing section of the test .....	22
3.6.2	Speaking section of the test.....	22
3.7	Data processing and statistical analysis.....	22
3.8	Response variables or results achieved .....	23

### CHAPTER IV

#### 4. ANALYSIS AND INTERPRETATION

4.1	Analysis of the results and data interpretation .....	24
4.1.1	Pre-test results of the Cambridge Pre-A1 Starters pre-test application.....	24
4.1.2	Post-test results of the Cambridge Pre-A1 Starters pre-test application .....	27
4.2	Hypothesis verification .....	29
4.2.1	Hypothesis approach .....	29
4.2.2	Variables.....	29
4.2.3	Description of the population.....	30
4.2.4	Mathematical model.....	30
4.2.5	Data collection and calculation of statistics. ....	30
4.2.6	Specification of the regions of acceptance and rejection .....	31
4.2.7	Decision making.....	31
4.2.8	Selection of the level of significance .....	31
4.2.9	Degrees of freedom .....	31
4.2.10	Student T-test results.....	32

### CHAPTER V

#### 5. CONCLUSIONS AND RECOMMENDATIONS

5.1	Conclusions .....	33
5.2	Recommendations .....	34

## CHAPTER VI

6.	THE PROPOSAL	
6.1	Informative Data.....	35
6.2	Background of the Proposal .....	35
6.3	Justification .....	36
6.4	Theoretical Framework .....	36
6.4.1	General Objectives .....	36
6.4.2	Specific Objectives.....	36
6.5	Feasibility Analysis .....	36
6.6	Theoretical-schietifica foundations .....	37
6.7	Methodology .....	77
6.8	Administration of the proposal.....	77
	Bibliography.....	78
	Annexes.....	82

## LIST OF TABLES

Table 1. Sample of students. ....	21
Table 2. Results of the Cambridge Pre-A1 Starters pre-test application. ....	24
Table 3. Results of the Cambridge Pre-A1 Starters post-test application.....	27
Table 4. Summary of paired sample statistics.....	32
Table 5. Lessons plan based on differentiated instruction. ....	38
Table 6. Administration of the proposal .....	77



## LIST OF FIGURES

Figure 1. Differentiated instruction.....	9
Figure 2. Areas of differentiated.....	10
Figure 3. Sources of differentiated.....	11
Figure 4. Create learning stations.....	12
Figure 5. Task cards.....	13
Figure 6. Think-pair-share strategy.....	14
Figure 7. Gallery walk.....	14
Figure 8. Cubing.....	15
Figure 9. Tic-tac-toe.....	16
Figure 10. Results of the Cambridge Pre-A1 Starters pre-test application, general. .	25
Figure 11. Results of the Cambridge Pre-A1 Starters pre-test application, reading and writing section.....	25
Figure 12. Results of the Cambridge Pre-A1 Starters pre-test application, speaking section. ....	26
Figure 13. Results of the Cambridge Pre-A1 Starters post-test application, general.	27
Figure 14. Results of the Cambridge Pre-A1 Starters post-test application, reading and writing section.....	28
Figure 15. Results of the Cambridge Pre-A1 Starters post-test application, speaking section. ....	28

## LIST OF ANNEXES

Annex A. Pre-A1 Starters exam.....	82
Annex B. Pre-A1 Starters answers and rubrics.....	92
Annex C. Pre-A1 Starters results .....	94
Annex D. Photographic proof of the Cambridge Pre-A1 Starters test application...	98

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***Marly Castillo***

## **DEDICATION**

*The current research study is dedicated to God, my beloved parents José and Imelda, my lovely children Snayder and Naiara, and my loved husband Darwin, who have always been the strength and support of my life.*

***Marly Castillo***

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**(TP) EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**  
**COHORTE: 2021**

**TEMA:**

*ENSEÑANZA DIFERENCIADA EN LA PRODUCCIÓN DEL IDIOMA INGLÉS A NIVEL DE COMPETENCIA COMUNICATIVA EN EL NIVEL PRIMARIO*

**MODALIDAD DE TITULACIÓN:** *Proyecto de Titulación con Componentes de Investigación Aplicada y Desarrollo*

**AUTORA:** *Licenciada Marly Violeta Castillo Jaramillo*

**DIRECTORA:** *Licenciada Elizabeth Alexandra Tayo Haro Magister*

**FECHA:** *Veinte y cinco de agosto de dos mil veinte y dos*

**RESUMEN EJECUTIVO**

En la actualidad la Instrucción Diferenciada (ID) en el idioma extranjero influye en el proceso de enseñanza aprendizaje del idioma inglés, particularmente en la competencia comunicativa de los estudiantes, al permitir que el docente integre decisiones instruccionales informadas en las distintas formas de aprender, estilos de aprendizaje y las diferencias individuales para poder aplicar actividades adecuadas para cada tipo de alumno. El objetivo de esta investigación fue proporcionar bases teóricas que confirmen que la aplicación de la instrucción diferenciada puede resolver los problemas de heterogeneidad en las clases de inglés. En primera instancia se revisaron los antecedentes teóricos correspondientes a la instrucción diferenciada. Se aplicó el test estandarizado de Cambridge Pre-A1 Starters para evaluar la competencia comunicativa de una muestra de 26 estudiantes de nivel elemental de la Unidad Educativa Juan León Mera "La Salle", quienes formaron el grupo experimental sometido a la intervención educativa; al igual que otra muestra de 24 estudiantes de la misma institución, quienes conformaron un grupo control. Una vez aplicado el test Pre-A1 Starters previo a la aplicación de la propuesta, se encontró que los estudiantes tenían deficiencias en la competencia comunicativa expresada a través de las habilidades de habla, lectura y escritura. Seguidamente se diseñó e implementó la

propuesta que consistió en un folleto de ocho actividades de instrucción diferenciada, como son creación de estaciones de trabajo, tarjetas de tareas, dirigirse a los diferentes sentidos, escalonamiento, galería de pared, cubo, tic-tac-toe y piensa-pareja-comparte. Los resultados finales reflejaron un mejoramiento significativo de la competencia comunicativa de los estudiantes del grupo experimental en todas las dimensiones evaluadas, como son lectura, escritura y habla. Mientras tanto que los estudiantes del grupo control también mejoraron, pero no en la misma magnitud que los del grupo experimental. Por lo tanto, la aplicación de la instrucción diferenciada es muy efectiva para el aprendizaje de los estudiantes de nivel elemental.

**DESCRIPTORES:** *ACTIVIDADES DIDÁCTICAS, COMPETENCIA COMUNICATIVA, ESCRITURA, HABLA, INSTRUCCIÓN DIFERENCIADA, INGLÉS COMO LENGUA EXTRANJERA, LECTURA, NIVEL ELEMENTAL, PRODUCCIÓN DE INGLÉS, EXAMEN A1 PRINCIPIANTE.*

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**COHORTE: 2021**

**THEME:**

*DIFFERENTIATED INSTRUCTION IN THE PRODUCTION OF THE ENGLISH LANGUAGE AT THE LEVEL OF COMMUNICATIVE COMPETENCE AT THE ELEMENTARY LEVEL*

**DEGREE MODALITY:** *Graduation Project with Applied Research and Development Components*

**AUTHOR:** *Graduate Marly Violeta Castillo Jaramillo*

**DIRECTED BY:** *Graduate Elizabeth Alexandra Tayo Haro Master*

**DATE:** *August twenty-fifth, two thousand and twenty-two*

**ABSTRACT**

Currently, Differentiated Instruction (DI) in the foreign language influences the process of teaching and learning English, particularly in the communicative competence of students, by allowing the teacher to integrate instructional decisions informed by the different ways of learning, learning styles, and individual differences to apply appropriate activities for each type of learner. The objective of this research was to provide theoretical bases that confirm that the application of differentiated instruction can solve the problems of heterogeneity in English classes. In the first instance, the theoretical background corresponding to differentiated instruction was reviewed. The Cambridge Pre-A1 Starters standardized test was applied to evaluate the communicative competence of a sample of 26 elementary level students at the Juan León Mera "La Salle", who formed the experimental group subjected to the educational intervention; as well as another sample of 24 students from the same institution, who formed a control group. Once the Pre-A1 Starters test was applied prior to the application of the proposal, it was found that the students had deficiencies in communicative competence expressed through speaking, reading, and writing skills. The proposal was then designed and implemented, which consisted of a booklet of eight differentiated instruction activities, such as create learning stations, task cards,

target different senses, tiering, gallery walk, cubing, tic-tac-toe, and think-pair-share. The final results reflected a significant improvement in the communicative competence of the students in the experimental group in all the dimensions evaluated, such as reading, writing, and speaking. Meanwhile, the students in the control group also improved, but not to the same extent as those in the experimental group. Therefore, the application of differentiated instruction is very effective for the learning of elementary-level students.

**KEYWORDS:** *COMMUNICATIVE COMPETENCE, DIDACTIC ACTIVITIES, DIFFERENTIATED INSTRUCTION, ELEMENTARY LEVEL, ENGLISH AS A FOREIGN LANGUAGE, ENGLISH PRODUCTION, READING, SPEAKING, A1 STARTERS EXAM, WRITING.*



## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. Introduction**

The current research project with the topic “Differentiated instruction in the production of the English language at the level of communicative competence at the elementary level” seeks to apply an innovative approach to develop the communicative skills on learners. During the English teaching process to primary school learners at different levels, they often have difficulties communicating with their partners (Hardi & Marleni, 2020). For this reason, the Differentiated Instruction seeks to invert the traditional classroom instruction and become it more interactive and motivating, following a learner-centered teaching (Senturk & Sari, 2018). In this study, the author applied a quantitative methodology following a quasi-experimental design by using a pre-test and a post-test to evaluate the development of each student’s communicative competence, and a survey to know their perceptions about the Differentiated Instruction. This study is distributed in the following way:

CHAPTER I: This chapter mainly focuses on the introduction, justification, and objectives of this study. It is a brief explanation of the topic and the different aspects of this investigation.

CHAPTER II: This chapter deals with the investigative background and encompasses the state of the art, which is a compilation of articles related to the topic of this study, and the literature review, which provides the theoretical part of both variables.

CHAPTER III: This chapter shows the methodological framework of this study and encompasses the location, equipment and materials, type of investigation, hypothesis testing, population and sample, information gathering, information processing and statistical analysis, and response variables or results achieved.

CHAPTER IV: This chapter shows the statistical results found in the methodological framework chapter and makes a discussion of them by using graphics and data. It also

encompasses the conclusions of the results, some recommendations for future investigations, and the bibliography and the annexes of this study.

## **1.2. Justification**

Nowadays, teachers in charge of preparing children learners in different schools must be concerned with applying teaching methods that are differentiated and adapted to each individual. Referring to the reforms that have taken place in recent years in Ecuador, it can mention the government's intention to make improvements in education and specifically in the teaching of a second language. The National Plan for Good Living mentions that it is important "to guarantee the preservation of traditional languages, multilingualism, and the support of intercultural education systems and knowledge of diversities." (Plan Nacional para el Buen Vivir, 2017).

It is very common to find students with different levels of comprehension in classrooms. For this reason, it is a challenge to find the adaptations that will work best to solve this problem. This research project aims to determine whether Differentiated Instruction is applicable to the teaching and learning of English as a second language and whether it is really advantageous for the oral production of English. Most teachers have recognized the effectiveness of the differentiated instruction model in different areas of teaching and its benefits, however few studies have been carried out to determine the effects on teaching and learning English as a foreign language (EFL) in primary school. This is why the study is innovative in this area.

This current research is important because the existing demands in the field of education, it is necessary to have professionals who can solve the problems of the complex reality that surrounds society. One of the most significant purposes of this research is to guide English teachers to discover a mode of teaching that encourages students to learn in a way that allows them to develop in scenarios such as the current ones. The impact of this study is focused on the teaching-learning process of the English language because the benefits of good English language management are many, including good performance in different areas such as social, professional, and personal (Karshibaev, 2022).

In this way, it will be of interest to teachers in this area to know guidelines to follow in order to inquire more about the application of this teaching-learning model, encouraging teachers to go beyond the use of texts in the classroom. The teacher should generate new ideas and practices that focus on optimizing learning, and in this sense Differentiated Instruction activities help the student to learn more easily. Achieving a new didactic within the classroom.

The purpose and contribution of this research is to respond to the needs, interests and motivations of the students at Juan León Mera “La Salle” Educational Unit in elementary level, and at the same time to avoid educational improvisation. In this sense, the beneficiaries are the primary school students who are initializing in the EFL learning.

Furthermore, the present work will constitute an orientation towards meaningful learning through the implementation of Differentiated Instruction activities in EFL. The results presented will be made public and available in the university repository. Therefore, any teacher could use it as a reference in English language teaching to improve the students' communicative competence. In this way, this research will have social relevance.

### **1.3. Objectives**

#### **1.3.1 General**

To investigate if the Differentiated instruction develops the production of the English language at the level of communicative competence at the Elementary Level.

#### **1.3.2 Specific**

- To explain the theoretical foundation of the Differentiated Instruction in the production of the English language and the scope of the production standards of the foreign language at the level of elementary communicative competence.
- To apply teaching activities based on differentiated instruction to develop the communicative competence of the elementary level learners.

- To determine the impact of Differentiated Instruction (DI) method on the development of students' communicative competence at the Elementary Level.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. Investigative Background

Talking about the origins of the Differentiated Teaching, it can be mentioned that it has been used for thirty years, the same one that it was aimed at programs for creative and talented students. Differentiated instruction is an area of ongoing research around the world. This is demonstrated by the publications mentioned below:

Suson et al. (2020) in their research called Basic Reading Comprehension in Philippine Settings, analysed the tendency of inexperienced teachers to use a single approach when teaching, and to do so mainly focused on the intelligences verbal/linguistic and logical/mathematical. Through qualitative research, with a case study design and data collection through semi-structured informal interviews with three teachers from THS School in Canada, he concluded that 'effectively integrating Multiple Intelligences and Differentiated Instruction in the classroom increases student motivation and engagement'.

Siddiqui and Alghamdi (2017) investigated the application of differentiated instruction through the flexible grouping technique in his research called Implementing Differentiated Instruction in EFL Remedial Classes: An action research. The researchers applied the differentiated instruction strategies to a sample of students from institutes of higher education in Saudi Arabia, collecting quantitative data in the form of pre-test and post-test scores. Differences in the scores of the two tests showed a positive impact of the application of differentiated instruction on learning and were found to be statistically significant. They also collected the opinion of the tutors through a mini-questionnaire with open-ended questions. Almost all tutors agreed that visual aids and explicit teaching were successful with low-achieving students. While regarding Differentiated Instruction, they indicated that it increases the scope of learning by providing students with exposure to a variety of languages.

Angilan (2021) in the research entitled *Differentiated Instruction and Students' Literary Competence: An Experimental Study*, founded that the use of differentiated instruction is effective considering the higher grades of the experimental group compared to the control group. Students' literary competence improved when they were exposed to varied forms of their interests and inclinations. Differentiated instruction also presents an effective means of addressing the variety of students' interests and abilities by diversifying class development according to each individual's abilities. Chumaña et al. (2018) conducted a bibliographic research on “Implementation of the differentiated instruction to teach English as a second language”, to analyze different points of view (historical, systematic, and dialectical). In the research they reached the following conclusions that should focus on personalized education to achieve meaningful learning. The authors stated that learning English as a second language requires the development of differentiated instruction as a strategy that allows structuring the classroom and student tasks, which facilitates learning.

Galora-Moya & Salazar-Tobar (2017) developed research entitled “Differentiated instruction: development of productive skills with high school and university students”, that was conducted in Ecuador in the city of Ambato. The researchers concluded that meeting learning needs and styles in the classroom require a variety of strategies. To meet the needs of students, one must know their interests and needs. Makmun et al. (2020) conducted research called “The Gallery walk teaching and learning and its potential impact on students' interest and performance”. One of the differentiated instruction strategies is gallery walk, this strategy helps learners to study the provided learning material and discuss their work with their peers. Gallery walk enhances students' active participation, critical thinking skills, and peer collaboration. It is a teaching method that helps improve students' academic performance.

Brentnall (2018), in his qualitative-quantitative action research entitled *Believing Everyone Can Learn: Differentiating Instruction in Mixed Ability Classrooms*, analysed the transition of a school located in the United States, from an educational system in which homogeneous grouping predominated to one of classes of heterogeneous abilities, and the consequent emergence of the need for the application

of differentiated instruction. Information was collected through four instruments: surveys, interviews, unit plans submitted by teachers from institutional files, and focus group results. Teachers noted positive changes in their teaching practices when adopting a student-centered approach, thanks to the training received in differentiated instruction. Likewise, teachers considered it necessary to implement differentiated instruction to meet the learning needs of all students. However, they aspired to have more training in differentiation, which they found highly dependent on technological tools. Of course, the results also indicated difficulties in differentiating instruction according to ability levels, time available, and assessment of student needs.

In recent years, education in Ecuador has become more inclusive and the diversity in its classrooms has increased enormously. A classroom in the country contains an average of forty-five students, who differs in learning styles, culture, economic and social status. They manifest difficulties in learning English. These differences limit teachers in addressing the specific needs of each student. English as a foreign language has become one of the most notable aspects of education in Ecuador, recognising the importance of developing communication skills to interact and open up new opportunities around the world.

These two aspects have created the need for teachers to innovate their instruction, modifying their curricula, teaching strategies, and assessment dynamics to provide support and equal opportunities for all students to achieve the language standards that currently govern English language programmes in Ecuador (Fabre-Merchan et al., 2017). These investigations indicate that the scientific community is actively involved in the study of the differentiating method to develop the potential of students in all corners of the world, while suggesting that the heterogeneity of students and the need for teacher training in the area of differentiated instruction represents global problems.

## **2.2. Differentiated instruction**

The differentiated instruction method offers the opportunity to achieve the goal that all learners are important and have equal opportunities to develop their language competence in English. According to Suwastini et al. (2021) “differentiated

instructions are generally instructions designed with diverse variations to adjust the teaching-learning process with the different characteristics of the students” (p. 18). In order to prepare the learners to face new challenges and meet diverse needs, new curriculum standards have been developed.

The evident diversification that educational institutions around the world have gone and continue going through since nearly thirty years ago until today is strongly due to the inclusion era present in the educational systems. This pattern involves the inclusion of students with learning disabilities, students from different sociocultural backgrounds as well as the growing number of students with high intelligence exceptionalities. In addition, the recognition of other factors such as the students’ learning styles, their types of intelligences, interests, and needs as well as their readiness to approach the content being studied in the class or to move on to the next one and the development of the human brain as indicators of diversity, which are also learners’ characteristics that form the diversity found within the classroom environment (Kupchyk & Litvinchuk, 2020).

