

ACTION RESEARCH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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MEETING THE NEEDS OF DIVERSE LEARNERS IN THE CLASSROOM

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INTRODUCTION

I have been working with LADPP (Latin American Disabled People's Project) since October 2016. This programme was originally designed to help Latin American immigrants with disabilities to integrate in the UK. However, with time it became open to all Spanish speaking people. My role there is to teach English as a foreign language and I have been having Spanish speaking adult students from Latin America, Africa and some European countries. The challenge of the teaching process with LADPP is that the classes work on drop-in bases. Students themselves choose their level. Although they are priority interviewed and advised a certain level, they sometimes choose to attend as many classes as possible regardless of the level of difficulty or just find a class according to the time convenient for them. This, together with some other further described factors, creates a mixture of students with very different abilities and requires from a teacher to be very flexible and adaptable in order to meet various learning needs.

The aim of this research is to test and find out which teaching strategies work best in order to meet the demands of the class. It is important for students as well as for teachers, because learning in such classes might be stressful. Stronger students might feel held back and weaker ones under pressure which might lead to losing confidence and motivation. I have already divided students into two groups of stronger and weaker ones and have given them different tasks to do. It is further discussed which aspects worked and which did not. My previous lessons showed that the teaching method still needs to be researched and analysed so as to refine own teaching and achieve the best possible outcomes.

THE THEORY OF ACTION RESEARCH

Action research in education is a process of enquiry by a teacher or a tutor into the effectiveness of their teaching and their students' learning. It is a cyclical process with four inter-related stages: plan, act, observe and reflect (Coats, 2005). The initial cycles of these four activities lead to a second cycle in which the reflections of the previous cycle inform the plan of the next one. The cyclic process alternates between action and critical reflection. As the cycles progress a greater understanding is developed through the continuous refining of methods, data and interpretation (O'Brien, 1998).

The individual stages in action research may overlap (Dudovsky, 2017). The reflection stage is the analysis of how successful the efforts were. If not satisfied, the researcher tries again. The researcher studies the problem systematically and ensures the intervention is informed by theoretical considerations (O'Brien, 1998).

The action research usually starts with a question or an observation raised by a teacher or students, about an issue, problem or difficulty experienced by some or all of their learning. The action researcher and a client collaborate in the diagnosis of the problem and in the development of a solution based on the diagnosis (Dudovsky, 2017).

To study the problem the teacher chooses any method that is suitable for the nature of the study (O'Brien, 1998). The experts indicate that most action research is qualitative. Some is a mix of qualitative and quantitative. Qualitative research is primarily concerned with gaining direct experience with a setting. It has a potential to generate new theories and ideas. Also some researchers consider developing a suitable quantitative measure difficult and time-consuming (Tripp, 2005). In my opinion, however, quantitative data is easier presentable, it shows statistically and visually (graphs, charts, etc) the difference that happens during a research, which allows getting a more objective view on the problem and possible solutions. Moreover, qualitative method is not regarded as scientific by many researchers as it elicits opinions and perceptions.

Below presented the main methods used for gathering data in action research:

Surveys

Surveys are effective at gathering data concerning students' attitudes, perceptions and opinions. The disadvantage of this method is that analysing response to open-ended items can be time-consuming due to the fact that responses might be ambiguous. Another limitation is that if the researcher is not clear about an individual response, there is no opportunity or mechanism for asking respondents to clarify their answers, as with interviews (Nicholas, 1995).

Interviews.

Interviews provide the opportunity for the researcher to investigate further, to solve problems and to gather data which could not have been obtained in other ways. A researcher can find out students' opinion about the topic, their beliefs and expectations. However, the analysis of the interviews is considerably challenging and time-consuming. A data collection technique such as interviewing can result in enormous amounts of information being collected by questioning people directly (McKernan, 1996).

Observation

Observation, particularly participant observation, has been used in action research as a tool for collecting data about people, processes, and cultures in qualitative research. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities. Observation allows for richly detailed description of behaviours, intentions, situations and events; it provides opportunities for viewing or participating in unscheduled events. Some researchers mention that observation improves the quality of data collection and interpretation and facilitates the development of new research questions or hypotheses (Kuwalich, 2005).

Observation as a research method, however, has some disadvantages. One of them would be different understanding gained by researchers of what they observe, therefore the interpretation of the observation can be biased. Additionally, researchers point out a feeling of exclusion at some point in the research process (Kuwalich, 2005).

Diaries

Diaries are written by researchers straight after an observation to record emotions, participants' thoughts, attitudes, feelings and perceptions (Tripp, 2005). In other words, it is the retrospective analysis of successive diaries. By doing them a researcher can distance oneself from one's own practice and become aware of it, make them the object of analysis and reflection, identify patterns and regularities. Keeping diaries is challenging as it demands from a researcher to present a very active attitude during the lesson in terms with observation and intervention to find out significant incidents and meanings. Also, the validation of the overall research requires that the classroom diary method be combined with other ways of data collection during the intervention (Sa, 2001).

Dialogue journals

Dialogue journals are carried out between researchers and students, where they communicate about any topics of mutual interests. It allows students to have access to their teacher on one-to-one basis, it provides opportunity to criticise and evaluate their educational experience, and it provides teachers with a technique for researching their teaching and curriculum. On the other hand, it requires a lot of energy from the teacher researcher, as they have to answer to all the students in writing. Also the data interpreting is time-consuming (McKernan, 1996).

Video and audio-tape recording

It allows for the recreation of verbal interaction and its transcription. The audio-tape recording is useful for identifying broad patterns of verbal behaviour and the selection of episodes for more extensive analysis. With the help of video recording researchers also get non-verbal cues, such as facial expressions and body language. The disadvantages of the video and audio-tape recording method in action research are following: transcripts are time-consuming to prepare, requires collaboration data, the interpretation is biased, slides may not be of typical situation, etc (McKernan, 1996).

Photographing

The tangible details presented by photographs can communicate feelings and emotions that occur during teaching and during interaction between a teacher and students and the interaction between the students themselves. The images can be used as visual records or visual diary. One of the disadvantages of this method would be that students' behaviours may alter when they are photographed, they therefore might not convey objective meaning.

Questionnaires

Questionnaires allow for feedback from a large number of students, where it is impractical to collect feedback using other more resource intensive methods. It allows each student the opportunity to provide anonymous feedback on their experience. Structured questionnaires allow for the exploration of patterns and trends which help to describe what is happening and provide a measure of respondents' opinions, attitudes, feelings, and perceptions about issues of particular concern to the evaluator. They also help to identify patterns and trends that merit further exploration using qualitative methods. Unstructured questionnaires allow for richer feedback that may provide insight into explanations for what is happening and participants' opinions, attitudes, feelings, perceptions etc. They also allow for issues to emerge that are not necessarily foreseen by the evaluator. Questionnaires can be used to collect data quite quickly, with can be processed by software packages such as Excel (Cohen et al., 2000).