### **2.2.1. Pedagogical models of differentiated instruction**

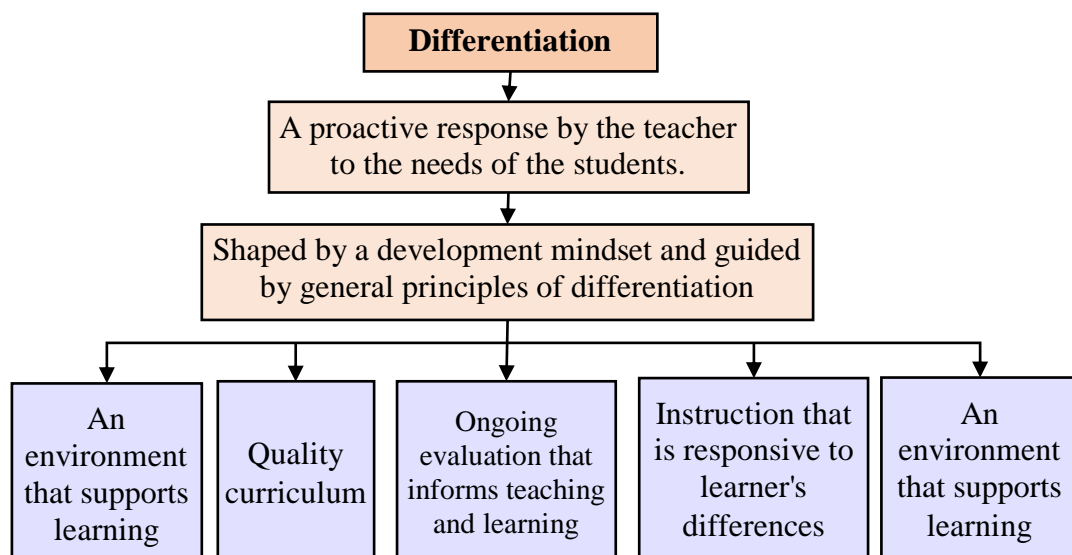
In the approach of the cognitive and socio-cognitive models, which share a constructivist essence, the construction of knowledge and learning is proposed, moving away from the assumptions of traditionalism and behaviourism. Although they differ in terms of the pre-eminence of learning over individual development, the origin of these processes and the role of interaction between individuals. In general terms, these models provide a theory of learning based on the construction of knowledge based on what is already internalized by the individual's brain, which serves as support and scaffolding for new goal achievement. In addition, they give substantial space to the student as the main actor in the teaching-learning process, while the teacher focuses on being the assistant or guide of intellectual elaborations for the learner (Angilan, 2021, p. 113).



### 2.2.2. Differentiated instruction principles

According to Ávila (2017), differentiated instruction is proactive in nature, as opposed to any misunderstanding that it is a reaction to an unproductive reality in the classroom. Differentiation, then, invites the teacher to take an active role as a change manager based on a situation he or she has analysed in advance, while abandoning a status as a giver of solutions to academic problems as they occur along the way. This new perspective would be unthinkable without considering a 'developmental mindset', which encourages a belief in the possibilities of each learner to progress and of the teacher to administer professional measures to lead to such progress (Siddiqui & Alghamdi, 2017).

There are characteristics that make learners intellectually and socio-culturally diverse: cognitive abilities, learning profiles, level of knowledge development, the pace of learning, socio-economic and family factors, gender influences, ethnocultural influences, confidence in learning and how students value learning. Teaching in harmony with the above diversities requires planning for learner manifestation through a multiplicity of respectful activities that reflect their different cognitive realities and interests. Part of this means the use of flexible grouping mechanisms involving collaborative group and even individual tasks, in patterns that vary from heterogeneous to homogeneous group work, under the demand of learning (Ávila, 2017).

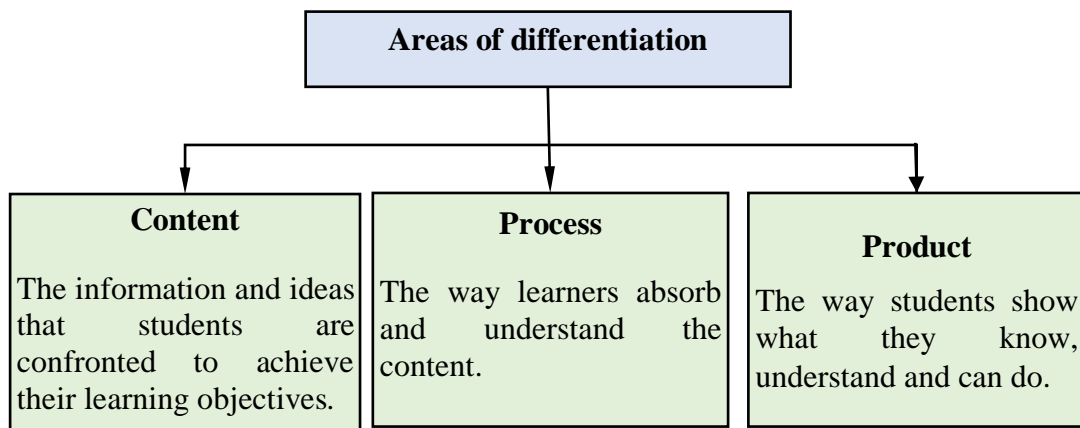


**Figure 1.** Differentiated instruction.

Source: (Ávila, 2017).

### 2.2.3. Areas of deployment of differentiation

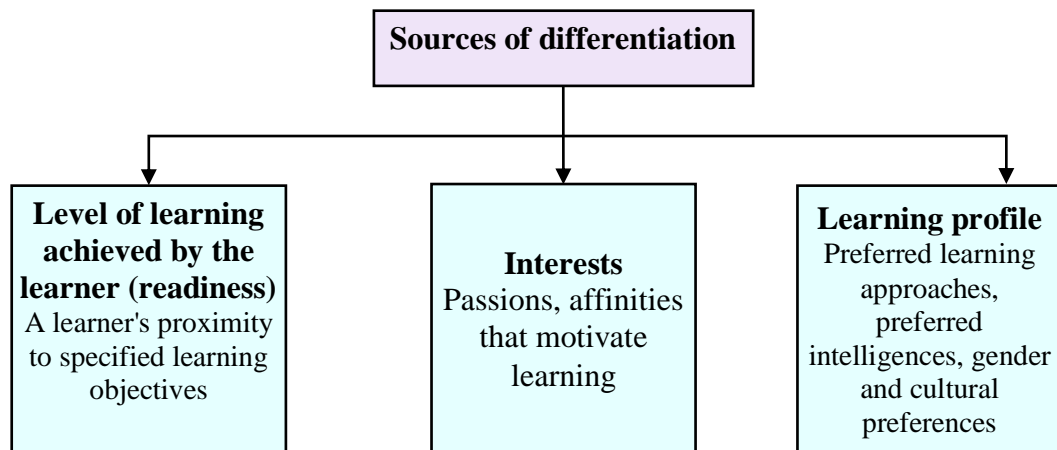
Hernández-Chérrez et al. (2020) have defined differentiation as a coherently structured line of educational action on three levels that feed into each other's information and procedures. These are the content that is intended to be delivered to learners, the process or the various means by which what is intended to be delivered will ultimately reach the minds of class members, and, the product or the various forms of manifestation of what is achieved by those minds in search of knowledge. In addition, an environmental element, considered of importance by differentiation, is directed towards the development of relationships of mutual appreciation and trust between participants in the educational activity.



**Figure 2.** Areas of differentiated.

Source: (Ávila, 2017).

According to the information in Figure 2, Differentiated Instruction suggests strategies to differentiate content, process, and product. The content is what the student will learn and the resources that will be used. The process is how the learning experiences are designed; the teacher can apply a variety of grouping strategies to modify the process either by skill level, interest level or by the learning profile of the students. The product is how students demonstrate and apply what they have learned (Tomlinson & Allan, 2000).



**Figure 3.** Sources of differentiated.

Source: (Ávila, 2017).

Readiness is understood as the level of ability to understand the content and the knowledge that the student has about it. That fact is knowing the student's cognitive level and prior knowledge, past experiences, and attitudes about school. The activities that the teacher intends to develop are intended to challenge students of all cognitive levels.

Interests refers to the topics that the learner is interested in exploring or motivated to learn. It is important to stimulate curiosity and maintain interest through variety in the elements of instruction, including different styles of presenting the material, technology, types of interaction and different formats of the educational material.

Learning Profile, refers to the way in which the learner learns and processes information, whether the learner prefers to work in a group or individually, as well as the preferences of the context and environment. That is, if the learner prefers to work in silence or needs space, and so on. The student's profile is determined by the results of a Multiple Intelligences test or checklist so that the student's innate talents and strengths are considered in the learning process. The teacher presents content in different forms so that each student can reach conclusions in an assigned work.

## 2.2.4. Differentiated instruction strategies and activities

There are several types of strategies and activities that teachers use to promote differentiated teaching in classrooms, of which the following apply to children:

### 2.2.4.1. Create learning stations

Provide a difference of content by creating learning stations divided sections of their classrooms through which group students get paid. Each station can use a unique method of teaching skill or concept related Taylor lesson. Example: watching a video, creating artwork, reading an article, and completing puzzles and listening to your teacher (Guido, 2021).

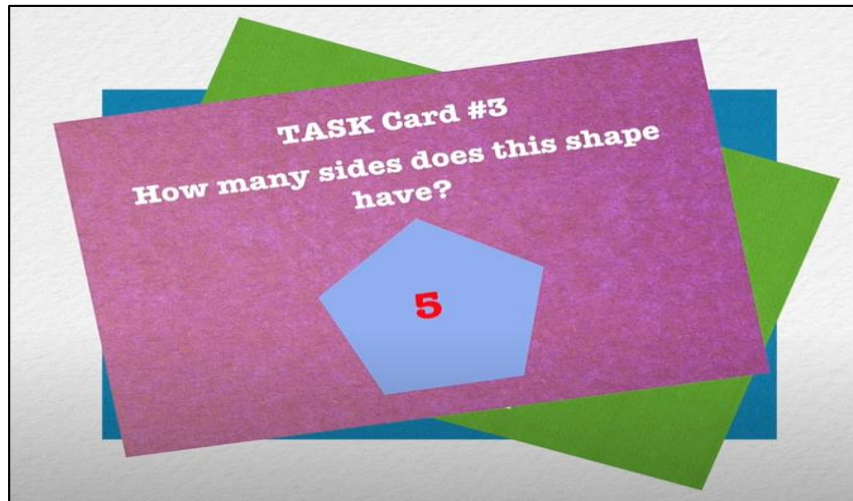


**Figure 4.** Create learning stations.

Source: (Guido, 2021).

### 2.2.4.2. Task cards

Like learning stations task cards allow you to give students a range of content and singing task cards can also be a small group activity set up stations are on your classroom and pair students together to the tape through them, you can individualize instruction by monitoring the pairs addressing knowledge gaps when needed (Panahzadeh & Asadi, 2019).



**Figure 5.** Task cards.

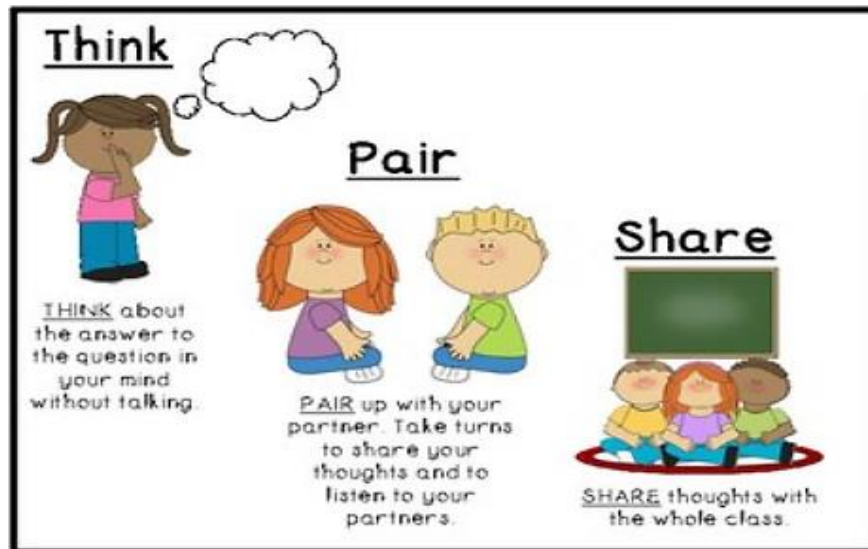
Source: (Guido, 2021).

#### **2.2.4.3. Target different senses**

A lesson should reason with more students if it targets visual tactile auditory and kinaesthetic senses instead of only one, when applicable appeals to organs of learning science by playing videos, using infographics, providing audio books, getting students to act at the scene or role-playing, incorporate charts, and illustrations within the text giving both spoken and written directions class using relevant physical objects such as money when teaching math skills allowing time for students to create artistic reflections interpretations of lessons (Guido, 2021).

#### **2.2.4.4. Think-pair-share strategy**

The Think-Pair-Share (TPS) involves posing a question to students, giving them a few moments to think and then turning to the partner next to them to share those thoughts. TPS exposes students to see lesson processing experiences within one activity. As the strategy's name implies, start by asking students to individually Think about a given topic or answer a specific question. Pair, next students together to discuss the results and finding. Finally, have each pair Share their ideas with the rest of the class, and open the floor for further discussion (Manurung & Ria, 2018).

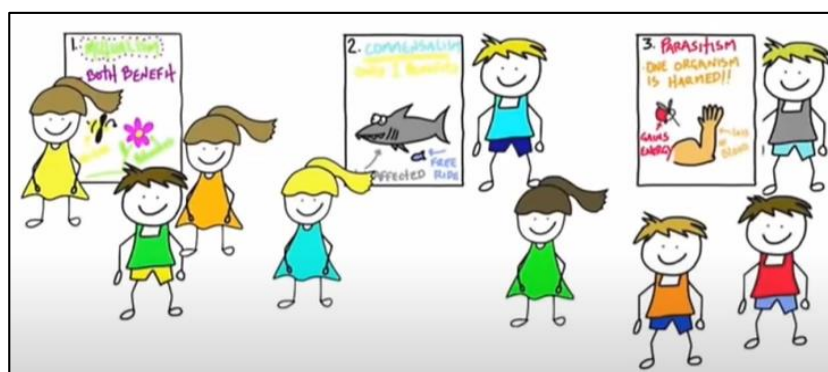


**Figure 6.** Think-pair-share strategy.

Source: (Guido, 2021).

#### 2.2.4.5. Gallery walk

The gallery walk (GW) emerges as a strategy to contemplate in classroom practices, which allows students, through collaborative work, to solve problems, present and discuss their resolutions in posters, located around the classroom. It is a classroom based active learning strategy where students are encourage to build on the knowledge about public. This strategy allows students to share ideas and receive feedback on their work, engaging in enriching discussions but also involves them moving around the classroom, much in the same way as artists do when exhibiting their work in a gallery (Makmun et al., 2020).

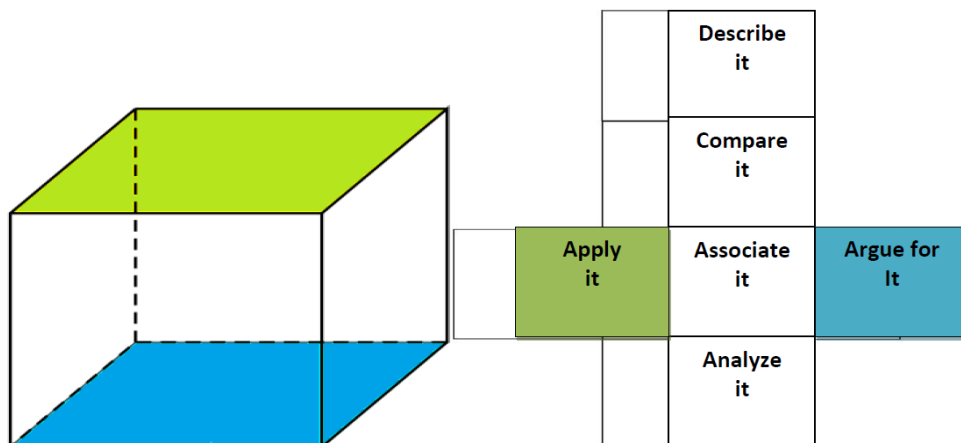


**Figure 7.** Gallery walk.

Source: (Guido, 2021).

#### 2.2.4.6. Cubing

This technique is based on the idea that a cube has six faces. In the same way, performing an activity in real life (not only in the classroom) challenges different areas of the individual's intellectual capacities. According to this technique, there is no reason why a problem should be learned from a classical linear perspective of traditional education; on the contrary, an object can simply be understood and described, previous knowledge can be applied to it, its advantages and disadvantages can be analysed, its situation can be evaluated and there is room to create something new from the knowledge of that object. Considering Bloom's popular taxonomy, the teacher's mind can also be opened to design, produce and evaluate for all in multidimensional directions (Resi et al., 2018).

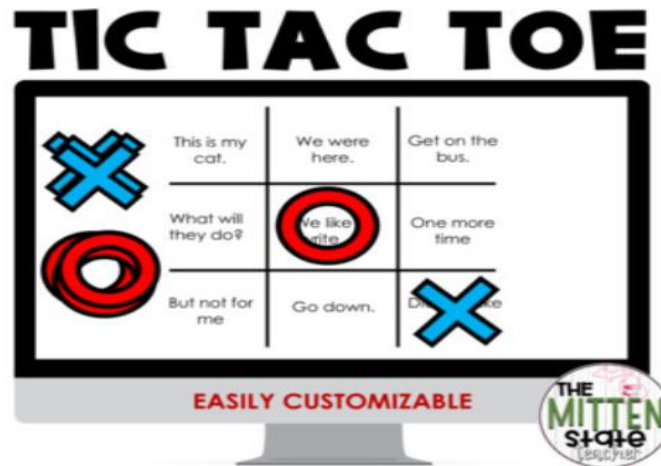


**Figure 8.** Cubing.

Source: (Alquraishy et al., 2020).

#### 2.2.4.7. Tic-tac-toe

It is a game known in Ecuador as three in a row. This is a concept that can be perfectly adapted to urge the teacher to develop activities that meet the peculiar characteristics and needs of their groups. By the way, students have to choose three tic-tac-toe activities (preferably) that they are interested in developing. Surely this is one of the ways of offering choice to the learners and not a single task with which they do not identify and which therefore lacks the transmission of meaning, which is a pressing objective in language teaching (Hijjah et al., 2021).



**Figure 9.** Tic-tac-toe.

Source: <https://www.teacherspayteachers.com/Product/Virtual-Game-Tic-Tac-Toe-Editable-6542829>.

#### 2.2.4.8. Tiering

By its very definition in the English language, Tiering involves considering the levels of each individual. Integrating this idea into differentiated education makes the teacher align what content is relevant for a learner who has an elementary level of knowledge, visual/spatial intelligence and is interested in Japanese animation. In the next step, the teacher has to creatively decide which activities to use to encourage the processing of new information in this learner's brain. Finally, all of the above will lead to tempting the learner into his or her zone of proximal development in the search for a product that generates knowledge breakthroughs (White & Vibulphol, 2020).

### 2.3. Communicative competence

According to Badrkoohi (2018) “the linguistic or communicative competences of non-native speakers of English are not homogeneously installed” (p. 7). People show different abilities to produce utterances that respect the grammatical rules of a language in terms of vocabulary, syntax, semantics, and proper pronunciation; elements necessary not only to make themselves understood in that language but also to understand its utterances. The reasons for this low level of proficiency in a second language, as well as the gaps or differences observed among the school population, are



complex and varied. They are factors that act simultaneously and shape this scenario of precariousness and segmented levels of attainment.

Several theories, with different nuances and depth, recognize the importance of a set of environmental, social, and psychological factors that intervene during the process of acquiring communicative competence in a non-native or foreign language. The psychological factors include cognitive, personality, attitudinal, and motivational aspects, and the socio-environmental factors include socio-cultural belonging and the characteristics of the school context. Other theories support the importance of individual components which, although still insufficiently understood, form the basis of any theory of second language acquisition (White & Vibulphol, 2020, p. 429).

### **2.3.1. Factors associated with the acquisition of English language competences**

The linguistic or communicative competences of non-native speakers of English are not homogeneously installed. Individuals show different abilities to produce utterances that respect the grammatical rules of a language in terms of vocabulary, syntax, semantics and proper pronunciation; elements necessary not only to make themselves understood in that language but also to understand their utterances. Indeed, several theories, recognise the importance of a set of environmental, social, and psychological factors that intervene during the acquiring communicative process competence in a non-native or foreign language. The psychological factors include cognitive, personality, attitudinal, and motivational aspects; and the socio-environmental factors include socio-cultural belonging and the characteristics of the school context (Badrkoochi, 2018).

Other theories support the importance of individual components. Although individuals have mental and biological devices that shape an innate capacity to develop language, the acquisition of a second language entails additional complications that affect the linguistic competence of non-native speakers. Concerning factors of socio-educational origin, long-standing studies recognise the association between social class or socio-cultural level and levels of attainment in a second language, always in favour of the middle and upper sectors. The reasons for this association could be determined by a

greater ability of those better positioned on the income scale to use decontextualised language, especially in those contexts that favour formal learning rather than the development of communicative and interpersonal skills (Hardi & Marleni, 2020).

Although family and individual student factors are relevant in explaining their learning outcomes, school is also a particularly important factor for learners from vulnerable and poor families. However, this effect is diminished as a result of the socio-educational segmentation of the schools themselves: students attending schools of high socio-economic status would tend to perform better than those attending schools of low socioeconomic status, even after controlling for the socio-economic and cultural status of individual students, as they can benefit from a better peer effect and social climates more conducive to learning (Badrkoochi, 2018).

Although the empirical evidence on this subject has only recently been discussed, the results found to provide sufficient basis for theoretical positions that propose the existence of structural determinants that explain the differences in student achievement levels, many of which operate relatively independently of the school factor. This is why the association between poverty and school performance or failure is particularly relevant, a situation that strongly questions the better performance of the private administration in the management of better achievement levels in the different areas of the curriculum in their students (Hardi & Marleni, 2020).

### **2.3.2. Evaluation of EFL learning strategies**

There are various systems for classifying learning strategies. One of the most relevant proposals, due to its prominence in the research, theoretical and methodological fields, is that of the researcher Rebecca Oxford (1990), who designed a non-taxonomic classification system of learning strategies, which is easy to understand, detailed and systemic. She classifies language learning strategies into two broad groups: direct and indirect strategies, the first relates specifically to the target language, and indirect strategies, which relate to the overall management of learning. Each of these two groups is subdivided into three subcategories (Suson et al., 2020).

The direct strategies are made up of memorisation strategies, which are related to remembering and retrieving new information, cognitive strategies, for understanding and producing language, and compensation strategies. Those are aimed at overcoming linguistic gaps that may arise when using the language. Indirect strategies, on the other hand, are metacognitive strategies, which coordinate learning processes; affective strategies, which regulate emotions; and social strategies, which enable cooperative learning (Suson et al., 2020).

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1 Location**

The research was implemented in the Unidad Educativa Juan León Mera “La Salle” in the city of Ambato, located in the avenue Los Chasquis and the street Río Guayllabamba.

#### **3.2 Equipment and materials**

Several materials such as a computer, a blackboard, sheets of paper, cards, a cardboard, coloured pencils, pens, markers, an adhesive tape, and a rubber, among others were used for the development of this research.

#### **3.3 Type of research**

The research had a quantitative approach since the communicative competence of elementary level students is assessed through a test. The modality is bibliographic and field research. The study was prospective and longitudinal because two measurements are made, a pre-test and a post-test through the application of the Cambridge Pre-A1 Starters exam (Annex A), before and after the application of the teaching strategies, respectively.

According to the level or scope, the present research was descriptive and relational. An analysis is made of the situation of both variables (differentiated instruction and communicative competence in English) individually. Subsequently, an analysis of the relationship between the two variables is carried out through statistical hypothesis tests application.

The research design was quasi-experimental, given that the researcher establishes two groups of students at the elementary level, one called experimental, in which the teacher uses the differentiated instruction strategies; and the other called control, in

which the teacher uses a traditional methodology. At the end, the results of the communicative competence of both groups are compared.

### **3.4 Hypothesis testing**

Differentiated instruction positively impacts English language production at the elementary level of communicative competence.

### **3.5 Population or sample**

The population was formed by students in the third year of General Basic Education (GBE) at the Unidad Educativa “La Salle”, who had an elementary level of knowledge in the subject of English. A sample of two groups of students was selected, corresponding to two classes at the aforementioned level of education, as follows:

**Table 1.** Sample of students.

<b>Course</b>	<b>Parallel</b>	<b>Group</b>	<b>Number</b>
Third	C	Control	24
Third	D	Experimental	26
-	-	-	50

Source: Castillo, M. (2022).

### **3.6 Data collection**

Firstly, a Cambridge Pre-A1 Starters exam (Annex A) was applied to evaluate the communicative competence of the students for the development of the research process, focusing on reading, writing, and speaking skills. Subsequently, the instructional strategies were applied to the experimental group to differentiate between English language production and the control group, while the control group was taught using the traditional teaching methodology. Finally, the communicative competence assessment test (post-test) was applied again, with the aim of finding out the improvement of the students. In this sense, it was expected that the students in the experimental group will show a better progress in their communicative competence.

### **3.6.1 Reading and writing section of the test**

The reading and writing section were divided in five parts of five questions each. The first part was about vocabulary recognition, the second part was about reading comprehension based on a picture, the third part was about spelling, the fourth part was about multiple-choice answers, and the last part was about the answers to questions based on a picture story. Twenty (20) minutes were allotted for the reading and writing section of the Pre-A1 Starters exam. The format of the examination is shown in Annex A of this document and the answers in Annex B.

### **3.6.2 Speaking section of the test**

The questions were of personal topics such as school, holidays, birthdays, family, and hobbies and other topics related to their everyday lives. The following questions were asked: What time do you get up on Saturday? What do you do on Saturday afternoon? What did you do on your last vacation? Where did you go? Did you like you last vacation? Basic vocabulary about names of animals, parts of the human body, family, clothes, health, home, names, numbers, addresses, sports, school places were used in the Speaking section. Besides, a rubric for the Speaking section of the Pre-A1 Starters oral exam was used ( see Annex B).

## **3.7 Data processing and statistical analysis**

Once the information was compiled, tables of descriptive statistics of the results of the grades obtained by the students are presented, highlighting the average, maximum and minimum values and the standard deviation. Boxplot graphs are also used to represent these results. Additionally, the Student's t-test for related samples is applied to identify if there are significant differences between the grades obtained by the students before and after the application of the teaching strategies based on differentiated instruction. This fact implies that the alternative hypothesis of the research is accepted.

### **3.8 Response variables or results achieved**

The educational intervention was aimed at the application of differentiated instruction to improve the children's ability to produce communication in the English language. Therefore, the response variable is the production of the English language at the level of communicative competence at the elementary level, taking into account reading, writing, and speaking skills. The expected result was that the grades of those evaluated were better in the post-test than in the pre-test, which implied that the educational intervention was successful.

Based on the information above, it can be concluded students who were part of the experimental group empowered their communicative competence better than the control group.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION

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

##### 4.1.1 Pre-test results of the Cambridge Pre-A1 Starters pre-test application

The results obtained once the pre-test was applied to the sample of students before the implementation of the proposal of educational activities based on differentiated instruction in the production of the English language at the level of communicative competence at the elementary level, are summarised in the Table 2:

**Table 2.** Results of the Cambridge Pre-A1 Starters pre-test application.

Group	Parallel	n	Section	Minimum	Mean	Standard deviation	Maximum
Control	C	24	General <sup>1</sup>	18	28.29	3.92	33
			Reading and Writing <sup>2</sup>	8	16.96	3.50	21
			Speaking <sup>3</sup>	10	11.33	0.76	12
Experimental	D	26	General <sup>1</sup>	17	28.81	3.74	35
			Reading and Writing <sup>2</sup>	6	17.15	3.68	23
			Speaking <sup>3</sup>	10	11.65	0.63	12

<sup>1</sup> General grade was evaluated out of 40.

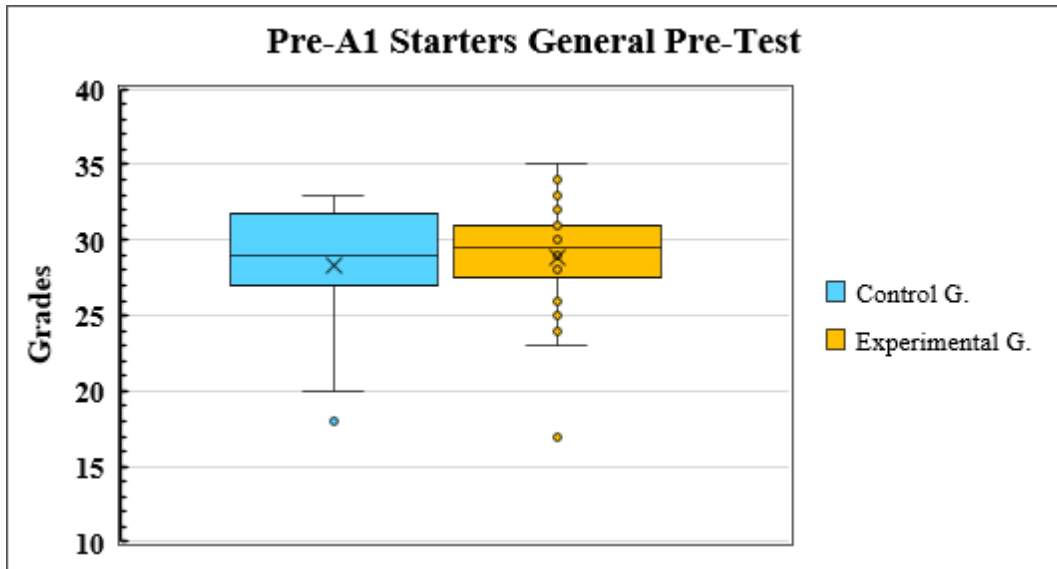
<sup>2</sup> Reading & Writing section was evaluated out of 25.

<sup>3</sup> Speaking section was evaluated out of 15.

Source: Castillo, M. (2022).

Figure 10 shows the boxplot of the general grades achieved by the children in the sample in the Cambridge A1 Starters exam in the pre-test:

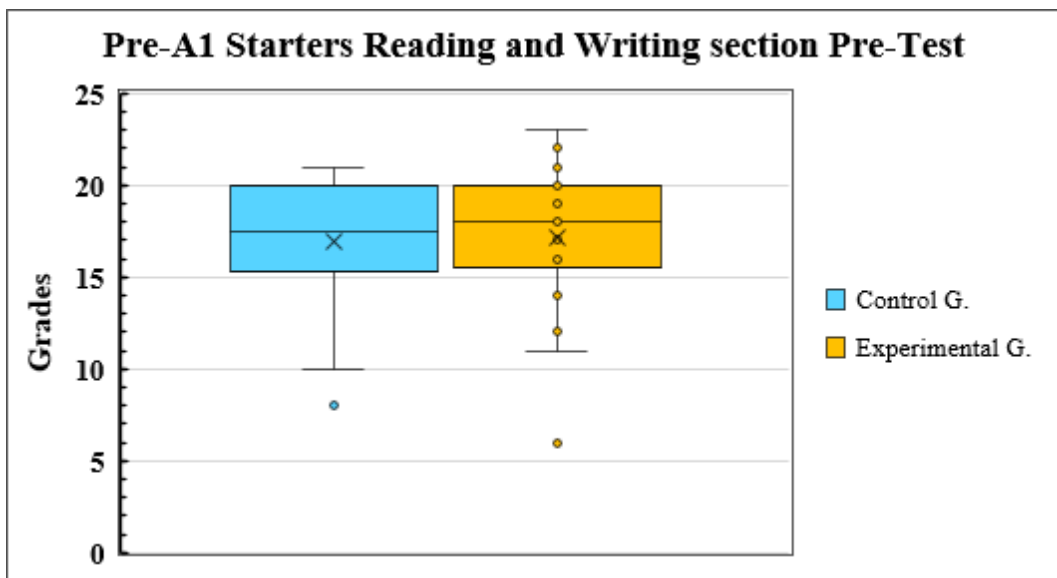




**Figure 10.** Results of the Cambridge Pre-A1 Starters pre-test application, general.

Source: Castillo, M. (2022).

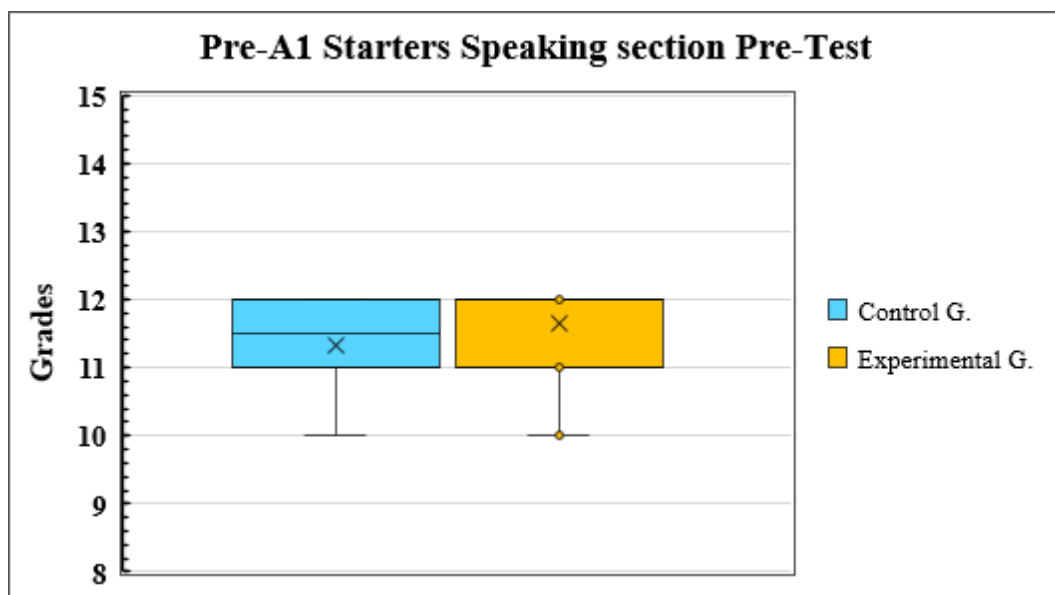
Figure 11 shows the boxplot of the reading and writing section grades achieved by the children in the sample in the Cambridge A1 Starters exam in the pre-test:



**Figure 11.** Results of the Cambridge Pre-A1 Starters pre-test application, reading and writing section.

Source: Castillo, M. (2022).

Figure 12 shows the boxplot of the speaking section grades achieved by the children in the sample in the Cambridge A1 Starters exam in the pre-test:



**Figure 12.** Results of the Cambridge Pre-A1 Starters pre-test application, speaking section.

Source: Castillo, M. (2022).

According to the information shown in Table 2 and Figures 10, 11, and 12, the grades in the two groups of students (control and experimental) at the beginning were similar. This fact represents that the level of communicative competence in the English language of the students in both groups was similar at the beginning. Therefore, any differences observed at the end of the proposal application were due to the effectiveness of the educational intervention.

In the pre-test students in both groups had problems expressing the differences between pairs of pictures presented by the examiner. They also had difficulties answering questions regarding people, places, and objects shown in pictures, as well as in describing a story from the observation of a sequence of pictures. Finally, they had problems answering personal questions regarding school, holidays, birthdays, family, and hobbies. This situation reflected that, at the beginning, the students had a deficient oral expression when narrating experiences, events, and past situations. At the same time, it reflected the students had a deficient oral expression, with deficiencies in vocabulary, use of time expressions in the simple past, and communicative functions. Likewise, they demonstrated an erroneous use of grammatical structures of the simple past.

#### 4.1.2 Post-test results of the Cambridge Pre-A1 Starters pre-test application

The results obtained once the post-test was applied to the sample of students after the implementation of the proposal of educational activities based on differentiated instruction in the production of the English language at the level of communicative competence at the elementary level, are summarised in the Table 3:

**Table 3.** Results of the Cambridge Pre-A1 Starters post-test application.

Group	Parallel	n	Section	Minimum	Mean	Standard deviation	Maximum
Control	C	24	General <sup>1</sup>	24	29.75	2.80	34
			Reading and Writing <sup>2</sup>	13	18.08	2.34	21
			Speaking <sup>3</sup>	10	11.67	1.01	14
Experimental	D	26	General <sup>1</sup>	27	32.31	1.81	35
			Reading and Writing <sup>2</sup>	14	20.04	1.84	23
			Speaking <sup>3</sup>	11	12.27	0.92	14

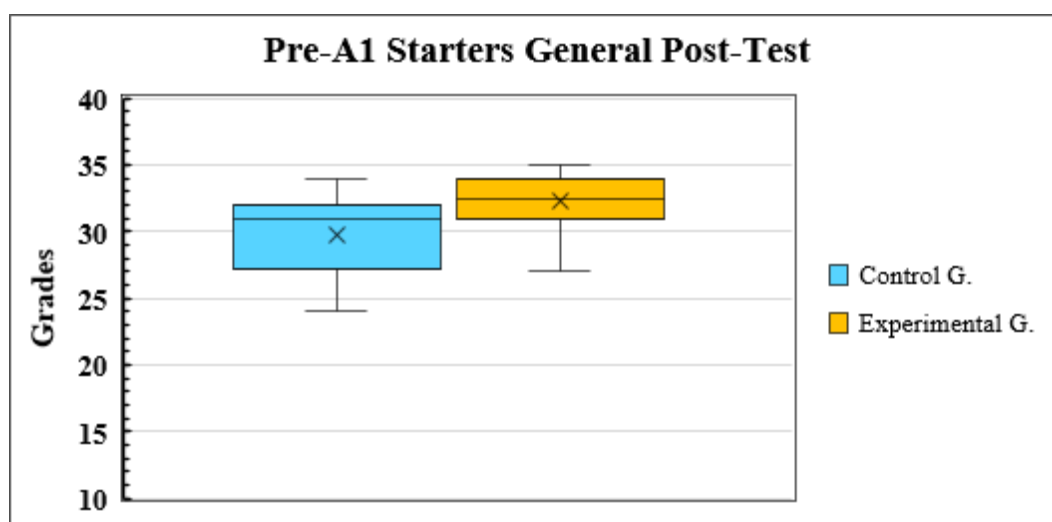
<sup>1</sup> General grade was evaluated out of 40.