The limitations of this research method include difficulties that can be arisen with motivating potential respondents to complete questionnaires. Also, questions can be interpreted differently by respondents. Data analysis for large samples can be time consuming (McKernan, 1996).

CONTEXT AND FOCUS OF THE STUDY

Challenges of differentiating for ESOL learners at LADPP.

This chapter provides the background information about this action research: the statement of the problem is discussed, where the challenges this class faces in terms of differentiation are presented.

Differentiation is 'an approach to teaching that attempts to ensure that all students learn well, despite their many differences' (Zushi, 2015). It is not impossible to have two similar students in any case and when it comes to adult learners, the difference in their abilities becomes more obvious because of their previous education, employment, motivations, interests, learning styles, ages, aptitudes and abilities. (Zushi, 2015). It is important to take these differences into account in order to meet individual student needs.

With LADPP the difference between learners' abilities is enhanced further because, as it was previously mentioned, the classes work on drop-in bases. Students are advised, but not obliged, to go to a certain class, they can choose their class instead, which does not always correspond with their level of English skills.

The classes at LADPP are also characterised by a high turnover. Some students turn up just once and others attend the classes regularly. Because of that, whilst some students achieve some level others might come first time and have very low level of English. It creates a feeling that we need to start from the beginning. At times stronger students translate everything to weaker ones. I do not find it useful, as stronger students waste their learning time and weaker ones do not learn as they studied English in Spanish and the level of the lesson could have been too high for them. Since I divided the students into two groups, they have had more opportunities to learn at their own pace; however, it made it difficult to pay enough attention to all the students and for them to interact with each other, in terms of stronger and weaker students together. Also I had to explain different topics to the groups at a different time, which was quite disruptive and weaker students sometimes did not understand exactly what they needed to do: either to listen to my explanations or complete the task which I had previously given to them.

I teach the beginner level class. With the high turnover and their low level of English speaking skills it is extremely difficult, if not impossible, to carry out an open-class discussion about the situation. Some sources suggest that the discussion helps to agree how to deal with the situation of mixed abilities (Rees, 2016); however, with low level of speaking skills I am not always able to rely on the students' feedback, as it is usually very limited and students "like" everything. At the same instant, my observations show that sometimes students get frustrated because of inability to keep up with other students or, opposite, because they are too strong compared with others and do not feel challenged when communicate with them.

Some of the students are with special educational needs and there are no appropriate conditions for them in the classroom. Other students learn very slowly, oftentimes because of their poor educational background. Although the students are very helpful, it might be disappointing for those who want to move on to have classmates who learn at a very slow pace.

The classroom conditions do not always accommodate different learning needs as there is no advanced technology, e.g. interactive white board, projector etc., and there is not enough space for students to move around the class and change groups. If there are more than 10 students in the classroom, the room is already crowded.

The class is almost monolingual. The majority of the students are Spanish speaking. Occasionally there are Portuguese or Italian speaking students, but they can still understand some Spanish or vice versa. The advantage of it is that students can help each other; however, it encourages switching to the mother tongue and weaker students sometimes rely too much on stronger students' translation.

Accomplished work, ways of differentiation with LADPP

In this chapter I presented already existing strategies for differentiation and analysed work which has already been carried out in order to meet various learning needs in the class I teach.

According to Harmer (2013), when you differentiate for your ESL students, the changes usually come in one of three areas:

- **Content** — what students need to learn
- **Process** — how they learn the information you are presenting
- **Product** — how they demonstrate that they have acquired the knowledge

In the following categories these three areas are overlapped and analysed in depth:

Working with different content.

One way of working with students at different levels and with different needs is to provide them with different material, tailoring what is given them to their individual needs (Harmer, 2013). For example, when I delivered a lesson about food shopping, Group A had to divide vocabulary into food and drinks groups (Appendix A), whereas Group B completed collocation exercise with more advanced vocabulary, e.g. a loaf of bread, a bunch of bananas (Appendix B).

This is a good way to challenge stronger students. Nevertheless, it is extremely problematic in large classes. Not only does it involve considerably more teacher preparation time than non-differentiated content, but giving feedback to students in class becomes a lot more complicated when I have to respond to a number of different tasks. Moreover, EFL teachers suggest that students realise they have been labelled as weak or strong ones and, especially in the case of the weaker students, this might affect their motivation (Budden, 2008). To avoid this, I always explain students that some of them have started classes or arrived in England much earlier, therefore their level of English is higher and I need to give them more challenging tasks. Also praise and encouragement are always helpful in such situations.

Giving students different tasks.

In the lesson about hobbies students complete the verb+noun collocation exercise. Students from the Group A have to choose between two verbs which one goes with a noun (Appendix C), e.g. walk or paint a picture, whereas students from the group B fill the gaps with missing verbs (Appendix D).

The same as working with different context, this method required a lot of preparation from a teacher and makes feedback challenging. I also noticed that collaboration suffers when I give too many different tasks, as students do not get enough attention when I circulate between groups.

Giving students different roles.

Within a task students can have different roles. For example, in the lesson about free time students from Group A complete the quiz about their free time (Appendix E). Group B has to prepare questions about the Group A students' free time. After that the Group B asks the Group A about their free time (Appendix F), where the Group A students already have answers. This is an example of an exercise where students get different tasks and different roles. It allows students of the two groups to work together and simultaneously perform at different levels of difficulty.

Rewarding early finishers.

In case some students finish earlier, they get extension tasks, for example, to boost their vocabulary or review grammar. It rewards their efforts and challenges them further. However, such tasks should be chosen with care, so that it would not seem punitive to students (Harmer, 2013). Students from my class usually respond well to the extension tasks and happy to do some extra work as they are very motivated and prefer to make good use of the lesson's time.

Encouraging different students' responses.

This means to expect different student responses to the same tasks, where more proficient students have a higher target to aim for. For instance, after reading text I ask more open-ended questions from students of Group B and Yes/No questions from students of Group A. I also allow the Group A to make notes before a speaking task. They therefore have more thinking time compared with the Group B students. To add to this, when I give instructions, I use stronger students to check back them and explain the task in their own language if necessary.