<sup>2</sup> Reading & Writing section was evaluated out of 25.

<sup>3</sup> Speaking section was evaluated out of 15.

Source: Castillo, M. (2022).

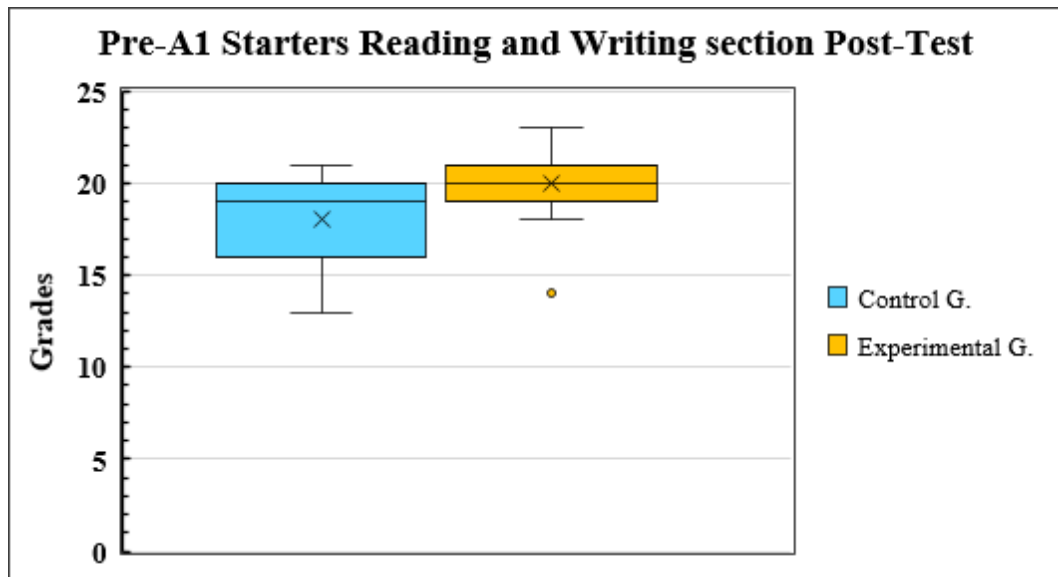
Figure 13 shows the boxplot of the general grades achieved by the children in the sample in the Cambridge A1 Starters exam in the post-test:



**Figure 13.** Results of the Cambridge Pre-A1 Starters post-test application, general.

Source: Castillo, M. (2022).

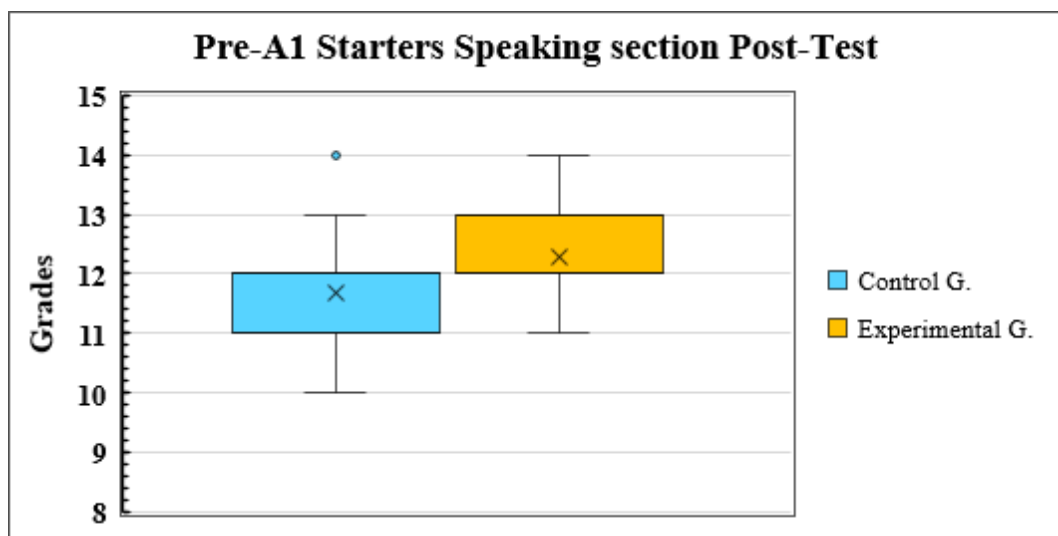
Figure 14 shows the boxplot of the reading and writing section grades achieved by the children in the sample in the Cambridge A1 Starters exam in the post-test:



**Figure 14.** Results of the Cambridge Pre-A1 Starters post-test application, reading and writing section.

Source: Castillo, M. (2022).

Figure 15 shows the boxplot of the speaking section grades achieved by the children in the sample in the Cambridge A1 Starters exam in the post-test:



**Figure 15.** Results of the Cambridge Pre-A1 Starters post-test application, speaking section.

Source: Castillo, M. (2022).

According to the information shown in Table 3 and Figures 13, 14, and 15, the grades in the experimental group after the proposal application were higher than the grades in the control group. After the implementation of the proposal based on the use of differentiated instruction, students improved their communicative competence in English language at the elementary level, which allowed them to have more self-confidence and security to perform the activities requested in the Pre-A1 Starters exam. Therefore, the use of differentiated instruction allowed improving the communicative competence of the third-year students at the Unidad Educativa "La Salle".

## **4.2 Hypothesis verification**

The statistical test of the research hypothesis was conducted to identify whether the differences between the results of the post-test and the pre-test were significant.

### **4.2.1 Hypothesis approach**

**Null Hypothesis H<sub>0</sub>:** Differentiated instruction does not influence in the production of the English language at the level of communicative competence at the elementary level.

**Alternative Hypothesis H<sub>1</sub>:** Differentiated instruction influences in the production of the English language at the level of communicative competence at the elementary level.

### **4.2.2 Variables**

**Independent variable:** Differentiated instruction.

**Dependent variable:** Production of the English language at the level of communicative competence.

### 4.2.3 Description of the population

A sample of two groups of students in the third year of General Basic Education (GBE) at the Unidad Educativa “La Salle” was selected, one called control group and the other experimental.

### 4.2.4 Mathematical model

According to the sample information (Table 1), an experimental group of twenty-six and a control group of twenty-four students at the Unidad Educativa “La Salle” were selected. The mathematical model of the paired Student’s t-test is the next:

$$H_0: \mu_2 \leq \mu_1$$

$$H_1: \mu_2 > \mu_1$$

Where:

$\mu_1$  = population mean in the pre-test.

$\mu_2$  = population mean in the post-test.

### 4.2.5 Data collection and calculation of statistics.

A single-tailed statistical test of hypothesis was applied because the researcher aims to show whether the differentiated instruction enables students to score better in the Cambridge Pre-A1 Starters exam (Annex A). It means that the average of the post-test was higher than the pre-test means in the experimental group of students. The Student’s t-test formula is:

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

Where:

$t$  = Student’s t-test from the data.

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

$n$  = pre-test and post-test data number (26 and 24 data, in the experimental and control groups, respectively).

$S_d$  = standard deviation of the differences.

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

In the Student's t-test distribution, the rejection region of the null hypothesis is located to the right of the t-value of the tables with  $(n - 1)$  degrees of freedom.

#### **4.2.7 Decision making**

If the calculated Student t-value is in the null rejected region, it means that the alternative hypothesis ( $H_1$ ) should be accepted.

#### **4.2.8 Selection of the level of significance**

The value of the significance level is  $\alpha = 0.05$  (5%) to verify the hypothesis.

#### **4.2.9 Degrees of freedom**

The formula to determine the degrees of freedom (df) is as follows:

$$df = n - 1$$

Control group:

$$df = 24 - 1 = 23$$

Experimental group:

$$df = 26 - 1 = 25$$

#### 4.2.10 Student T-test results.

The Student t-value in the control group is equal to 1.7139 according to the level of significance of 0.05 and the degrees of freedom of 23, while it is equal to 1.7081 in the experimental group with the degrees of freedom of 25.

The calculated t-values are summarized in the Table 4, also with the degrees of freedom and p-values:

**Table 4.** Summary of paired sample statistics.

Group	Section	Test	Tabulated t-value	Calculated t-value	df	Significance (unilateral)
Control	General	Post-test - Pre-test	1.7139	2.6597	23	0.007**
	Reading and Writing	Post-test - Pre-test	1.7139	2.0117	23	0.028*
	Speaking	Post-test - Pre-test	1.7139	1.7811	23	0.044*
Experimental	General	Post-test - Pre-test	1.7081	7.00	25	1.2 x10 <sup>-7</sup> ***
	Reading and Writing	Post-test - Pre-test	1.7081	6.3853	25	5.5 x10 <sup>-7</sup> ***
	Speaking	Post-test - Pre-test	1.7081	3.6823	25	0.00056***

**Significance codes:** Significance 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1.

Source: Test applied to students at the Unidad Educativa “La Salle”.

Elaborated by: Castillo, M. (2022).

The unilateral significance level for the experimental group  $p = 1.2 \times 10^{-7}$  was lower than  $\alpha = 0.05$  (5 %) with 25 degrees of freedom. The calculated Student t-value is 7.00 which was upper than the critical t-value of 1.7081. Therefore, it was located in the null rejection region. It means the null hypothesis was rejected and the alternative one was accepted: “Differentiated instruction positively impacts English language production at the elementary level of communicative competence”.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The purpose of current study is to investigate if the Differentiated instruction develops the production of the English language at the level of communicative competence at the Elementary Level. Based on the literature review, Differentiated Instruction facilitates the adaptation of teaching methodology to the individual needs of each student by employing effective classroom management procedures, grouping students for instruction, and especially helping students with severe learning disabilities.

- In addition, the application of differentiated instruction activities such as: create learning stations, task cards, target different senses, tiering, gallery wall, cubing, tic-tac-toe, and think-pair-share were helpful. In fact, the students themselves said that they had group participation, support from their peers and added that they felt comfortable with the teaching methodology applied in the classroom.
- This study also stipulates the evaluation of the communicative competence of elementary level students of Juan León Mera "La Salle" school. There was a significant improvement in the communicative competence of the students in the experimental group in all the dimensions evaluated, such as reading, writing, and speaking. Meanwhile, students in the control group also improved, but not to the same extent as those in the experimental group.
- As a conclusion, the application of Differentiated Instruction is very effective for fostering the English learning of elementary level students at Juan León Mera "La Salle" school.

## 5.2 Recommendations

- This research has a few limitations that could be high-lighted in future studies. First, the participants were from elementary level so the intervention should be planned carefully so the findings would be more varied if differentiated instruction activities were implemented in other educational levels. Next, the differentiated instruction activities were done in paper. It would be great if the future researchers combine the use of differentiated instruction activities with technological resources such as mobile applications and web platforms in the learning process.
- Apply surveys to measure the students' satisfaction with the use of differentiated instructional strategies. In this way, it will be possible to know the receptivity and the effect that the strategies have on the students' motivation to learn the language.
- Develop new differentiated instruction activities aimed also at students from other educational levels to diversify the available options. However, the design of teaching strategies based on differentiated instruction aimed at intermediate or advanced levels should be approached individually for each of the four English language skills (speaking, listening, writing, and reading).
- Measure the effect that differentiated instruction has on the students' learning from other academic levels, with the purpose of assessing the effect it has on the improvement of communicative competencies and skills.

## CHAPTER VI

### THE PROPOSAL

#### 6.1 Informative Data

**Name of the Institution:** Unidad Educativa “La Salle”.

**Beneficiaries:** Students at the elementary level of English in the third year of General Basic Education.

**Beginning:** march, 21<sup>st</sup> 2022.

**End:** may, 27<sup>th</sup> 2022.

**Person in Charge:** Marly Castillo.

**Cost:** 100\$ (Elaboration of guide and didactic material)

#### 6.2 Background of the Proposal

According to Guido (2021) the differentiated instruction is recognized as a strategy for learning English as a foreign language. Differentiation of activities within the classroom is believed to significantly improve teaching and learning.

Teaching through differentiation recognizes individual differences and thus enhances the motivation of students, especially low achievers. "Differentiation is defined as teachers' efforts to respond to student differences" (Siddiqui & Alghamdi, 2017).

Differentiated instruction is an alternative to traditional homogenizing teaching, which uses the heterogeneity of students to produce solutions to efficient learning problems. Through creative and broad techniques aimed at the inclusion of the diverse characteristics of students, for the processing and production of the curriculum (Ávila, 2017).

### **6.3 Justification**

Precisely, when speaking of mixed ability groups, we are referring to classes composed of students who differ in their participation, disposition, and, therefore, their achievements in the process of learning a foreign language.

Within the English classroom, students differ in many ways: they have different strengths, weaknesses, and approaches to learning a foreign language and respond differently to each teacher's teaching methods. Therefore, more and more English teachers tend to innovate in their practices and differentiate their classroom teaching by using different methods and materials. Teachers should propose differentiated teaching according to each student taking into account the different levels of linguistic competence that students have at the beginning of a school term (Chumaña et al., 2018).

### **6.4 Theoretical Framework**

#### **6.4.1 General Objectives**

To design lessons plan based on differentiated instruction in the production of the English language at the level of communicative competence at the elementary level.

#### **6.4.2 Specific Objectives**

- To build the didactic material based on differentiated instruction.
- To implement the didactic material based on differentiated instruction in the production of the English language.
- To assess the level of communicative competence after the application of the proposal.

### **6.5 Feasibility Analysis**

Knowing that Differentiated Instruction is an effective method for teaching in any area, it is feasible to use it also in teaching English as a second language; allowing students

to learn in a meaningful and effective way. There is the availability of didactic resources, as students have: Richmond Cool Kids 2 Second edition Student's Book, cell phone, and internet. The implementation of the proposal is feasible from the economic point of view because the costs are covered by the institution and by the students' representatives.

## **6.6 Theoretical-scientific foundations**

Differentiated instruction offers a new model that takes into consideration the background students bring to the classroom, their skill levels, learning styles, and interests in order to integrate them into language learning and make the delivery of content, process, and end product of student learning more interesting and meaningful. Differentiated instruction is based on constructivism, multiple intelligences, and other theoretical approaches (Ávila, 2017).

The lesson plan consists of 8 lessons based on differentiated instruction presented in Table 5. Each lesson has the name and the unit number of the book, differentiated instruction strategy, activities, resources and materials, technology resources, and the facilitator. The differentiated instruction strategies that were worked on are: create learning stations, task cards, target different senses, tiering, gallery walk, cubing, tic-tac-toe, and think-pair-share.

**Table 5.** Lessons plan based on differentiated instruction.

N°	DIFFERENTIATED INSTRUCTION	TYPE OF DIFFERENTIATION	ACCORDING TO STUDENT'S	GROUPING FORMAT	ACTIVITIES	RESOURCES AND MATERIALS
1	Create learning stations	Process	Learning profile	Heterogeneous small group (4 groups of 6 students)	<ul style="list-style-type: none"> <li>○Station 1: Reading activity</li> <li>○Station 2: Listening and Reading activity</li> <li>○Station 3: Reading activity</li> <li>○Station 4: Listening and Reading activity</li> </ul>	Sheets of paper, pen, pencil, markers, laptop, cellphone, internet, Kahoot! App, videos.
2	Task cards	Process	Interest	Heterogeneous small group (4 groups of 6 students)	<ul style="list-style-type: none"> <li>○Task card 1: Groups of parts of the body.</li> <li>○Task card 2: Forms of parts.</li> <li>○Task card 3: Size of parts.</li> <li>○Task card 4: Length of the name of the parts</li> </ul>	Cards, pens, coloured pencils, markers, rubber.
3	Target different senses	Product	Readiness	Homogeneous small group (indistinct)	<ul style="list-style-type: none"> <li>○Sense one: Hearing and sight</li> <li>○Sense two: Taste and smell</li> </ul>	Pen, pencil, sheet of paper, blackboard, liquid chalk marker, a laptop, videos of fruit and vegetables songs.
4	Tiering	Content	Interest	Heterogeneous small group (4 groups of 6 students)	<ul style="list-style-type: none"> <li>○Tier one (low): Writing</li> <li>○Tier two (middle): Writing</li> <li>○Tier three (high): Writing activity</li> </ul>	Pen, pencil, images of a circus, a farm, a house, a playground and birthday, dictionary.
5	Gallery walk, Cubing, Puzzle, Tic-tac-toe	Product	Learning profile	Homogeneous small group (4 groups of 6 students)	<ul style="list-style-type: none"> <li>○Group one: Gallery walk</li> <li>○Group two: Cubing</li> <li>○Group three: Tic-Tac-Toe</li> <li>○Group four: Puzzle</li> </ul>	Pen, pencil, sheet of paper, pictures, cardboard, Liveworksheets platform.
6	Think-Pair-Share	Content	Readiness	Partners/pairs	<ul style="list-style-type: none"> <li>○Stage one: Think</li> <li>○Stage two: Pair</li> <li>○Stage three: Share</li> </ul>	Board, pen, pencil, sheets of paper, dictionary.

Source: Castillo, M. (2022).

# BOOKLET

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# DIFFERENTIATED INSTRUCTION

ELEMENTARY  
LEVEL



# INTRODUCTION

Differentiated instruction offers a new model that takes into consideration the background students bring to the classroom, their skill levels, learning styles, and interests in order to integrate them into language learning and make the delivery of content, process, and end product of student learning more interesting and meaningful. Differentiated instruction is based on constructivism, multiple intelligences, and other theoretical approaches. These strategies presented in this booklet allow students to develop the production of the English language at the level of communicative competence at the elementary level.

This booklet is a guide for teachers to apply differentiated instruction in English language teaching at the elementary level to strengthen the communicative competence of English language learners, especially for children receiving English in the classroom. In that sense, each of eight lessons includes the next components:

- A description of each lesson and differentiated instruction.
- The learning objectives.
- The resources to be used (book and materials).
- The activities of each lesson.
- The expected results.
- The complementary homework activities.

The author suggests that beginning English teachers apply the strategies in this booklet and evaluate the effectiveness of their use with students.



# TABLE OF CONTENTS

<b>INTRODUCTION.....</b>	<b>1</b>
<b>TIPS .....</b>	<b>3</b>
<b>Lesson one: Create learning stations.....</b>	<b>4</b>
<b>Lesson two: Task cards .....</b>	<b>11</b>
<b>Lesson three: Target different senses.....</b>	<b>16</b>
<b>Lesson four: Tiering.....</b>	<b>20</b>
<b>Lesson five: Gallery walk, Cubing, Tic-tac-toe, and Puzzle.....</b>	<b>29</b>
<b>Lesson six: Think-Pair-Share .....</b>	<b>35</b>



## TIPS

- Start slow, but start...Grow slowly – but grow!
- Take notes on your students each day. Record what works and what doesn't.
- Assess students before you begin to teach a skill or topic. What are the pre-assessment results? What are their implications for you and your students?
- Think of all work students do (discussions, journal entries, centers, products, quizzes, group tasks, homework) as indicators of student need, not marks in a grade book.
- Create one differentiated lesson per unit.
- Find multiple resources for a couple of key parts of your curriculum.
- Establish class criteria for success with tasks or products, then work with students to add personal criteria to their lists.
- Give students more choices about how to work and express learning.
- Start with some low-prep strategies.

### You might begin

*...in one class or in one content area.*

The one in which you feel most confident. Your students' differences most affect their learning and where student growth is most needed.

*...with a specific subset of instruction.*

One differentiated lesson within a unit. One differentiated activity within a lesson.

*...with one element of student need.*

Differentiate for a period of time largely in response to student readiness, interest, or learning profile –then adding other elements.

Differentiate by content, process, or product according to the booklet.

## LESSON ONE: Create learning stations to learn clothes



<b>TYPE OF DIFFERENTIATED INSTRUCTION</b>	By Process
<b>ACCORDING TO STUDENT'S</b>	Learning profile
<b>LEVEL</b>	Pre-A1 Starters
<b>DEFINITION</b>	Provide a content difference by creating learning stations divided sections of your classrooms through which students in the group pay attention. In each of the stations, specific activities are performed (Guido, 2021). Learning Stations are physical locations in the classroom that allow students to tackle different activities.
<b>OBJECTIVE</b>	To implement a lesson called creating learning stations based on the differentiated instruction strategy, on the topic of clothes to work on the communicative competence of Pre-A1 Starters students.
<b>LANGUAGE SKILLS</b>	
Listening, Reading, and Writing.	
<b>SUGGESTED VOCABULARY</b>	<b>Nouns:</b> sandals, hat, short, sunglasses, dress, wool gloves, scarf, shirt, skirt, jacket, coat, shoes, blouse, sweater. <b>Verbs:</b> is, are, can.
<b>TIMING</b>	
One day (40 minutes) Date of application: June 2022.	
<b>GROUPING FORMAT</b>	
Heterogeneous small group (4 groups of 6 students).	

## GENERAL INSTRUCTIONS

Four learning stations will be created in the classroom, each with a specific activity targeting a skill (listening, writing or reading). At the same time, the teacher will set up four groups of students, selecting their members at random. Each group will be placed at a particular workstation. The goal will be for all members of the groups to learn vocabulary related to different types of clothing. To this purpose, each station will work differently, which means the process by which students will learn about the most common clothes will be differentiated. Once the members of each of the groups have been formed, students will choose the station they wish to work at based on their preferred learning profile. Then, there will be four learning profile options, one for each season.

### STATION ONE: Reading activity

#### LEARNING PROFILE

Reading of images and naming of different clothes.

#### WHO?

Group 1 (6 students).

#### MATERIALS AND RESOURCES

- Pen
- Pencil
- Printed sheets with 40 images of clothes and their names.
- Printed sheets with images of clothes and blank spaces on which the students will have to write the names of each garment.

#### 1 Label the clothing items.

blouse boots coat gloves hat jacket sandals scarf shorts sunglasses



sandals



## INSTRUCTIONS

- Give students the printed sheets containing the images of clothes and the names of each one of them.
- Ask the students in the group located at station 1 to review the contents of the sheets.
- Encourage students to memorize the names of the clothing items.  
This activity will take 30 minutes.
- Once the allotted time is over, evaluate the level of memorization that the students have acquired about the names of the clothes, for which the teacher should give the printed sheets of paper with images of clothes and blank spaces on which the students will have to write the names of each garment.
- Quantify the hits and misses for each of the students in group 1.

## STATION TWO: Listening and Reading activity

### LEARNING PROFILE

Watching and listening the names of different clothes by playing videos.

### WHO?

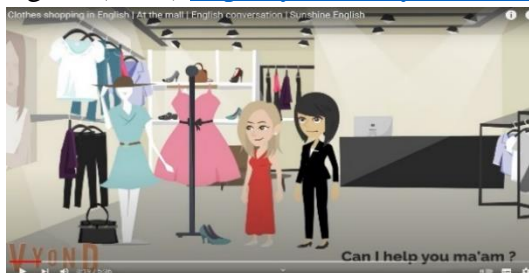
Group 2 (6 students).

### MATERIALS AND RESOURCES

- A laptop.
- Video about the vocabulary of clothes.  
Title: Learn English: Clothes Vocabulary | Clothes Names with Pictures.  
Source: Let's Learn English (2021) [https://youtu.be/OBhoJ7za\\_6U](https://youtu.be/OBhoJ7za_6U)



- Video of a person going to a shopping mall to buy clothes.  
Title: Clothes shopping in English | At the mall | English conversation | Sunshine English.  
Source: Sunshine English (2021) <https://youtu.be/yo1kVDMIH14>



- Video about the vocabulary of clothes.

Title: Clothes in English – Basic English Clothes Vocabulary - Names of clothes in English.

Source: Woodward English (2020). <https://youtu.be/wFwosor2gsE>



- Printed sheets with images of clothes and blank spaces on which the students will have to write the names of each garment.

## INSTRUCTIONS

- Gather the members of group 2 and using a laptop, tell them about the two videos they are going to watch.
- Encourage students to watch the two videos very carefully.
- Once they have watched the three videos, ask them to play them again.
- At the end, evaluate the level of memorization that the students have acquired about the names of the clothes, for which the teacher should give the printed sheets of paper with images of clothes and blank spaces on which the students will have to write the names of each garment.
- Quantify the hits and misses for each of the students in group 2.

## STATION THREE: Reading activity

### LEARNING PROFILE

Observation of the real clothes and reading their names on the blackboard.

### WHO?

Group 3 (6 students).

### MATERIALS AND RESOURCES

- Blackboard.
- Liquid chalk marker.
- Several garments of clothing (at least 30 different ones).



- Printed sheets with images of clothes and blank spaces on which the students will have to write the names of each garment.

### INSTRUCTION

- Collect several items of clothing (at least 30), asking each student in the class to volunteer a particular item.
- If the minimum number of garments required is not collected, borrow from students in other classes.
- Place the collected garments on the desk.
- Proceed to show each item of clothing to the students in group 3 and write its name on the board.
- Once you have finished displaying all the garments, repeat the procedure but display the garments in a different order.
- At the end, evaluate the level of memorization that the students have acquired about the names of the clothes, for which the teacher should give the printed sheets of paper with images of clothes and blank spaces on which the students will have to write the names of each garment.
- Quantify the hits and misses for each of the students in group 3.

### STATION FOUR: Listening and Reading activity

#### LEARNING PROFILE

Playing with the Kahoot app to learn clothing vocabulary.

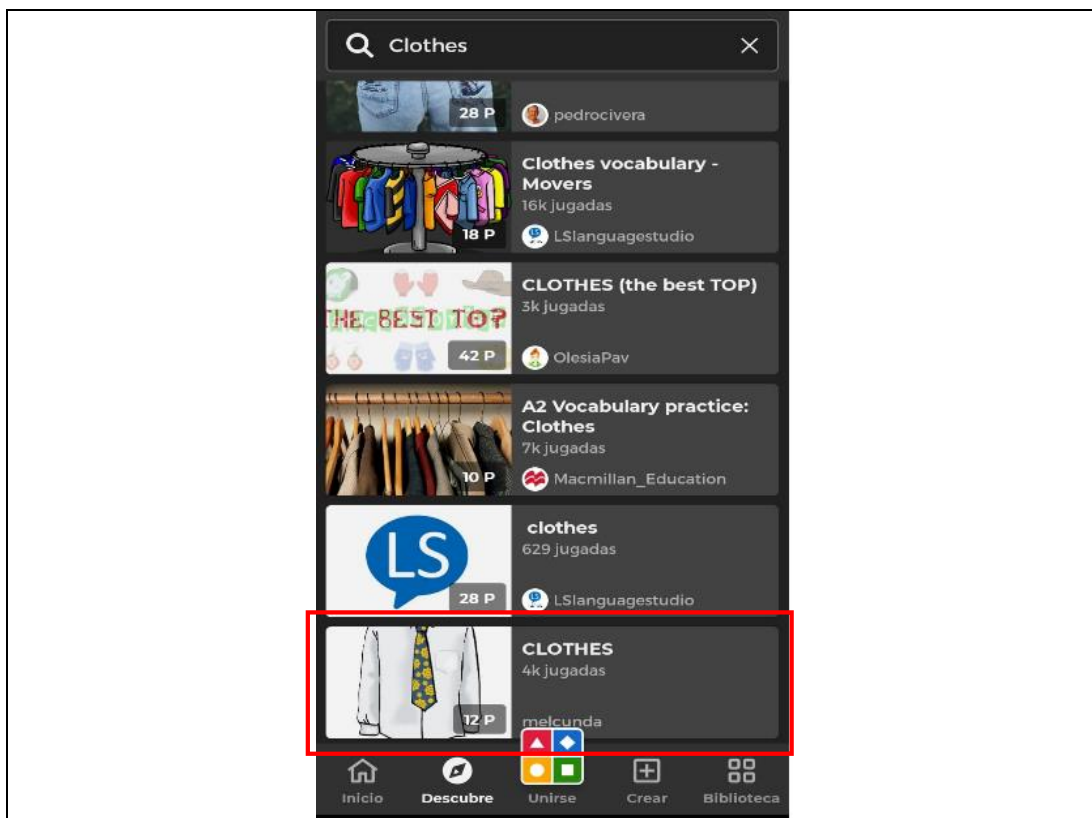
#### WHO?

Group 4 (6 students).

#### MATERIALS AND RESOURCES

- Cellphone.
- Internet.
- App Kahoot!





- Printed sheets with images of clothes and blank spaces on which the students will have to write the names of each garment.

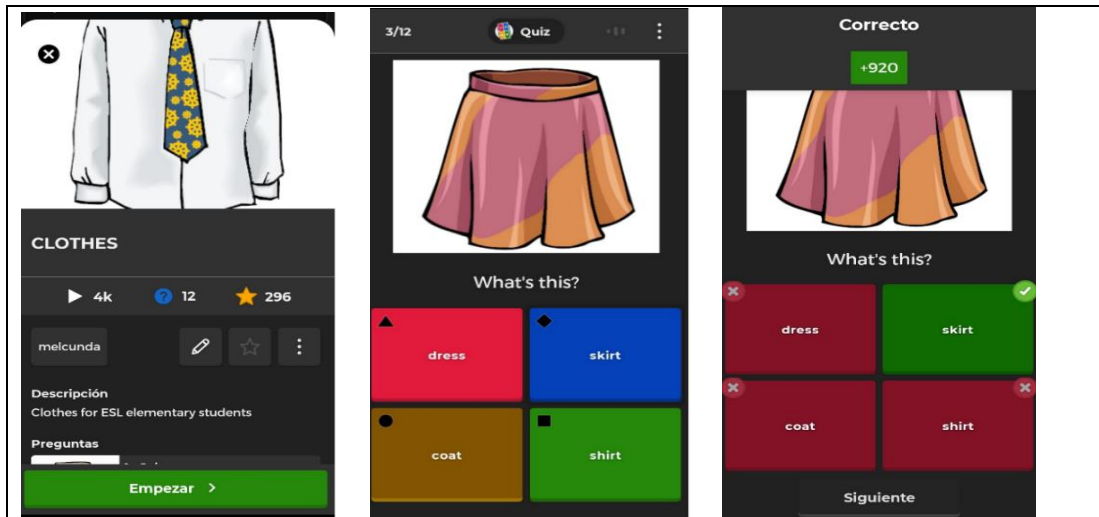
### INSTRUCTIONS

- Ask students to follow the next instruction:
- Download the Kahoot! App.
- Click on the **Discover** option.
- Type Clothes in **Search Kahoots** option and choose the sixth game.
- Click **start** and select the game mode, this time they should choose a **single player**.
- Type their name and click on **ready to go**.
- Complete all 12 questions.
- Select the correct answer according to the image displayed.
- Select the answer in a maximum time of 20 seconds.

When students make mistakes, the game marks them as incorrect and when they do not respond within the time limit, the game marks time out.

Perform the same activity with the following figure after the game displays the message.





## GENERAL EXPECTED RESULTS

Understand information presented in a basic level of English.  
 Vocabulary Recognition.  
 Use of fluent vocabulary, correct accentuation, and good intonation.  
 Ability to write grammatical sentences in the simple present tense.

## LESSON TWO: Task cards to learn the parts of human body



<b>TYPE OF DIFFERENTIATED INSTRUCTION</b>	By Process
<b>ACCORDING TO STUDENT'S</b>	Interest
<b>LEVEL</b>	Pre-A1 Starters
<b>DEFINITION</b>	Task cards are cards that have graphics to communicate certain concepts or ideas (Panahzadeh & Asadi, 2019).
<b>OBJECTIVE</b>	To implement a lesson called task cards based on the differentiated instruction strategy, on the topic of move your body to work on the communicative competence of Pre-A1 Starters students.
<b>LANGUAGE SKILLS</b>	
Listening, Speaking, Reading, and Writing.	
<b>SUGGESTED VOCABULARY</b>	<b>Nouns:</b> body, elbow, teeth, eyes, hair, neck, waist, ankle, shoulder, finger, knee, head, hand, leg, face. <b>Verbs:</b> have/has, am/is/are, can.
<b>TIMING</b>	
One day (40 minutes) Date of application: June 2022.	

## GROPING FORMAT

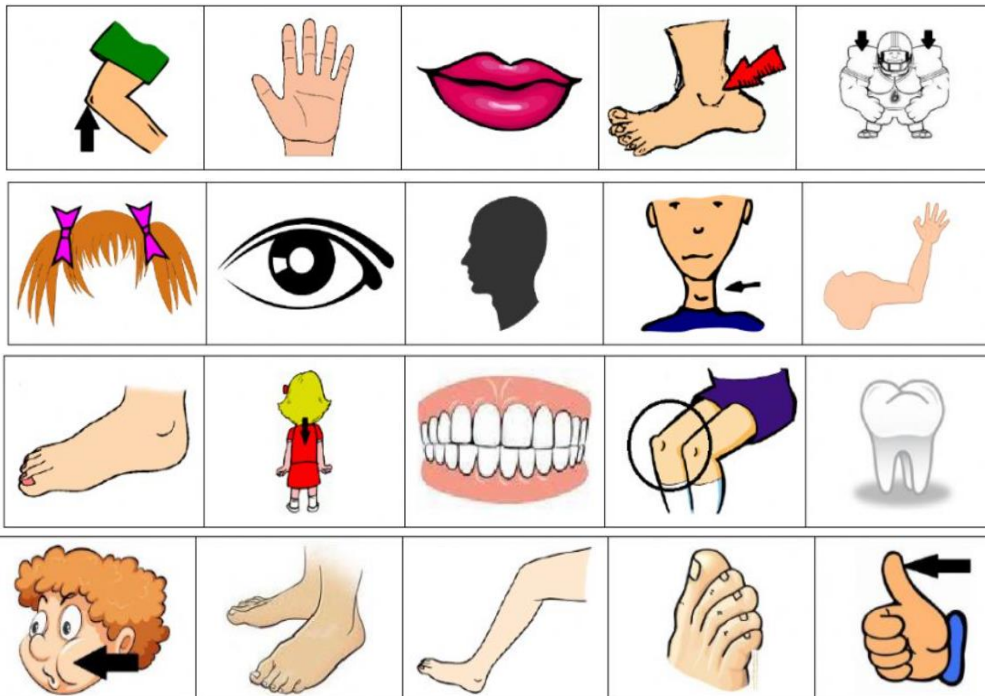
Heterogeneous small group (4 groups of 6 students).

## GENERAL INSTRUCTIONS

Make cards with images of the different parts of the human body, each card should contain a particular part of the body. A total of 40 cards will be created about 40 parts of the body. Create three copies of each of the cards, so that each of the four groups can have all cards. In addition, the teacher will create four task cards with instructions for the students to follow, and each group will choose one of these task cards according to their interest. In that way, each group will perform the task indicated on the respective card.

## MATERIALS AND RESOURCES

- Pen.
- Pencil.
- Sheets of paper.
- Blackboard.
- Liquid chalk marker.
- 40 cards with a specific part of the human body.



- 3 task cards with instructions to make a specific task.
- A quiz with 20 items to be completed, each one with a part of the body to be identified by students.