When it comes to the students who came to the class first time with zero English, it is impossible to demand from them any responses straight away and to expect from them to complete all the tasks. I sometimes give them some separate tasks, e.g. simple crosswords where they have to work with the dictionary. Additionally, mainstream school teachers, who deal with new students from foreign countries, suggest to honour the "silent period" (Golzales, 2016). It means that during the periods when they speak very little, they should not be forced to speak. I normally encourage them to ask and answer some easy questions by previously writing them down. Periodically I give them some time to rest, when they either listen to others or do their separate tasks, which mainly allow them to build up their vocabulary.

Identifying students' strengths (linguistic or non-linguistic).

This includes tasks which allow students to show off talents they have, for example, designing a poster, explaining a scientific concept, etc. Because I teach beginner level, when it comes to explaining something like scientific concept, the students are allowed to do it in Spanish. Generally speaking, I have not been using this strategy much with the LADPP class, because of the conditions. However, I find this method useful whilst teaching teenage learners or students with higher level of English.

Responding to students differently.

Whilst giving feedback to students during lessons teachers should tailor their responses to a particular individual. Some students are more sensitive than others, and so they should be corrected with more care than their more robust colleagues (Harmer, 2013). For example, when I correct students from the Group A, I might write the correct answer down, so that they see it and use it as a reminder. Students from the Group B are more receptive to oral correction.

Ensuring inclusion.

In mixed-ability classes there is a danger for students that some of them may get left behind or may become disengaged with what is happening (Harmer, 2013). In the beginning of a lesson I usually set a task with the whole group working at a level that all of the students are comfortable with. It allows drawing all of the students into the lesson. Later I allow differentiation.

Flexible grouping.

I currently group students according to their level, but sometimes I put students at different levels in the same group because the weaker students benefit from working with students at a higher linguistic level and, at the same time, the higher –level students gain insights about the language by having to explain it to their colleagues (Harmer, 2013). However, I tend not to do it often because this class is monolingual and students oftentimes slip into their first language.

Allowing some use of a native language.

This has been a hotly debated topic in the language-learning community, but it is gaining acceptance now. Teachers advise to pair true beginners with other students who speak their native language (Gonzalez, 2016). It might be useful for students to notice differences between their first language and the target language, it has a positive group dynamics and it allows students to give ongoing feedback about the course (Deller, 2002).

My class is predominantly monolingual; therefore, the use of the first language happens in any case. I usually encourage some use of the first language when I deal with students are very new to English. Apart from that, I allow to discuss some topics in Spanish first, especially during project work, and ask for translation of instructions in case if students struggle to understand them.

Differentiation during error correction and obtaining feedback.

I give different feedback forms to the stronger and weaker students, where I use more open-ended questions for the stronger ones (Appendix G) and closed ended questions, smiley faces for the weaker ones (Appendix H).

During error correction it is advised not to overcorrect weak students as it will affect their confidence (Budden, 2008). I correct more my stronger students and encourage them to correct one another demanding a higher level of accuracy from the stronger ones.

Giving different homework.

It is advised to give homework, which consolidates the class work, to weaker students, and to give the stronger students work that will widen their knowledge or will test it more. Certainly, homework helps students to concentrate on things that they fail to understand or missed, which is especially relevant to weaker students. On the contrary, the stronger students may feel bored during the class, so homework can push them (Verner, 2018). To give homework in the class I teach is quite problematic because of the high turnover of the students. However, from time to time I use some tasks, which we did not have time to complete during a lesson, as homework and we check it as a whole class or in pairs during the next lesson. It allows newcomers to delve a little in what has already been learned and to assess their knowledge.

Research question

In this chapter the research topic is stated and further sub-questions are defined.

Summarising the aforementioned challenges and working methods, I would like to research how to improve differentiation methods in the class by dividing students into two groups and also taking into account occasional true beginners who sometimes attend the class too.

- How to make the division feasible in the present conditions?
- How do students benefit from the division?
- Does the division ensure inclusion and good atmosphere/collaboration? How it does and how does not.
- What is the level of students' understanding when they are divided into two groups?
- In what way is it better to involve true beginners in the lesson?

Methodology

In this chapter, the research design is presented. The data collection process calls for a detailed discussion of the questionnaire and teacher's observation. This is followed by a discussion about how the data was analyzed.

This research is a mixed method explanatory study (Creswell, 2013), which combines both quantitative and qualitative methodology and explains a situation.

Gathering Data

For collecting the data from the experimental lessons I created a feedback form for the students and observation form to fill in by myself. The students were informed about the researched and explained that they did not have to participate or fill up the forms if they did not want to. The confidentiality of the students during the research and review was preserved.

Lesson observation form (Appendix I).

By observing the lesson my intention was to identify the level of students' understanding, participation, how well they completed the tasks and whether the lesson plan was feasible.

In the observation form I scored or described the following categories:

Involvement/Participation.

It includes how much students follow the lesson, whether they are engaged or not. It is followed up by observing how much students complete the tasks; if they participate in discussions in English or use Spanish in order to understand instructions, or they have some random talk in Spanish; how actively they ask for clarification; if they want to answer voluntarily; how much they respond to the teaching using their body language and, finally, how attentively they listen (Warayet, 2011).

Understanding.

What is taken into account whilst assessing students' understanding is how well students answer to the concept checking questions; how well students perform in guided practice; is the number of new vocabulary just right for the students; how much do they rely on translation in Spanish (Darn and White, 2009).

Completing tasks.

The criteria for this category is following: to what extent do students complete tasks as per instruction; do students manage to complete tasks till the end; how well do they complete tasks; if they make many mistakes.

Interaction with classmates in English.

Here it is important to assess whether students make an effort to communicate in English; how creatively do students use the language to make their point understood; whether they are able to understand and answer questions; if students give appropriate responses in a conversation; whether they follow along with a conversation happening around them (Verner, 2017).

Difficulties.

In this section I intended to describe which difficulties students experienced during the lessons and write down their main problems.

Scoring

I used the first four observation criteria (participation, understanding, completing tasks, interaction) for the quantitative analysis and the last one (difficulties) for the qualitative analysis. I used the following scoring system for the quantitative analysis:

1 – 75-100%

2 – 50-75%

3 – 25 –50%

4 – 0 -25%

For example, if a student understood 75-100% of the lesson, I put 1; if a student's involvement was 25-50%, I put 3, etc.

Student feedback form (Appendix J).

Taking into account that I teach beginner level, it is difficult to rely on students' feedback. During the previous lessons, I have carried out, students normally gave good feedback, whether "liked" or were grateful for the lessons. They were not able to tell much about what they wanted to learn or which aspects of the lessons I could have improved. Unfortunately, I do not speak Spanish, therefore I was not able to obtain detailed feedback from the students using their mother tongue. Nevertheless, I have created a feedback form for the students in order to use their answers as an extra information for the qualitative analysis. I made it in a questionnaire format and translated questions into Spanish using Google translation.