11. back

12. foot

13. knee

14. teeth

15. tooth

16. cheeks

17. ears

18. feet

19. fingers

20. leg

<b>TASK CARD ONE</b>
<b>INTEREST</b>
Groups of parts of the human body: head, trunk, upper limbs, or lower limbs.
<b>INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>• Students in group 1 should classify the different body part cards according to the position in which they are located, either in the head, trunk, upper extremities, or lower extremities.</li> <li>• Students should prepare and make a simple presentation for their classmates, in which they will write on the blackboard and pronounce the parts of the body that belong to the head, trunk, upper extremities, or lower extremities. Four students from that group will participate, one for each body part.</li> </ul>
<b>TASK CARD TWO</b>
<b>INTEREST</b>
Forms of the parts of human body: round, oval, rectangular, or amorphous.
<b>INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>• Students in group 2 should classify the different cards of the body parts according to their shape, whether round, oval, rectangular, or amorphous.</li> <li>• Students should prepare and make a simple presentation for their classmates, in which they will write on the blackboard and pronounce the parts of the body classified according to their round, oval, rectangular, and amorphous shape. Four students from that group will participate, one for each body part shape.</li> </ul>
<b>TASK CARD THREE</b>
<b>INTEREST</b>
Size of the parts of human body: large, medium or small.
<b>INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>• Classify the different body part cards according to their size, whether large, medium, or small.</li> <li>• Students should prepare and make a simple presentation for their classmates, in which they will write on the blackboard and pronounce the body parts classified by size. Three students from that group will participate, one for each size of a part of the human body.</li> </ul>
<b>TASK CARD FOUR</b>
<b>INTEREST</b>
Length of the name of the parts of the human body: short, medium, or large.
<b>INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>• Classify the different body part cards according to the number of letters in their name in the English language, whether they have less than four letters, between 4 and 6 letters, or more than 6 letters.</li> <li>• Students should prepare and make a simple presentation for their classmates, in which they will write on the blackboard and pronounce the parts of the body</li> </ul>

classified according to the number of letters in the name. Three students from that group will participate, one for each length of the body part name.
<b>ASSESSMENT ACTIVITY</b>
<p>A general evaluation will be applied to all students, for which everybody will be placed at their respective desks. For this purpose, the teacher should follow the following instructions:</p> <ul style="list-style-type: none"> <li>• Prepare in advance an evaluation sheet, which contains the figures of 10 body parts, each with a blank line, so that students can complete the names of the body parts shown. In addition, 10 names of body parts will be placed with a space to the right for students to draw the body part to which the name corresponds. In other words, the evaluation will contain a total of 20 items and will be graded out of 10, with 0.5 points awarded for each item.</li> <li>• Based on the results obtained, the teacher will have to detect which of the four ways of learning is more useful to teach the vocabulary related to the names of the parts of the human body.</li> </ul>
<b>EXPECTED RESULTS</b>
<p>Understand information presented in a basic level of English.  Vocabulary Recognition.  Use of fluent vocabulary, correct accentuation, and good intonation.  Ability to write grammatical sentences in the simple present tense.</p>
<b>REINFORCEMENT ACTIVITY</b>
At home.
<b>MATERIALS AND RESOURCES</b>
<p>Cellphone/computer  Liveworksheets website.  Internet.</p>
<b>GROUPING FORMAT</b>
Independent.
<b>INSTRUCTIONS</b>
<p>Students should write the parts of the human body. The instructions and who performs the action are listed as follows:</p> <ul style="list-style-type: none"> <li>• Go to the <b>Liveworksheets</b> web at home page (students).</li> <li>• Type in <b>parts of the human body</b> in the interactive tabs search icon (students).</li> <li>• Choose the fourth option (students).</li> <li>• Correctly place the names of the human body parts in the corresponding boxes (students).</li> <li>• Click on <b>finished</b> once they complete all items check my answers (students).</li> </ul>

**BODY PARTS**  
Listen and choose the correct body object.

LIVEWORKSHEETS

Body part  
por chontiya

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Drag the words with the correct pictures

head shoulder knee  
mouth toes eye  
ear nose

LIVEWORKSHEETS

Part of Body  
por Juhaida77

**PRACTICE: What part of the body is it?**  
Write the correct part of the body. BE CAREFUL! There are 6 extra words.

- A child has hair of those. You have two.
- Where you sit when you sit.
- You have 20 of these and you use them to eat.
- Where the heart is.
- You use your hands to hold things and to work.
- You have two of these and you use them to walk.
- They are half way down your face.
- The part of your body where food is digested after you eat it.
- You look happy when you smile and you use your teeth.
- The part of your body with your spine, back, neck, back, etc.
- You get them on these.
- You use them to talk, eat and drink.
- People tell their names with these.
- You have one on your face. You use it to smell.
- The center of your head is your hair.

back feet ears arms chest mouth  
nose fingers hair legs other heart  
wrist toes neck forehead stomach head  
toes hair

LIVEWORKSHEETS

What part of the body is it?  
por mariiii1108

Ordena resultados: Más populares primero

Name: \_\_\_\_\_  
**Let's name the body parts!**

nose eye hair neck  
ear hand leg knee  
foot mouth arm stomach

LIVEWORKSHEETS

Part of body  
por Kidkid1122

Name: \_\_\_\_\_  
**Let's name the body parts!**

nose eye hair neck  
ear hand leg knee  
foot mouth arm stomach

LIVEWORKSHEETS

¡Terminado!

Name: \_\_\_\_\_  
**Let's name the body parts!**

eye hair  
nose ear  
hand neck  
mouth arm  
stomach  
knee leg  
foot

LIVEWORKSHEETS

¡Terminado!



**LESSON THREE: Target different senses to learn fruits and vegetables**



<b>TYPE OF DIFFERENTIATED INSTRUCTION</b>	By Product
<b>ACCORDING TO STUDENT'S LEVEL</b>	Learning profile
<b>LEVEL</b>	Pre-A1 Starters
<b>DEFINITION</b>	A lesson should reason with more students if it addresses the visual, tactile, auditory, and the kinaesthetic senses instead of just one, when applied focuses on the learning organs (Guido, 2021).
<b>OBJECTIVE</b>	To implement a lesson called Target different senses based on the differentiated instruction strategy, on the topic of Let's make music and veggies to work on the communicative competence of Pre-A1 Starters students.
<b>LANGUAGE SKILLS</b>	
Listening, Speaking, Reading, and Writing.	
<b>SUGGESTED VOCABULARY</b>	<p><b>Nouns:</b> Beet, broccoli, cabbage, castanets, corn, mushroom, garlic, tomato, cucumbers, onion, peas, onions, pepper, radish, potato. Apple, banana, orange, lemon, pineapple, kiwi, peach, grape, pear, strawberry.</p> <p><b>Verbs:</b> like, have, can, listen, read, write, to be, find.</p>

<b>TIMING</b>
One day (40 min) Date of application: June 2022.
<b>GROUPING FORMAT</b>
Homogeneous small group (indistinct).
<b>GENERAL INSTRUCTIONS</b>
<p>Teacher will create four groups according to their learning profile of communicative competence based on the results obtained by the students in the pre-test. For this purpose, one group will be formed with the lowest level students (those who obtained an overall score in the Pre-A1 Starters between 17 and 20 points), a second group from those who obtained a score between 21 and 25 points, a third group with those who achieved a score between 26 and 30 points, and a fourth group from those who have 31 points or more.</p> <p>Once the four groups are established, the activities should be implemented for all students, but each group will perform a different complementary task related to target the different senses. In other words, a differentiation between the groups will be established, with the purpose that the groups of students with better performance in communicative competence will have to perform more complex tasks, while the groups of students with more difficulties in communicative competence will have to perform simple tasks.</p>
<b>MATERIALS AND RESOURCES</b>
<ul style="list-style-type: none"> <li>- Pen.</li> <li>- Pencil.</li> <li>- Sheets of paper.</li> <li>- Blackboard.</li> <li>- Liquid chalk marker.</li> <li>- A laptop</li> <li>- Videos of the fruit and vegetables songs.</li> </ul>
<b>LEARNING PROFILE</b>
<p>Four group of students:</p> <p>Group 1: Students whose grades in Pre-A1 Starters are between 17 and 20 points.  Group 2: Students whose grades in Pre-A1 Starters are between 21 and 25 points.  Group 3: Students whose grades in Pre-A1 Starters are between 26 and 30 points.  Group 4: Students whose grades in Pre-A1 Starters are higher than 30 points.</p>
<b>SENSE ONE: HEARING AND SIGHT</b>
<b>ACTIVITY</b>
Watch and listen to the video of two songs about the vocabulary of fruits and vegetables. Perform the indicated activities differentiated for each group.



## INSTRUCTIONS

- Play the next video of the fruit song for the whole classroom:

**Title:** Fruits Song - Educational Children Song - Learning English for Kids.

**Source:** English Singing.

[https://youtu.be/f\\_CYqTpsgkI](https://youtu.be/f_CYqTpsgkI)



- Play the next video of the vegetable song for the whole classroom:

**Title:** Canción de verduras para niños | Canciones inglesas para niños.

**Source:** The Singing Walrus - Canciones Inglesas para niños.

<https://youtu.be/RE5tvaveVak>



- Ask students to perform the indicated activity according to the group to which they belong:
- **Group 1:** List on a sheet of paper the names of the fruits and vegetables that appear in the video.
- **Group 2:** Draw on the blackboard the fruits that appear in the videos and place the names.
- **Group 3:** At the front of the class say the fruits and vegetables that appeared in the videos.
- **Group 4:** Singing the songs while playing the videos again.

## SENSE TWO: TASTE AND SMELL

### ACTIVITY

Preparation of a fruit or vegetable salad. Recognition of the ingredients that make up the salad prepared by another group. Carrying out the activities indicated for each group according to their level of communicative competence in the English language.

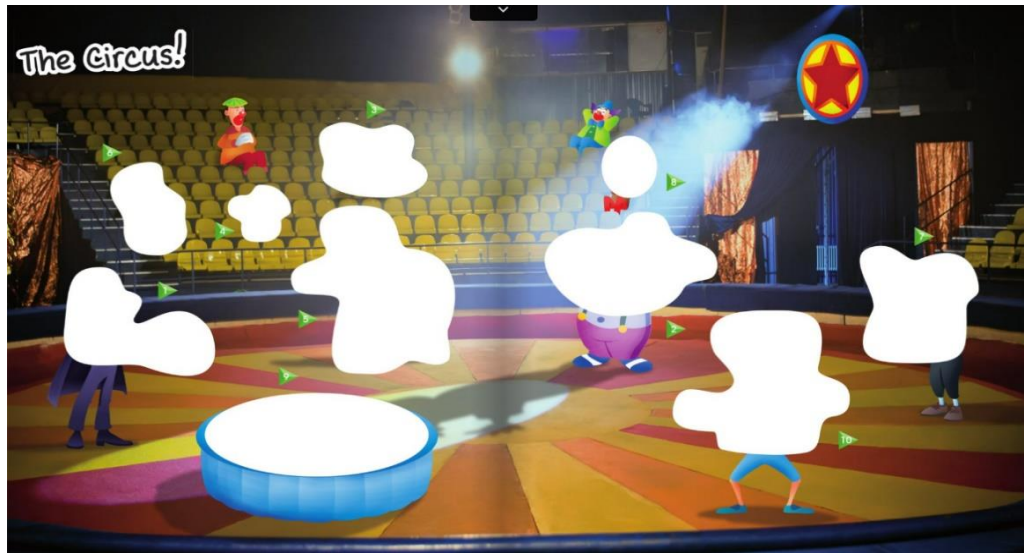
### INSTRUCTIONS

- One day in advance ask students to bring fruits and vegetables to class.
- Ask each group of students to prepare a salad with some or all of the ingredients they have brought to class.
- Once the salads have been prepared, exchange them randomly among the established groups.
- Tell the students the activities they have to do once they have recognized the ingredients of the salad:
- **Group 1:** Ask students to make a list on a sheet of paper with the names of all fruits or vegetables that were involved in the four salads made by all the groups.
- **Group 2:** Draw on the blackboard all the fruits or vegetables that were involved in the four salads made by all the groups. Write the name of fruits and vegetables that have not been included in the salads prepared by the students.
- **Group 3:** At the front of the class say the names of all fruits involved in the salad they received.
- **Group 4:** At the front of the class say the names of all vegetables involved in the salad they received.

### EXPECTED RESULTS

Understand information presented in a basic level of English.  
Vocabulary Recognition.  
Use of fluent vocabulary, correct accentuation, and good intonation.  
Ability to write grammatical sentences in the simple present tense.

## LESSON FOUR: Tiering to learn different contents



<b>TYPE OF DIFFERENTIATED INSTRUCTION</b>	By Content
<b>ACCORDING TO STUDENT'S LEVEL</b>	Interest
<b>LEVEL</b>	Pre-A1 Starters
<b>DEFINITION</b>	Differentiation takes into account the levels of each individual. The integration of this idea in differentiated education makes the teacher align what content is relevant for each student according to his/her level of knowledge (White & Vibulphol, 2020).
<b>OBJECTIVE</b>	To implement a lesson based on the Tiering strategy, on the topic of the circus to work on the communicative competence of Pre-A1 Starters students.
<b>LANGUAGE SKILLS</b>	
Writing	
<b>SUGGESTED VOCABULARY</b>	<b>Nouns:</b> balloon, clown, juggler, magician, puppeteer, square, circle, triangle, rectangle, playing cards, monkey, hard, trapez artist, tightrope walker, acrobat, bicycle, big top, ring master, farmer, cow, horse, duck, sheep, monkey, goat, mouse, hen, rooster, chicken, bird, donkey, cat, toad, fish, dog, goat, panda bear, koala, fox,

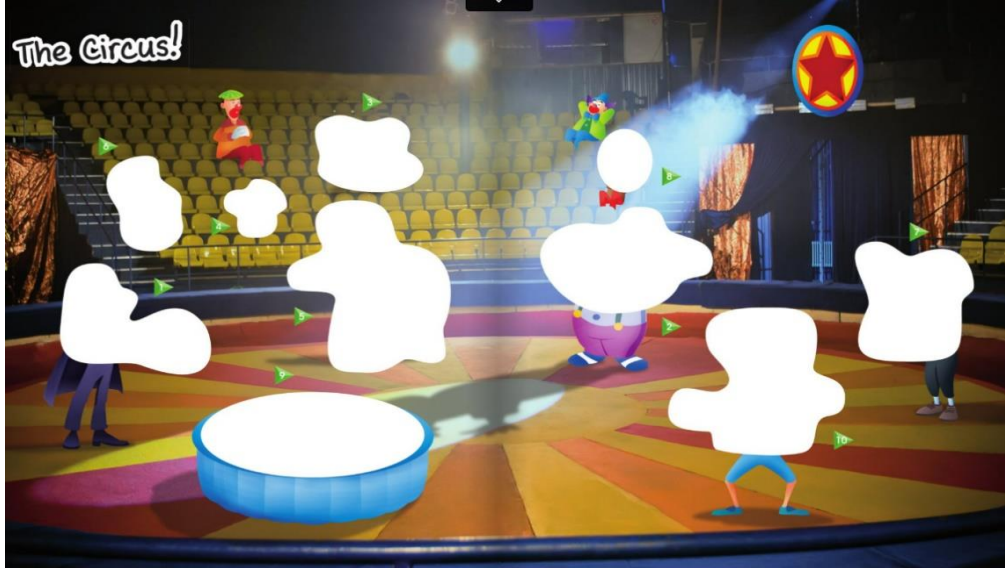
	<p>rabbit, penguin, pig, bear, hippopotamus, snake, crocodile, lion, tiger giraffe, sofa, toaster, bookcase, pillow, lamp, toilet, sink, microwave, washer, fridge, table, TV, balance beam, rope ladder, monkey bars, climbing wall, slide, seesaw, merry-go-round, swing, crawl tube, sandbox.</p> <p><b>Verbs:</b> eat, jump, run, swim, sleep, listen, drawn, read, write, can, speak, sharpen, laugh.</p>
<b>TIMING</b>	
<p>One day (40 min) Date of application: June 2022.</p>	
<b>GROUPING FORMAT</b>	
<p>Heterogeneous small group (4 groups of 6 students)</p>	
<b>RESOURCES AND MATERIALS</b>	
<ul style="list-style-type: none"> <li>- Pen</li> <li>- Pencil</li> <li>- Images of a circus, a farm, a house, a playground and birthday.</li> <li>- Dictionary</li> </ul>	
<b>GENERAL INSTRUCTIONS</b>	
<p>The activities will be performed starting from the first level. The groups that did not get the answers right will be eliminated. Groups that get the answers right will move on to the next level until the last level.</p> <ul style="list-style-type: none"> <li>• Establish groups of three students</li> <li>• Select the activity you want to do from the four available.</li> <li>• Execute the activities (teacher).</li> <li>• Assign 10 points to the groups that correctly complete all the levels (teacher).</li> </ul> <div data-bbox="359 1377 1348 1803" style="text-align: center;"> </div>	
<b>TIER ONE (LOW LEVEL): WRITING</b>	
<b>INTEREST</b>	
<p>Learn the vocabulary of circus, animals, places in the house, and playgrounds.</p>	

**WHO?**

Group 1 (6 students).

**INSTRUCTIONS**

Ask students to write ten names of objects and people that usually exist in a circus. To pass this activity each group must have written at least five names correctly.



**WHO?**

Group 2 (6 students).

**INSTRUCTIONS**

Ask students to write ten names of animals on the farm. To pass this activity each group must have written at least five names correctly.



**WHO?**

Group 3 (6 students).

**INSTRUCTIONS**



Ask students to write ten names of living spaces. To pass this activity each group must have written at least five names correctly.



**WHO?**

Group 4 (6 students).

**INSTRUCTIONS**

Ask students to write ten names of objects that usually are located in a playground. To pass this activity each group must have written at least five names correctly.



**TIER TWO (MIDDLE LEVEL): WRITING**

**WHO?**

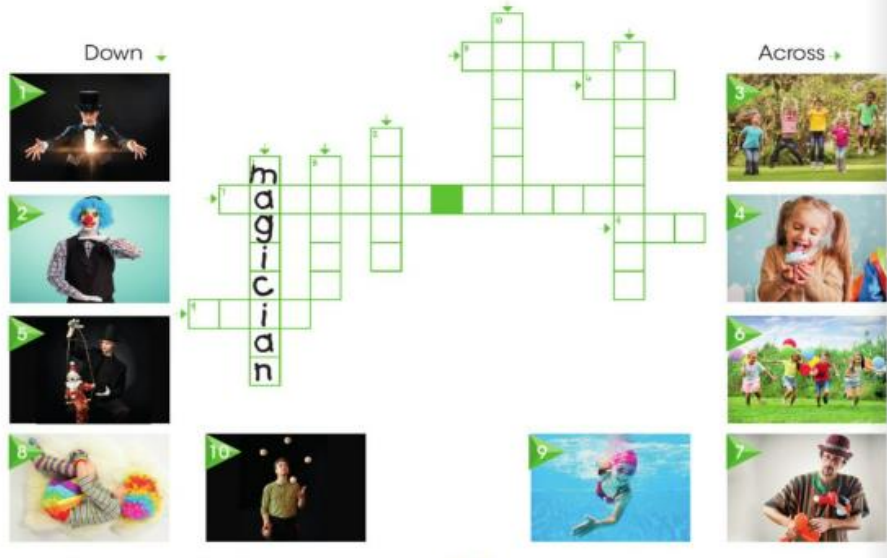
Group 1 (6 students).

## INSTRUCTIONS

Ask students to solve the crossword puzzle. To pass this activity each group must correctly solve the crossword puzzle.

### 1 Solve the crossword puzzle.

balloon artist clown eat juggler jump magician puppeteer run swim sleep



## WHO?

Group 2 (6 students).

## INSTRUCTIONS

Ask students to find ten words and label the pictures. To pass this activity each group must correctly solve the word search.



## WHO?

Group 3 (6 students).

## INSTRUCTIONS

Ask students to trace the right word in each pair. To pass this activity each group must correctly solve.

**1 Trace the right word in each pair.**

	sofa pillow		toilet lamp
	sink pillow		washer sink
	bookcase lamp		sink microwa
	armchair sofa		washer toaster
	toaster lamp		washer armchair

## WHO?

Group 4 (6 students).