In the feedback form the students wrote down what they had learnt from the lesson, if the lesson had been easy/difficult/just right, what they had found easy or difficult, what had been the most useful and what they wanted to learn next. This feedback aimed to show the level of students' understanding and what they valued the most in the lesson. It was important for me to find out, whether the difficulty of the lesson was right for them and I also hoped to read about their wishes, recommendations and, possibly, concerns.

RESEARCH RESULTS AND DISCUSSIONS.

In this section brief description of the lessons and results of the statistical analysis are presented. All the research data see in the Attachment 1 for the lesson observation and Attachment 2 for the student' feedback.

In order to carry out the research, three lesson plans were created with the aim to deliver three consecutive lessons using different strategies and analysing them after. During each lesson I planned to separate class into two groups, as I had done previously. The lessons were intended to start at the same level for all students. After the warmer the groups had similar tasks, albeit with a different level of difficulty, or different tasks. Some tasks they completed together, where stronger students helped weaker ones.

Day 1, 25.01.2018 (Attachment 3)

The topic of the lesson was Spending Money, Expressing Wants. The students had to discuss adverts and then things they wanted to buy. To make the lesson more challenging for the Group B, I had prepared more difficult structures to practise, e.g. *I would like (to)*, and to be able to differentiate it from *I want* or *I like*. Furthermore, it was planned for them to practise expressing opinion. The Group A tasks were more concentrated on new vocabulary and structure *I want*.

Results and discussion

Lesson observation 25.02.2018 (Appendix L)

Number of students: 5

Participation: 75 - 100% participation and involvement in the lesson. Everyone scored 1.

Understanding:

Mean – 2

Median – 2

Mode – 2

60% of the students (3 out of 5) scored 2 at understanding the material, 20% (one student) scored 1 and 20% (one student) scored 3. It shows that most of the students had 60-80% understanding of the material; in essence, they experienced some problems, especially with understanding the instructions. Also, the students had to discuss the adverts, but were not able to understand the word “advert” for quite some time, until I asked them to look it up in the dictionary.

Completing tasks:

Mean – 1.4

Median – 1

Mode – 1

60% of the students scored 1 and 40% scored 2, which means that more than a half of the students completed the tasks successfully and the programme was feasible.

Interaction in English:

Mean – 3.2

Median – 4

Mode – 4

60% of the students scored 4 and 40% scored 2. This indicates on the low level of their interaction in English.

Difficulties:

Confusion with instructions – 100% of the students

Misunderstanding of the word *advert* – 100%

Mistakes whilst using articles – 60%

Wrong use of prepositions – 20%

Wrong use of auxiliary words – 20%

Mispronunciation – 20%

Student feedback, 25.01.2018 (Appendix M)

Today I learned:

Students' answers were: want to; Yes, I do/ No, I don't; speaking; questions and answers; verbs and pronunciation.

Was the lesson easy, difficult or just right?

Easy – 0

Difficult - 2 out of 5, 20%

Just right – 3 out of 5, 60%

1 student answered "A bit".

I found easy:

Students did not give detailed answers to this question. Their answers were either *Yes, easy* or *Difficult*.

I found difficult:

One detailed answer was *listening and answering questions*. The other answers were *not difficult, not much, nothing*.

The most useful for me was:

New words; speaking with my friends, conversation; questions and answers; very useful.

I want to learn next:

Answers were affirmative, e.g. *Yes, of course*. The students obviously misunderstood the question, so I rephrased it for the next lesson.

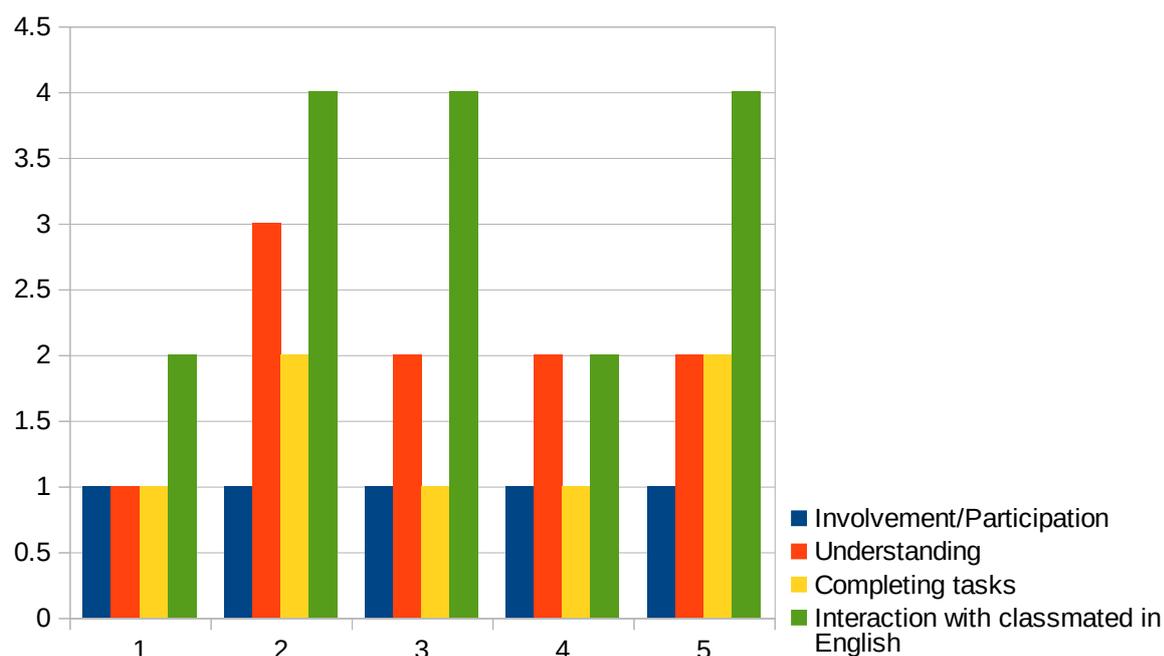
Conclusion:

As it was the first lesson after Christmas break, there were only 5 students in the class. None of them would fit in the Group B. Within their group there still were some students who needed more time in order to understand and learn. As you can see from the graph bellow (Figure 1), the students actively participated in the lesson and completed the tasks quite well. Because of the small number of students, it was easy to make sure that they would understand the tasks and participate. The problem was interaction in English. On another hand, it is rather unfair to demand it from the students as their level of English skills was low. They frequently spoke in Spanish when discussed instructions to avoid misunderstanding.

All of the students had difficulties understanding the word *advert*. For the next lesson I decided to prepare Spanish translation for any abstract words as well as some instructions and target phrases. Main instruction words, e.g. read, write, listen and speak, I displayed on the wall with the Spanish translation.

For the speaking exercises the students had to repeat what was written in their handouts mainly word to word or replacing one of the words. Despite this, there were still many mistakes made with articles, prepositions and auxiliary words. This problem I frequently experience with some students in this class: they are not able to repeat the sentence correctly even if they have it written in front of them and if we drill it all together several times.

Figure 1 Observation feedback for 25.02.2018.



From the students feedback it was important for me to find out that the level of difficulty of the lesson was just right for 3 students out of 5 (Figure 2). As a lesson should not be too easy or too difficult, it was essential feedback. Moreover, the students were able to give a short description of what they had learnt. The rest of the feedback I did not consider informative for the current research, it was rather useful for me to check at their writing in a different context.

Figure 2 Students feedback, 25.01.2018

The level of difficulty	Number of students	%
Easy	0	0
Difficult	1	20.00%
Just Right	3	60.00%
No answer or deviating answer	1	20.00%

Day 2, 01.02.2018 (Attachment 4)

The main objective of the lesson was to learn to express likes and dislikes. The lesson started from the homework: want to go + gerund, want to + infinitive (Appendix N). This was an extension exercise from the previous lesson which the students had not have time to complete, and therefore it was given as homework. New students completed this exercise at the start of the lesson too, which allowed assessing their knowledge. It also gave an opportunity to show what had been learned and create a connection between the previous and present lessons, as it was intended to learn gerund and infinitive forms.

As the students proceeded with the lesson, the Groups A and B completed separate tasks with different levels of difficulty (see tasks for the Group a in Attachment 5). This time I translated some instructions and difficult words for the Group A into Spanish. I prepared more challenging tasks for the Group B and they had to work separately from the Group A most of the time.

Results and discussion

Lesson observation 01.02.2018 (Appendix O)

Number of students: 17; 6 students were in the Group B and 11 in the Group A.

Participation/involvement:

Mean – 1.2

Median – 1

Mode – 1

- 15 students out of 17 scored 1 in participation, which is 88% of the class
- one of the students, 6%, scored 2, and another, 6%, scored 3, both were from the Group A. The one who scored 3 had arrived in England one month prior to the lesson. She had never learned English in her country and this lesson was her first experience.

Understanding:

Mean – 2.1

Median – 1

Mode – 2

- 7 students, 41%, scored 1 in understanding;
- 2 students, 12%, scored 2;
- 7, 41%, scored 3; 1 student, 6%, scored 4.
- 1 student, 6%, scored 1.

Students who scored 2-4 were from the Group A (see Figure 3 below), the students of the Group B (Figure 4) scored 1, 75-100% of understanding. Some students, mostly from the Group A, struggled with instructions and grammatical structures.

Completing tasks:

Mean – 2.1

Median – 2

Mode – 2

- 3 students, 18%, scored 1. All of them were from the Group B (Figure 4)
- 9 students, 53%, scored 2: 3 students from the Group B and 6 students from the Group A (Figure 2)
- 5 students, 29%, scored 3. All of them were from the Group A (Figure 3).

Interaction in English:

Mean – 2.8

Median – 3

Mode – 2

- 7 students, 41%, scored 2: 2 students from the Group A (Figure 3) and 5 students from the Group B (Figure 4);
- 6 students, 35%, scored 3: 5 from the group A and 1 from the Group B;
- 4 students, 24%, scored 4. All of them were from the Group A.

Figure 3 Group A

Group A	Participation		Understanding		Completing tasks		Interaction	
	Score	Nr of students	Nr of students	%	Nr of students	%	Nr of students	%
1	9	82%	1	9%	-	-	-	-
2	1	9%	2	18%	6	55%	2	18%
3	1	9%	7	64%	5	45%	5	45%
4	-	-	1	9%	-	-	4	37%

Figure 4 Group B

Group B	Participation		Understanding		Completing tasks		Interaction	
	Score	Nr of students	Nr of students	%	Nr of students	%	Nr of students	%
1	6	100%	6	100%	3	50%	-	-
2	-	-	-	-	3	50%	5	83%
3	7	-	-	-	-	-	1	17%
4	-	-	-	-	-	-	-	-

Difficulties:

- Confusion with instructions – 5 students, 30%, all from the Group A;
- Missed –s at the end of verbs in third person or used –s ending inappropriately – 5 students, 30%, 3 from the Group A and 2 from the group B;
- Confusion with the appropriate use of subject and object pronouns – 5 students, 30%, all from the Group A.
- Lack of vocabulary – 3 students, 18%, 2 from the Group A and 1 from the Group B;
- Mistakes whilst using articles – 2 students, 12%, one from the Group A and another one from the Group B;
- Wrong word order: adjective + noun – 12%, all from the Group A;
- Mispronunciation – 12%, all from the Group A;

- General difficulties whilst completing speaking tasks – 3 students, 18%, all from the Group A. 3 students out of 17 were very confused whilst speaking exercises. They were not sure how to answer closed-ended questions *do you like...?*, experienced difficulties with role-playing dialogues when they just had to read their roles. One of these three students had just arrived in England and did not have any English language skills.

Student feedback, 01.02.2018 (Appendix P)

Today I learned:

Main answers were - expressing likes and dislikes, subject and object pronouns; grammar.

Was the lesson easy, difficult or just right?

- Easy – 3 out of 17, 18%
- Difficult - 4 out of 17, 24%
- Just right – 9 out of 17, 53%
- One student did not answer the questions.

I found easy:

- 3 students answered “Nothing”.
- 1 of the students answered that it was very easy, another answer was “Yes”.
- 1 student answered “Difficult” and another similar answer was “Not easy”.
- 4 students did not answer.

Some exemplary answers were: listening and speaking, likes and dislikes phrases, to put likes and dislikes in the line.

I found difficult:

- 3 students acknowledged that it was difficult.
- 1 answered “Nothing”.
- 5 students did not answer.

Detailed answers were: new vocabulary/expressions, using new vocabulary in conversation, using gerund.

The most useful for me was:

Listening, speaking, verbs, expressions of likes and dislikes, new sentences/phrases, object pronouns, playing a game.

- 4 students did not give any answer.

I want to learn next:

Grammar, speaking, new vocabulary, more practice, pronunciation, more verbs, past and present tenses, learning English.

- 1 of the students just answered “Yes”.
- 2 students did not answer.