## INSTRUCTIONS

Ask students to look and number the pictures. To pass this activity each group must correctly solve

**1 Look and number the pictures.**

1. balance beam 2. rope ladder 3. monkey bars 4. climbing wall  
5. slide 6. seesaw 7. merry-go-round 8. swing 9. crawl tube 10. sandbox







**WHO?**

Group 3 (6 students).

**INSTRUCTIONS**

Ask students to write and draw an animal. To pass this activity, each group must write at least four sentences correctly.

4 Write about an animal.      Draw the animal.

This is a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**WHO?**

Group 4 (6 students).

**INSTRUCTIONS**

Ask students to unscramble the questions and answer them.

2 Unscramble the questions and answer them.



1. is / What / robot / the / ? / doing

2. ? / Where / they / are

1. \_\_\_\_\_

2. \_\_\_\_\_

**EXPECTED RESULTS**

- Understand information presented in a basic level of English.
- Vocabulary Recognition.
- Use of fluent vocabulary, correct accentuation, and good intonation.
- Ability to write grammatical sentences in the simple present tense.

**REINFORCEMENT ACTIVITY**

At home.

## MATERIALS AND RESOURCES

Cellphone/computer  
Liveworksheets website.  
Internet.

## GROPING FORMAT

Independent.

## INSTRUCTIONS

Students listen to the audio and select the graphic that belongs the answer. The instructions and who performs the action are listed as follows:

- Go to the **Liveworksheets** web at home page ([https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Listening comprehension/THE CIRCUS\\_ym832524tk](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Listening%20comprehension/THE%20CIRCUS_ym832524tk)) (students).
- Type **The circus** in the interactive tabs search icon (students).
- Choose the fourth option (students).
- Listen to the audio and select the graphic that belongs the answer
- Repeat the activity in the next row and so on up to row ten (students).
- Click on **finished** once they complete all the items
- Type in **check my answers** to see the score

**Resultados de búsqueda: the circus**

Ordenar resultados: [Más populares primero]

**The circus**  
por yuryvilla

LISTEN and CHOOSE the correct option.

¡Terminado!

**Picture description - a great day at the circus**

LISTEN and CHOOSE the correct option.

**The butterfly circus 1**  
por 123PIXEL

LISTEN and CHOOSE the correct option.

**THE CIRCUS**  
por gimedm7

**LESSON FIVE: Gallery walk, Cubing, Puzzle, Tic-tac-toe, and Puzzle to learn regular and irregular verbs in present tense**



<b>DIFFERENTIATED INSTRUCTION</b>	By Product
<b>ACCORDING TO STUDENT'S LEVEL</b>	Learning profile
<b>LEVEL</b>	Pre-A1 Starters
<b>DEFINITION</b>	The gallery walk (GW) emerges as a strategy to be contemplated in classroom practices, which allows students, through collaborative work, to solve problems, present and discuss their resolutions on posters, located around the classroom (Makmun et al., 2020). Cubing is a technique based on the idea that a cube has six faces. The activity consists of placing images on the six faces of the cube and saying aloud what each image is about (Resi et al., 2018). Tic-tac-toe has nine squares in which students must choose an <i>x</i> or a circle to place within the available squares, the intention being that three equal figures are aligned vertically, horizontally or diagonally. The winner is the one who completes all three figures in a line (Honarmand et al., 2015).
<b>OBJECTIVE</b>	To implement a lesson called Gallery walk, Cubing, Tic-tac-toe, and Puzzle, based on the differentiated instruction strategy, on the topic Regular and irregular verbs in present tense to work on the communicative competence of Pre-A1 Starters students.
<b>LANGUAGE SKILLS</b>	
Listening, Speaking, Reading, and Writing.	



<b>SUGGESTED VOCABULARY</b>	<p><b>Nouns:</b> playground, computer lab, classroom, board, desk, library, gym, cafeteria, map, wall.</p> <p><b>Verbs:</b> to be, come, eat, read, sleep, study, do, listen, sit, make, watch, play, see, swim, jump, walk, run, have lunch, study, tell, speak, jump.</p>
<b>MATERIALS AND RESOURCES</b>	
<ul style="list-style-type: none"> <li>- Pen</li> <li>- Pencil</li> <li>- Sheet of paper</li> <li>- Pictures</li> <li>- Cardboard</li> <li>- Liveworksheets platform</li> </ul>	
<b>TIMING</b>	
<p>One day (40 min) Date of application: June 2022.</p>	
<b>GROUPING FORMATS</b>	
Homogeneous small group (4 groups of 6 students).	
<b>GENERAL INSTRUCTIONS</b>	
<p>Teacher will create four groups according to their learning profile of communicative competence based on the results obtained by the students in the pre-test. For this purpose, one group will be formed with the lowest level students (those who obtained an overall score in the Pre-A1 Starters between 17 and 20 points), a second group from those who obtained a score between 21 and 25 points, a third group with those who achieved a score between 26 and 30 points, and a fourth group from those who have 31 points or more.</p> <p>Once the four groups are established, the activities should be implemented for all students, but each group will perform different products according with their Learning profile.</p>	
<b>GROUP ONE: GALLERY WALK</b>	
<b>INSTRUCTIONS</b>	
<ul style="list-style-type: none"> <li>• Ask students in group 1 to find four images related to the classroom, library, cafeteria, and playgrounds to place on the classroom walls.</li> <li>• Post the four pictures on the classroom walls.</li> <li>• Ask the students in that group to list at least 10 verbs in each picture that could represent actions that can be done in the corresponding places. For example, they could use the verbs study, sit, talk, and write in the classroom. Once they have finished listing 10 verbs, ask them to move on to the next picture and repeat the procedure until they complete all pictures.</li> </ul>	

Classroom



Library



Cafeteria



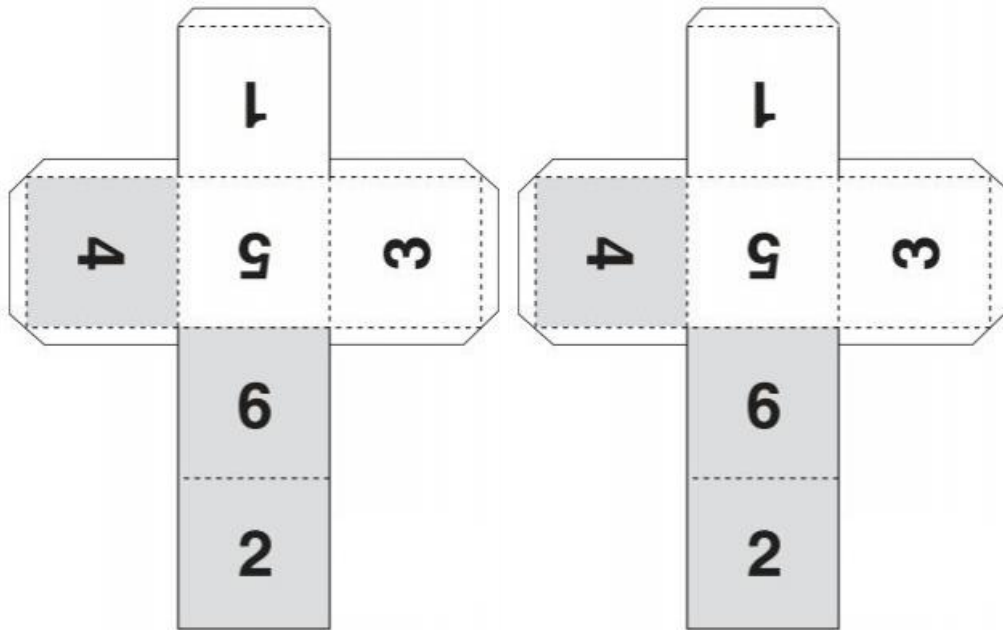
Playgrounds



## GROUP TWO: CUBING

### INSTRUCTIONS

- Make two cubes in cardboard.
- Give the two cubes to the students in group 2.
- Ask them to write the name of a regular verb on each of the six sides of the first cube.
- Ask them to write the name of an irregular verb on each of the six sides of the second cube.
- Ask the students in group 2 to glue and join the parts of the cube together to form the cube by placing the notations on the outer faces, with the appearance of a die.
- Ask each of the members of group 2 to throw each of the cubes and immediately perform the actions of the verbs whose faces are visible on the top. For example, if the verb writing comes up, the student should imitate the action of writing.



## GROUP THREE: TIC-TAC-TOE

### INSTRUCTIONS

- The teacher will assign several primers to play Tic-Tat-Toe to the students in group 3. The object of the game is to line up three matching tiles in a row, either horizontally, vertically, or diagonally. Regular verbs will be considered as equal tokens and the other side of tokens will be irregular verbs.
- Three series of paired duels will be executed, each student will draw a verb from an amphora, will say its meaning in Spanish and if he/she gets it right, he/she will be able to place it in one of the 9 boxes. Otherwise, he/she will not be able to place it in any box and will have to wait for a new turn. So, the three

winners will move on to the next phase, in which the three winners will face each other alternately in pairs.

- At the end of the game, the three students who lost in the first round must simulate the action of the verbs in which the players made a mistake in recognizing the meaning.
- Assign a score of 10 points to the three winning students, the next 9 points and the remaining 8.

## Tic Tac Toe

<b>Take</b>	<b>Say</b>	<b>Have</b>
<b>Be</b>	<b>Buy</b>	<b>Eat</b>
<b>Find</b>	<b>Give</b>	<b>Know</b>

### GROUP FOUR: PUZZLE

#### INSTRUCTIONS

- Ask the students in group 4 to login to the Liveworksheets platform at the following link:

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Past\\_simple\\_regular\\_verbs/Simple\\_Past\\_Tense\\_\(Regular\\_Verbs\)\\_fv1415177e](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple_regular_verbs/Simple_Past_Tense_(Regular_Verbs)_fv1415177e)

**Base form:  
Add +ed**

listen	listened
cook	
look	
call	
walk	
play	
help	
open	
watch	
paint	
jump	

Write the past tense for each verb.

**REGULAR VERBS**  
By: Teacher Engru Farahah

Verbs that end in -e  
**Add +d**

close	closed
like	
live	
share	
use	
save	
love	
move	

- Ask students to add the ending d, ed, or ied, as appropriate, to each of the verbs in the list to form the verb in the past tense.

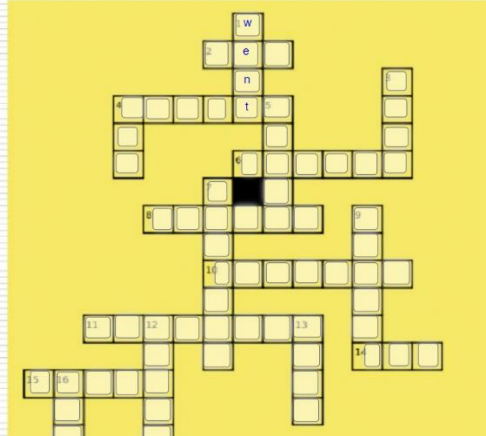


- Then enter the following link in the same Liveworksheets platform:  
<https://es.liveworksheets.com/kh1582405qy>

- Complete the crossword with the correct past form of the verbs.

## PAST TENSE VERBS CROSSWORD PUZZLE

- **Instructions:** Complete the crossword with the correct past form of the verbs.



Down: ↓

- |            |                                   |
|------------|-----------------------------------|
| 1. give -  | <input type="text" value="went"/> |
| 3. go -    | <input type="text"/>              |
| 4. cut -   | <input type="text"/>              |
| 5. drive - | <input type="text"/>              |
| 7. watch-  | <input type="text"/>              |
| 9. open -  | <input type="text"/>              |
| 12. sleep- | <input type="text"/>              |
| 13. draw-  | <input type="text"/>              |
| 16. run -  | <input type="text"/>              |

Across: →

- |              |                      |
|--------------|----------------------|
| 2. have -    | <input type="text"/> |
| 4. cook -    | <input type="text"/> |
| 6. buy -     | <input type="text"/> |
| 8. play -    | <input type="text"/> |
| 10. clean-   | <input type="text"/> |
| 11. listen - | <input type="text"/> |
| 14. do -     | <input type="text"/> |
| 15. write-   | <input type="text"/> |

Erika López Medina, EFL Teacher  
**LIVWORKSHEETS**

### EXPECTED RESULTS

Understand information presented in a basic level of English.

Vocabulary Recognition.

Use of fluent vocabulary of regular and irregular verbs.

Ability to recognized the past form of verbs.

## LESSON SIX: Think-Pair-Share to learn different contents



<b>TYPE OF DIFFERENTIATED INSTRUCTION</b>	By Content
<b>ACCORDING TO STUDENT'S LEVEL</b>	Readiness
<b>LEVEL</b>	Pre-A1 Starters
<b>DEFINITION</b>	Think-Pair-Share (TPS) students think about a particular topic, then meet in pairs to develop the content of that topic and finally share the work developed with the whole class (Manurung y Ria, 2018).
<b>OBJECTIVE</b>	To implement a lesson called Think-Pair-Share based on the differentiated instruction strategy, on different topics to work on the communicative competence of Pre-A1 Starters students.
<b>LANGUAGE SKILLS</b>	
Listening, Speaking, Reading, and Writing.	
<b>SUGGESTED VOCABULARY</b>	<p><b>Nouns:</b> sofa, toaster, bookcase, pillow, lamp, toilet, sink, microwave, washer, fridge, table, TV.</p> <p><b>Verbs:</b> like, have, can, listen, read, write, to be, find.</p> <p><b>Prepositions of place:</b> behind, between, next to and in front of, next to.</p>
<b>RESOURCES AND MATERIALS</b>	
<ul style="list-style-type: none"> <li>- Pen</li> <li>- Pencil</li> </ul>	

<ul style="list-style-type: none"> <li>- Board</li> <li>- Sheet of paper</li> <li>- Dictionary</li> </ul>
<b>TIMING</b>
<p>One day (40 min) Date of application: June 2022.</p>
<b>GROUPING FORMATS</b>
Pairs
<b>GENERAL INSTRUCTIONS</b>
<p>Students will work in pairs and must make a basic and simple presentation about a specific topic, in which they will give at least five sentences describing the proposed topic. The development will be done in three consecutive phases: think-pair-share. The proposed topics will be the following:</p> <ul style="list-style-type: none"> <li>• Pair 1: Home.</li> <li>• Pair 2: Sports.</li> <li>• Pair 3: Foods.</li> <li>• Pair 4: School.</li> <li>• Pair 5: Parts of the body.</li> <li>• Pair 6: Journey.</li> <li>• Pair 7: Transportation.</li> <li>• Pair 8: Holydays.</li> <li>• Pair 9: Technology.</li> <li>• Pair 10: Music.</li> <li>• Pair 11: Religion.</li> <li>• Pair 12: Social networks.</li> </ul>
<b>STAGE ONE: THINK</b>
<b>INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>• Establish student pairs based on the results of the Pre-A1 Starters pre-test and pair students with similar scores.</li> <li>• Draw lots for the topics to be assigned to each pair.</li> <li>• Ask students to individually think about and prepare the development of the activity according to the assigned topic.</li> </ul>
<b>STAGE TWO: PAIR</b>
<b>INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>• Ask students to get together with their partners and prepare the content they are going to present according to the topic assigned by the teacher.</li> <li>• Write the sentences to the exposition.</li> </ul>

### **STAGE THREE: SHARE**

#### **INSTRUCTIONS**

- Ask students to share the information with your classmates. Each pair of students will come to the front of the classroom to discuss their prepared work.

#### **EXPECTED RESULTS**

Understand information presented in a basic level of English.  
Vocabulary Recognition.  
Use of fluent vocabulary, correct accentuation, and good intonation.  
Ability to write grammatical sentences in the simple present tense.

## 6.7 Methodology

The methodology was developed based on the contents. Each differentiated instruction consists of the book unit, the topic, and the differentiated instruction.

Type of differentiation	According to Student's	Differentiated instruction
Process	Learning profile	Create learning stations
Process	Interest	Task cards
Product	Learning profile	Target different senses
Content	Readiness	Tiering
Content	Interest	Gallery walk, Cubing, and Tic-Tac-Toe
Product	Readiness	Think-Pair-Share

Elaborated by: Castillo, M. (2022).

Each lesson consists of the lesson number, the type of differentiated instruction, definition of differentiated instruction, level, objective, language skills, suggested vocabulary, materials, time, instructions, activities, expected results, complementary activities, and home activities.

## 6.8 Administration of the proposal

**Table 6.** Administration of the proposal

Administration of the proposal	Activity	Person in charge	Time
Identify	Recognition of students' deficiencies in elementary level communication skills.	Marly Castillo	3 days
Compile 8 lessons	Define differentiated instruction activities.	Marly Castillo	1 week
Organize and design the Booklet.	Lesson preparation according to the topics of the Richmond Cool Kids 2 Second edition Student's book.	Marly Castillo	3 weeks
Plan	Schedule the distribution of lessons according to the class schedule and book units.	Marly Castillo	1 week
Implementation	Execute the 8 lessons of the booklet.	Marly Castillo	2 weeks
Evaluation	Post-test result	Marly Castillo	3 weeks

Elaborated by: Castillo, M. (2022).

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## Annexes

### Annex A. Pre-A1 Starters exam



Centre Number		Candidate Number	
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# Pre A1 Starters

## Reading and Writing

There are 25 questions.

You have 20 minutes.

You will need a pen or pencil.

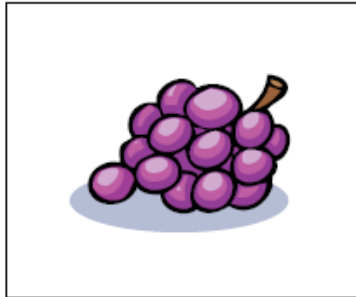
My name is: .....
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# Part 1

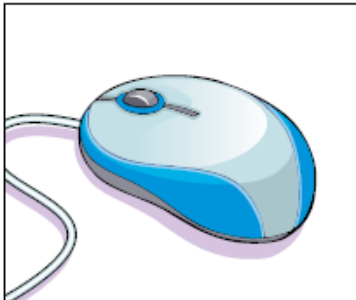
- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box.  
There are two examples.

## Examples



These are grapes.



This is a house.



## Questions

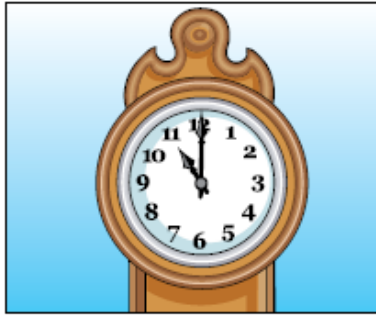
1



This is a helicopter.