Conclusion:

It was a big group, 17 students, which made it difficult to use different groupings as the classroom is very small. The groups A and B worked separately most of the time. According to the results of the lesson’s observation, the students had high involvement and participation during the lesson, which shows again their motivation. As it was mentioned previously, one of the students was a true beginner and it was hard for her to participate at the same level with others. The student who scored 2 in participation (50 – 75%) did not concentrate on the lesson fully, distracted sometimes and chatted about unrelated things.

The Group B showed very good understanding of the lesson (75 – 100%). They understood my instructions and explanations quite easily and they were able to clear any misunderstandings by helping each other. Most of the students from the Group A showed 25 – 50% of understanding, which showed a gap between the two groups. They mainly struggled with instructions and made a lot of mistakes when used subject and object pronouns (*I like she, etc.*).

Most of the students scored 2 at completing the tasks, which is 50-75%. This indicated that the students experienced difficulties with some parts of the lesson, but managed it overall. The students from the Group B completed the tasks by 50 – 100%. It showed that they understood the tasks quite well and were able to operate with the challenging vocabulary. The students from the Group A completed tasks by 25-75%, which showed that some of the students needed extra help with completing the tasks. In essence, some of them needed help individually and I had to go through several examples together with them so that they were able to understand the point and complete the task. Their colleagues’ translation did not always help.

The mean at interaction in English was 2.8 (close to 3, 25-50%). The mode and median were 2, i.e. most of the students interacted at 50-75% in English. The results showed that the students generally had difficulties at communication in English, however more than a half of the lesson they still spoke English. It can be seen from the figures 3 and 4, that the Group A interaction in English was weaker than the Group B one. Most of the students from the Group A scored 3 and 4 (0 – 50%), whereas most of the students from the Group B score 2 (50 – 75%) and just one scored 3 (25-50%). It showed quite low level of communication in English amongst the students of the Group A.

The qualitative analysis of the students’ difficulties shows that the students from the Group B struggled with the exercise where they had to fill in the gaps with likes and dislikes expressions. There were plenty of new vocabulary for them, e.g. *I’m keen on.., I can’t bear..., ...gets on my nerves.* It was quite a challenging exercise for them considering they completed most of it without my help as I had to pay more attention to the Group A. One of the students used articles wrong and 2 students made mistakes using verbs in 3rd person. They understood instructions and grammar point quite well. 5 out of 11 students from the Group A were confused with the use of subject and object pronouns. I prepared the language summary with subject and object pronouns in colour and with

some Spanish translation. It was given to the students who experienced the most difficulties and also displayed on the wall for the whole class. I found it a good visual help for the students as they referred to it when completed their tasks.

Students' feedback analyses shows that the level of difficulty was just right for 53% of the students (see Figure 5 below). Other figures show that few students found it difficult and few found it easy. Majority of the student felt they were managing the lesson. Additionally students showed that they understood the lessons objectives as they were able to describe them in *Today I learned* section (Appendix P).

Figure 5 Students feedback, 01.02. 2018

The level of difficulty	Number of students	%
Easy	3	18.00%
Difficult	4	24.00%
Just Right	9	53.00%
No answer or deviating answer	1	9.00%

Day 3, 08.02.2018 (Attachment 6)

For this lesson I decided to use some materials from the Day 1, because there was nobody from the Group B during that day. The topic *Would like to* fitted well in the lesson, as the students had previously learned how to express their wants and likes. Student first reviewed expressions of likes and dislikes, then proceeded with *would like to* and practiced expressing wants, likes and making offers so as to learn the difference between the structures (Appendix Q). During this lesson the students of the two groups worked together more than on the Day 2.

Results and discussion

Lesson observation 08.02.2018 (Appendix R)

Number of students: 15; 11 in Group A, 4 in Group B.

Participation: 75 -100% participation, all the students scored 1.

Mean – 1

Median – 1

Mode – 1

Understanding:

Mean – 1.8

Median – 2

Mode – 2

- 4 students, 27%, out of 15 scored 1: one of the students from the Group B (Figure 7) and 3 students from the Group A (Figure 6);
- 9 students, 60%, scored 2: 8 students from the Group A and 1 student from the Group B;
- 2 students, 13%, scored 3: all from the Group A.

Completing tasks:

Mean – 1.6

Median – 2

Mode – 2

- 6 students, 40%, scored 1: 3 from the Group A (Figure 6) and 3 from the Group B (Figure 7);
- 9 students, 60%, scored 2: 8 from the Group A and 1 from the Group B.

Interaction in English:

Mean – 2.3

Median – 2

Mode – 2

- 3 students, 27%, scored 1: 2 students from the Group A (Figure 6) and 1 from the Group B (Figure 7);
- 7 students, 47%, scored 2: 4 students from the Group A and 3 students from the Group B;
- 3 students, 20%, scored 3: all from the Group A;
- 2 students, 13%, scored 4: all from the Group A.

Figure 6, 11 students

Group A	Participation		Understanding		Completing tasks		Interaction	
	Score	Nr of students	%	Nr of students	%	Nr of students	%	Nr of students
1	11	100%	1	9%	3	27%	2	18%
2	-	-	8	73%	8	73%	4	36%
3	-	-	2	18%	-	-	3	27%
4	-	-	-	-	-	-	2	18%

Figure 7, 4 students

Group B	Participation		Understanding		Completing tasks		Interaction	
	Score	Nr of students	%	Nr of students	%	Nr of students	%	Nr of students
1	4	100%	3	75%	3	75%	1	25%

2	-	-	1	25%	1	25%	3	75%
3	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-

Difficulties:

- Wrong use of gerunds and infinitives with likes/dislike phrases - 11 students, 62%: 8 from the Group A and 3 from the Group B;
- Missed –s at the end of verbs in third person or used –s ending inappropriately – 4 students, 31%: all from the Group A;
- Confusion when to use *Do you like?* and *Would you like?*- 4 students, 31%: all from the Group A;
- Role-play of the dialogue – 2 students, 13%, from the Group A;
- Listening comprehension – 2 students, 13%, from the Group A;
- Difficulties with using new likes/dislikes expressions in conversation – 2 students, 13%, from the Group A;
- Lack of vocabulary – 1 student, 7%, from the Group A;
- Mistakes whilst using articles – 1 student, 7%, from the Group A;
- Mispronunciation – 1 student, 7%, from the Group A;
- Confusion with instructions – 1 student, 7%, from the Group A.

Student feedback, 08.02.2018 (Appendix S)

Today I learned:

- Adjectives, verbs, nouns, pronouns, likes and dislikes, would like to, do/does, have/has, questions, listening, writing, speaking, live language, Present Simple, new letters;
- 1 of the students did not answer.

Was the lesson easy, difficult or just right?

- Easy – 5 out of 15, 33%
- Difficult - 2 out of 15 students, 13%
- Just right – 4 students, 25%
- 4 students did not answer, 25%

I found easy:

- speaking and listening, expressing likes and dislikes
- 5 students just confirmed that it was easy
- 4 students did not answer

I found difficult:

- listening, writing, reading, using verbs in 3rd person, using gerunds
- 7 students wrote *Nothing*
- 2 students did not answer

The most useful for me was:

- listening, reading, speaking, writing, pronouns and verbs, present simple, and/but
- 2 students answered that everything was useful
- 5 students did not answer

I want to learn next:

- adjectives and verbs, grammar and speaking, reading, writing, listening, writing letters, future and past tenses
- one of the students wrote that he was interested in learning, another one that for her everything was interesting and the third similar answer was *everything is important*
- 3 students did not answer

Conclusion:

There were little fewer students than in previous lesson and the groups seemed more homogeneous in terms of their level. As you can see from the description of their difficulties, more than a half of the students experiences difficulties with gerunds and infinitives. It happened, presumably, because during the previous lesson the exercises were more straightforward, students did not have to think whether they had to use gerunds or infinitives, they rather needed to choose appropriate like/dislike phrase. This time, however, they had to speak more using verbs in the correct infinitive or gerund form and there were a lot of students who missed the previous lesson, so they had to learn anew. The students grasped the structure *would like to*, just some of them confused *would like to* and *like to* when they made an offer, e.g. "You like a coffee?". Also some students did not put –s at the end of the verbs when used them in third person. This is a frequent mistake that foreign students make when they learn English.

The quantitative analyses showed very good participation during the lesson, all the students were involved. Understanding was mainly between 50-75%, as some students had difficulties with new grammatical structures. Also they needed to know those which had been learned during the previous lessons. There was some revision of the previous lessons' material, but as these students move on slowly, it was difficult for them to tune in to the programme that others had already learnt. I prepared visual material of language summary with some translation in Spanish, as it had been done during the previous lesson. The students used it as a reference when completed the tasks, which showed that the material was helpful.

The students completed tasks at 50-100% success, from which I conclude that the lesson plan was feasible. The mode and the median were 2, which show the completion of the tasks was mainly at 50-75% success. This indicator supports the efformentioned statement that the level of difficulty was right for the students.

Students mainly scored 2 at interaction in English, 50-75% level of success. High level of communication in English demonstrated the Group B students. The Group A showed various results: most of the students scored 2 (50-75%) and 3 (25-50%), which shows that it was challenging, albeit manageable, for the Group A to communicate in English.

The students' feedback analysis showed that the biggest percentage of the students found the lesson easy (Figure 8). However, it is not reliable to draw a conclusion from this feedback as some students did not give any answer. As during the previous lessons, the students were able to describe what they had learned; this showed that they grasped the objectives of the lesson.

Figure 8 Students feedback 08.02.2018

The level of difficulty	Number of students	%
Easy	5	33.00%
Difficult	2	13.00%
Just Right	4	25.00%
No answer or deviating answer	4	25.00%

Comparative analysis

In this chapter the research data for the three days is summarised and the values of averages are compared.

Involvement/Participation:

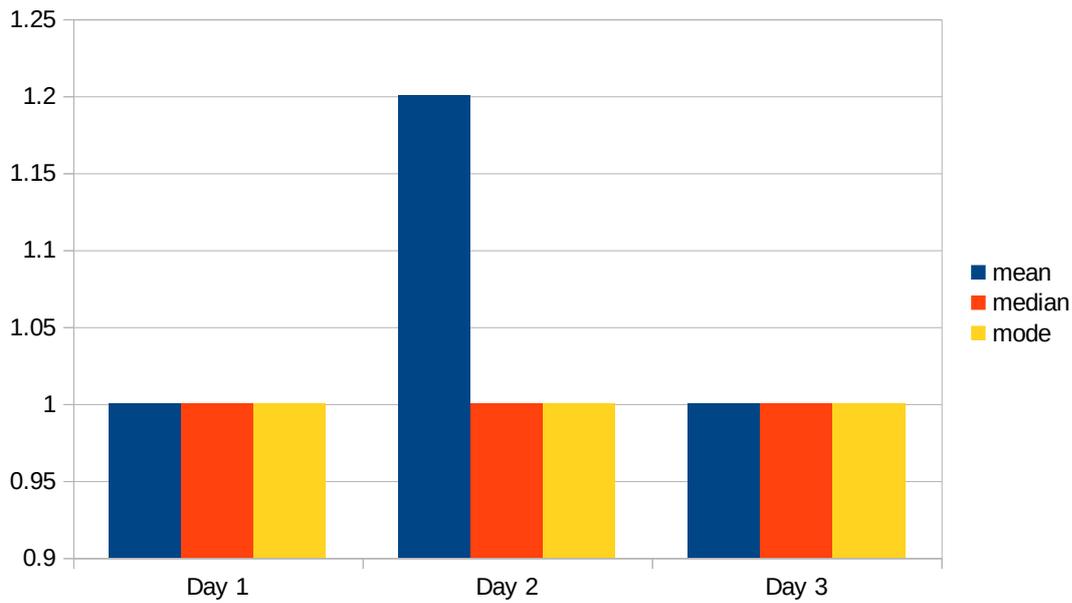
Mean - 1

Median: - 1

Mode - 1

As it can be seen from the figure 9, the participation was at a high level with some deviations during the Day 2.