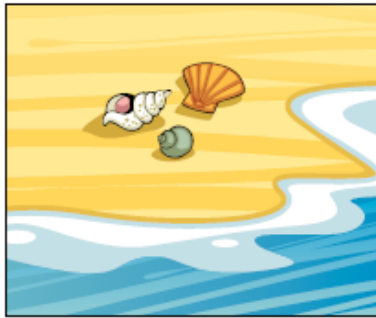


2



This is a clock.

3



These are shells.

4



This is a sock.

5



These are chairs.

## Part 2

- 5 questions -

Look and read. Write **yes** or **no**.



### Examples

There are two armchairs in the living room. .... *yes* .....

The big window is open. .... *no* .....

### Questions

1 The man has got black hair and glasses. ....

2 There is a lamp on the bookcase. ....

3 Some of the children are singing. ....

4 The woman is holding some drinks. ....

5 The cat is sleeping under an armchair. ....

# Part 3

- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Example



s n a k e

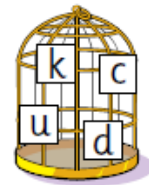


Questions

1



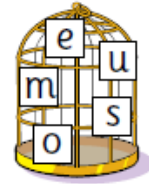
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2



-----



3



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4



-----



5



-----

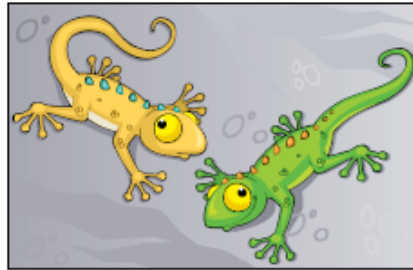


## Part 4

- 5 questions -

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

### Lizards



Lots of lizards are very small ..... animals ..... but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

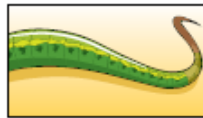
A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... . Lizards love sleeping in the sun!

#### Example



animals



tail



balloon



trees



legs



spiders



teacher



sand

## Part 5

– 5 questions –

Look at the pictures and read the questions. Write one-word answers.



### Examples

Where are the people? in the ..... Kitchen .....

How many children are there? ..... two .....

### Questions

1 What are the children playing with? some toy .....





2 What is Mum standing on? a .....

3 Where is the spider? on Mum's .....



4 Who is pointing? the .....

5 Where are the children? in the .....

# SPEAKING SECTION

Paper 3

## Advice by task

### Speaking Part 1



#### THE TASK

- ▶ The examiner greets the candidate and checks the candidate's name. This part is unassessed.
- ▶ The examiner starts the test by demonstrating what is required and then asks the child to point to objects on the scene picture.
- ▶ The examiner asks the candidate to point to two object cards and gives instructions to place them in different locations on the scene picture.

#### HOW TO APPROACH THE TASK

- ▶ Children should practise identifying people, animals and things in different pictures by pointing in response to questions such as: *Where's the chair? Where are the bananas?*
- ▶ Candidates should also practise placing smaller pictures in different positions on a larger picture in response to instructions such as: *Put the robot next to the chair. Put the carrot on the table.*
- ▶ Candidates should not worry if the required position (of, for example, the cake) does not seem to be a very appropriate one!

#### ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

### Speaking Part 2



#### THE TASK

- ▶ The examiner asks the candidate some questions about the scene picture.

#### HOW TO APPROACH THE TASK

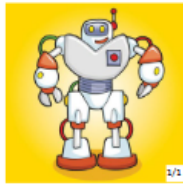
- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example: *What's this? (plate) How many plates are there? (four)*
- ▶ Candidates should also practise responding to 'Tell me about' questions with simple sentences, such as *What's the man doing? (reading) Tell me about the boat. (It's blue/red. It's on the floor.)*
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

#### ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

### Speaking Part 3

---



#### THE TASK

- ▶ The examiner asks the candidate questions about four of the object cards.

#### HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example:  
*What's this? (crocodile) What colour is it? (green) What's your favourite animal? (cat)*
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

#### ASSESSMENT

- ▶ This part tests understanding and following spoken questions.

### Speaking Part 4

---

#### THE TASK

- ▶ The examiner asks the candidate some personal questions on topics such as age, family, school and friends.

#### HOW TO APPROACH THE TASK

- ▶ In Part 4, candidates need to feel confident that they can give basic information about themselves and can answer questions such as:  
*How old are you? What's your friend's name? Is your house/apartment big or small? Can you play table tennis? What's your favourite colour/animal/sport/food?*

#### ASSESSMENT

- ▶ This part tests understanding and responding to personal questions.

## Annex B. Pre-A1 Starters answers and rubrics

### READING AND WRITING SECTION ANSWERS

## Pre A1 Starters Reading and Writing

### Marking key

( )	=	Acceptable extra words are placed in brackets
/	=	A single slash is placed between acceptable alternative words within an answer

#### Part 1 5 marks

---

- 1 x
- 2 ✓
- 3 ✓
- 4 x
- 5 ✓

#### Part 2 5 marks

---

- 1 yes
- 2 yes
- 3 no
- 4 yes
- 5 yes

#### Part 3 5 marks

---

- 1 duck
- 2 mouse
- 3 hippo
- 4 monkey
- 5 chicken

#### Part 4 5 marks

---

- 1 spiders
- 2 legs
- 3 tail
- 4 trees
- 5 sand

#### Part 5 5 marks

---

- 1 spiders
- 2 chair
- 3 shoe(s)/slipper(s)
- 4 (a/the) (blonde) girl/sister/daughter
- 5 garden/(back)yard  
outside  
door (frame)/(way)

## SPEAKING SECTION RUBRICS

### Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure,

followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

### Assessment scales

Throughout the test the candidate is assessed by one examiner using the assessment criteria. The assessment for all levels is based on three criteria, each with a six-point scale (0 to 5) which is defined in terms of candidate behaviour. The scale descriptors are reproduced for Pre A1 Starters, A1 Movers and A2 Flyers below.

### Pre A1 Starters

	<b>Vocabulary</b> Range Control Extent	<b>Pronunciation</b> Individual sounds Word stress	<b>Interaction</b> Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with all test tasks.</li> <li>• Produces simple utterances but makes occasional mistakes.</li> <li>• Generally responds at word or phrase level but may also produce some longer utterances.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally intelligible, although some sounds may be unclear.</li> <li>• Has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally responds appropriately to instructions, questions and visual prompts, although some support may be required.</li> <li>• Is able to ask for support if required.</li> <li>• Often responds promptly, although there may be hesitation.</li> </ul>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with most test tasks.</li> <li>• Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.</li> <li>• Generally responds at word level but may also produce phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes intelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to instructions, questions and visual prompts, although frequent support may be required.</li> <li>• May attempt to ask for support if required.</li> <li>• There is hesitation and responses may be delayed or halting.</li> </ul>
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> <li>• Has the vocabulary required to attempt some test tasks.</li> <li>• May attempt a few simple utterances but basic mistakes and lack of language prevent communication.</li> <li>• Responds only at single word level, or does not respond.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to produce the sounds of the language but is often difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires support throughout and often may not respond to instructions, questions and visual prompts.</li> <li>• Hesitation requires a great deal of patience of a listener.</li> </ul>
0	Performance does not satisfy the Band 1 descriptor.		

Annex C. Pre-A1 Starters results

PRE-TEST

No.	PARALLEL	GROUP	Reading and Writing Section					Speaking Section			Grade /40
			Part 1 Vocabulary Recognition	Part 2 Reading comprehension	Part 3 Spelling	Part 4 Multiple choice	Part 5 Answer questions based on a picture story	Vocabulary	Pronunciation	Interaction	
1	C	Control	5	3	4	4	1	4	4	3	28
2	C	Control	3	5	1	1	0	3	3	4	20
3	C	Control	5	5	1	1	0	5	3	4	24
4	C	Control	5	4	5	2	1	4	4	4	29
5	C	Control	4	4	4	2	3	3	3	5	28
6	C	Control	5	3	5	4	3	4	5	3	32
7	C	Control	5	5	4	3	4	5	3	3	32
8	C	Control	4	5	3	1	1	3	4	4	25
9	C	Control	4	5	3	3	2	5	3	4	29
10	C	Control	4	5	4	3	2	3	4	5	30
11	C	Control	5	5	4	3	3	4	5	3	32
12	C	Control	4	5	4	5	3	5	3	3	32
13	C	Control	5	4	5	3	1	3	3	4	28
14	C	Control	4	4	5	2	0	5	3	4	27
15	C	Control	5	4	5	3	4	4	5	3	33
16	C	Control	4	5	5	3	4	4	5	3	33
17	C	Control	5	5	4	3	3	5	3	3	31
18	C	Control	4	5	4	3	1	3	4	5	29
19	C	Control	4	4	3	4	1	4	4	3	27
20	C	Control	4	4	2	3	0	3	3	4	23
21	C	Control	4	3	5	4	2	5	3	4	30
22	C	Control	5	5	4	3	1	3	4	5	30
23	C	Control	5	5	3	3	2	4	4	3	29
24	C	Control	3	3	2	0	0	3	3	4	18
1	D	Experimental	5	5	4	4	1	5	3	4	31
2	D	Experimental	4	5	1	1	0	5	3	4	23
3	D	Experimental	5	5	1	1	0	3	4	5	24
4	D	Experimental	5	5	3	2	1	3	4	5	28
5	D	Experimental	5	4	4	1	3	4	4	3	28
6	D	Experimental	4	5	5	3	3	4	5	3	32
7	D	Experimental	5	5	4	3	4	5	3	3	32



No.	PARALLEL	GROUP	Reading and Writing Section					Speaking Section			Grade /40
			Part 1 Vocabulary Recognition	Part 2 Reading comprehension	Part 3 Spelling	Part 4 Multiple choice	Part 5 Answer questions based on a picture story	Vocabulary	Pronunciation	Interaction	
8	D	Experimental	4	5	3	1	1	3	4	5	26
9	D	Experimental	5	5	3	3	2	4	5	3	30
10	D	Experimental	5	5	3	3	2	3	4	3	28
11	D	Experimental	5	5	4	3	3	3	3	4	30
12	D	Experimental	5	5	3	5	3	5	3	4	33
13	D	Experimental	5	4	5	3	1	4	5	3	30
14	D	Experimental	4	5	5	0	0	4	3	4	25
15	D	Experimental	5	5	5	3	4	5	4	3	34
16	D	Experimental	5	5	5	3	5	3	4	5	35
17	D	Experimental	4	5	5	3	3	4	4	3	31
18	D	Experimental	4	5	4	3	1	5	3	4	29
19	D	Experimental	4	5	4	3	1	3	4	5	29
20	D	Experimental	5	4	2	3	0	3	4	5	26
21	D	Experimental	4	3	5	3	2	4	4	4	29
22	D	Experimental	5	5	4	3	1	3	4	5	30
23	D	Experimental	4	5	4	3	2	3	4	5	30
24	D	Experimental	3	3	0	0	0	4	4	3	17
25	D	Experimental	4	5	4	3	1	5	3	4	29
26	D	Experimental	4	5	4	3	2	3	4	5	30

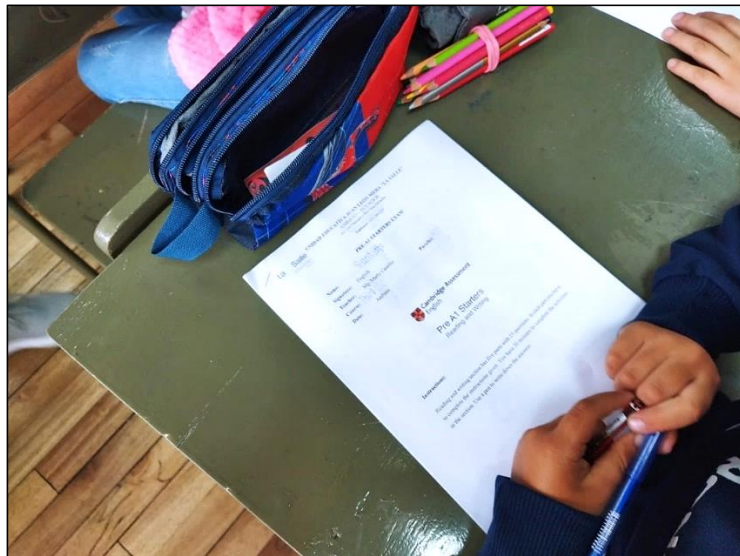
## POST-TEST

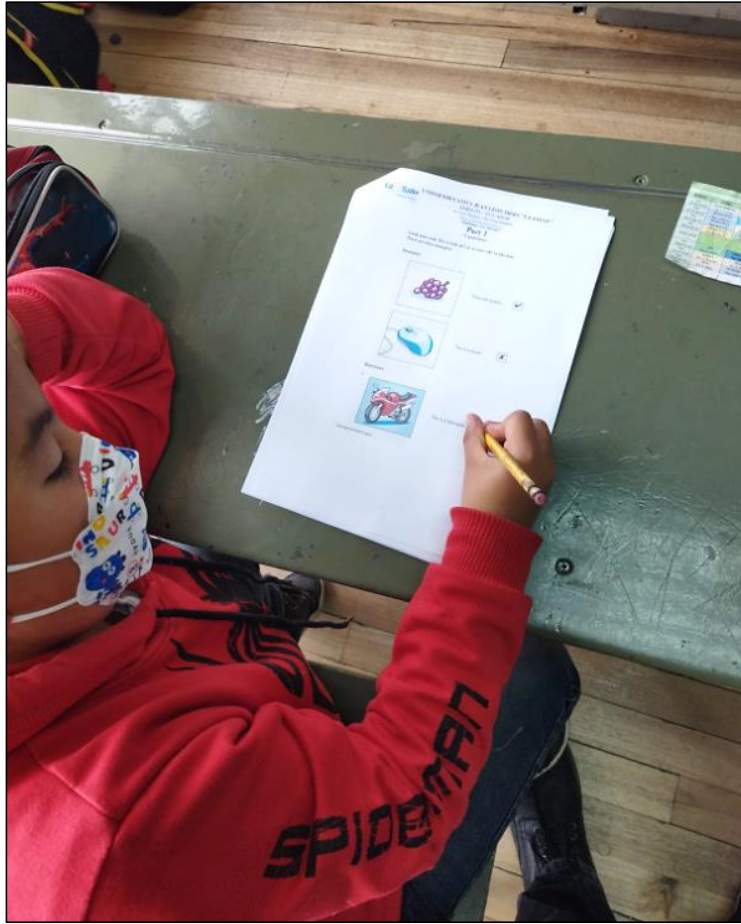
No.	PARALLEL	GROUP	Reading and Writing Section					Speaking Section			Grade /40
			Part 1 Vocabulary Recognition	Part 2 Reading comprehension	Part 3 Spelling	Part 4 Multiple choice	Part 5 Answer questions based on a picture story	Vocabulary	Pronunciation	Interaction	
1	C	Control	4	4	5	4	3	5	4	5	34
2	C	Control	4	5	2	3	2	3	3	4	26
3	C	Control	5	5	3	2	3	5	3	3	29
4	C	Control	5	4	5	2	3	4	4	4	31
5	C	Control	4	4	4	3	4	3	3	4	29
6	C	Control	4	3	4	2	2	4	5	4	28
7	C	Control	5	5	4	3	4	5	3	3	32
8	C	Control	4	4	3	2	3	3	4	3	26
9	C	Control	4	3	2	3	2	5	4	4	27
10	C	Control	4	5	4	3	3	3	4	5	31
11	C	Control	5	5	4	4	3	4	5	3	33
12	C	Control	4	5	4	5	2	5	3	4	32
13	C	Control	5	4	5	3	3	4	4	4	32
14	C	Control	4	3	5	4	2	5	3	4	30
15	C	Control	5	4	5	4	2	4	5	3	32
16	C	Control	4	5	5	3	2	4	4	4	31
17	C	Control	5	5	4	3	3	5	3	4	32
18	C	Control	4	5	4	3	4	3	4	5	32
19	C	Control	4	4	3	4	3	4	5	3	30
20	C	Control	4	3	2	3	1	3	4	4	24
21	C	Control	4	4	4	4	3	5	3	4	31
22	C	Control	5	5	4	3	2	3	4	5	31
23	C	Control	4	4	3	3	2	4	4	3	27
24	C	Control	3	4	2	3	2	3	3	4	24
1	D	Experimental	5	5	4	4	3	5	3	4	33
2	D	Experimental	4	5	3	3	3	5	3	4	30
3	D	Experimental	5	5	2	3	3	3	4	5	30
4	D	Experimental	5	5	3	4	4	3	4	5	33
5	D	Experimental	5	4	4	3	4	4	4	3	31
6	D	Experimental	4	5	5	3	4	4	5	4	34
7	D	Experimental	5	5	4	4	4	5	3	4	34



No.	PARALLEL	GROUP	Reading and Writing Section					Speaking Section			Grade /40
			Part 1 Vocabulary Recognition	Part 2 Reading comprehension	Part 3 Spelling	Part 4 Multiple choice	Part 5 Answer questions based on a picture story	Vocabulary	Pronunciation	Interaction	
8	D	Experimental	4	5	3	3	3	4	5	5	32
9	D	Experimental	5	5	3	4	4	4	5	3	33
10	D	Experimental	5	5	3	3	4	3	4	4	31
11	D	Experimental	5	5	4	3	3	3	4	4	31
12	D	Experimental	5	5	3	5	4	4	4	5	35
13	D	Experimental	5	4	4	3	3	4	5	4	32
14	D	Experimental	4	5	5	3	2	4	4	5	32
15	D	Experimental	5	5	5	3	4	5	4	3	34
16	D	Experimental	5	5	5	3	5	3	3	5	34
17	D	Experimental	4	5	4	3	3	4	4	3	30
18	D	Experimental	4	5	4	4	3	5	3	4	32
19	D	Experimental	4	5	4	3	3	4	5	5	33
20	D	Experimental	5	4	4	3	4	4	4	4	32
21	D	Experimental	4	5	5	3	2	4	5	4	32
22	D	Experimental	5	5	4	4	3	3	4	5	33
23	D	Experimental	4	5	5	3	4	5	4	5	35
24	D	Experimental	3	4	3	2	2	4	5	4	27
25	D	Experimental	4	5	4	4	4	5	3	4	33
26	D	Experimental	5	4	4	5	4	4	4	4	34

**Annex D. Photographic proof of the Cambridge Pre-A1 Starters test application.**





**Part 4**  
 5 questions

Read the passage and answer the questions. Write the correct word from the box.



Lizards

Lots of lizards are very small. No toads.  
 Many lizards are green, grey or yellow. Some like eating fruit.  
 A lizard can live on its four legs and it has  
 (3) ..... at the end of its body.  
 Many lizards live on (4) ..... Not at the beach, you can find a  
 lizard on the (5) ..... Lizards live deep in the soil!

**Example**