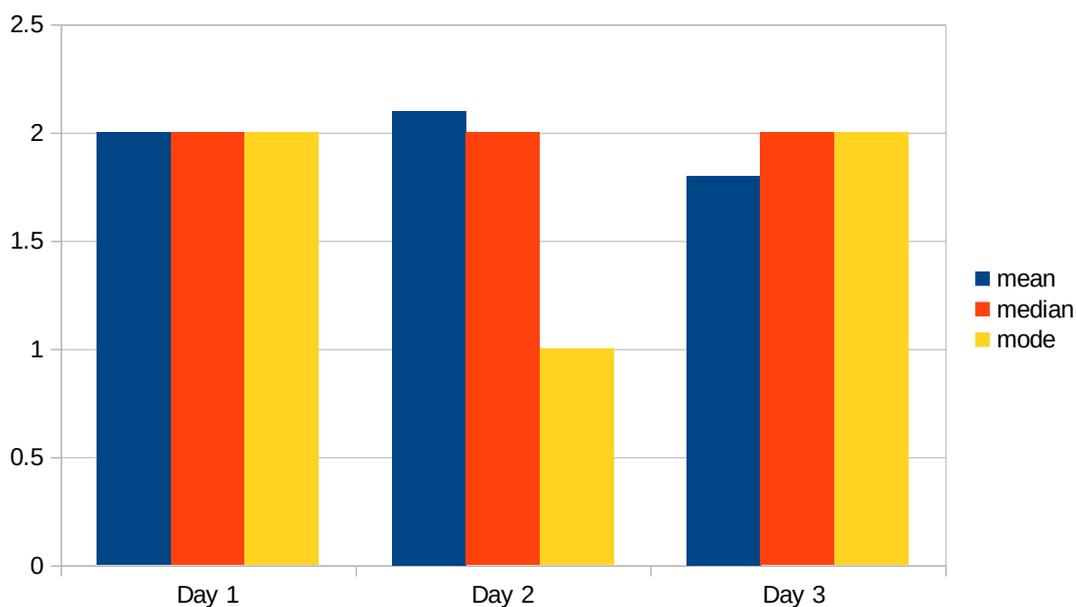
Figure 9 Involvement/Participation



Understanding:

The comparison of the averages shows quite similar level of understanding between three days (Figure 10). During the day two the mean was a little higher and the mode was the lowest, which showed greater deviation between the students and bigger number of students with high level of understanding. The mean is a little lower on the Day 3, which indicates at a better average understanding during this day.

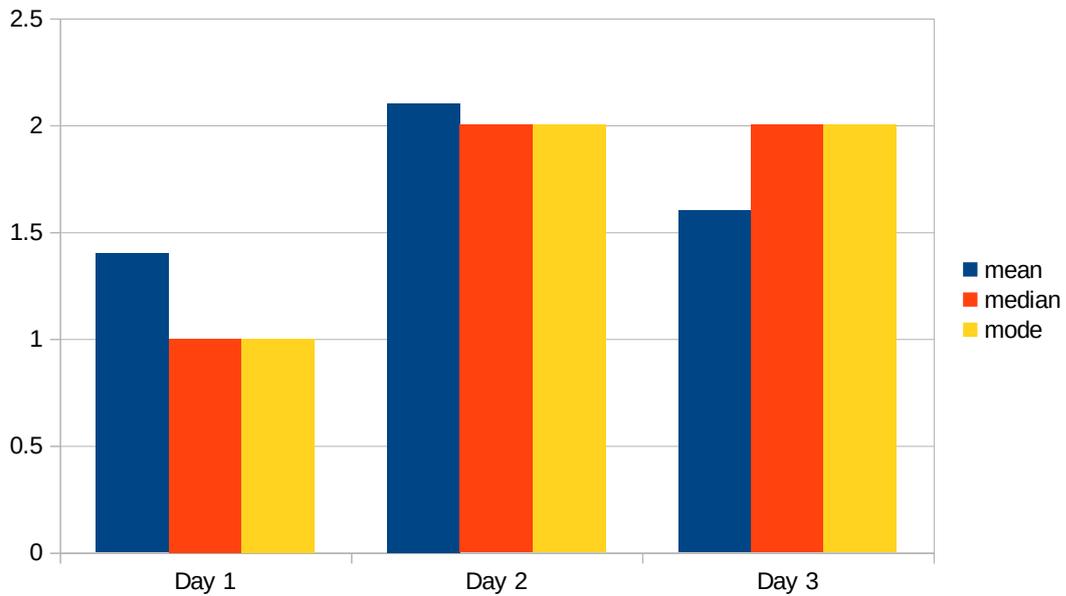
Figure 10 Understanding



Completing tasks:

All averages point at a higher level of completing tasks during the Day 1. The mean of the day 3 is a little lower, which shows that the average level of completing tasks was better at that day compared with the Day 2.

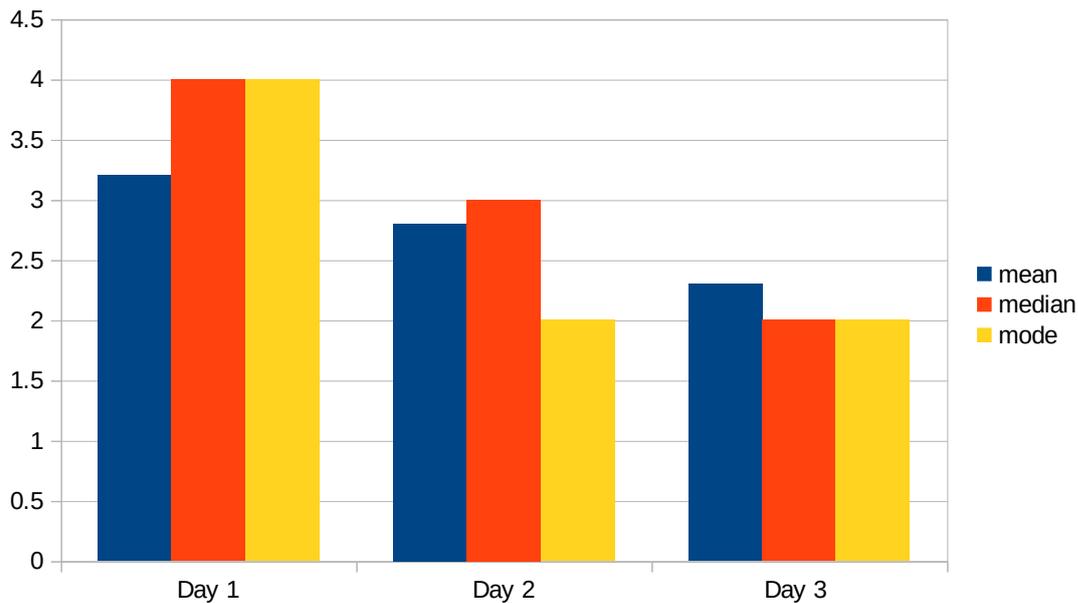
Figure 11 Completing Tasks



Interaction in English:

The averages show better interaction during the Day 3 (Figure 12). The lowest level of interaction in English was during the Day 1 with just 5 students from the weaker group.

Figure 12 Interaction



Conclusion:

The comparative analysis revealed almost the same level of participation and understanding during the three days. Completing of the tasks was better during day 1 and just slightly varied between the Days 2 and 3. Interaction in English was the best during day 3 and at the lowest during the day 1.

In my opinion the fact that there were just 5 students during the day 1 and they functioned at more or less the same level, allowed them to complete tasks successfully, as I had more opportunity to pay attention to all of them. At the same time, the level of their communication in English was the lowest because of their low speaking skills. I think that preparing more materials in Spanish during the Days 2 and 3 helped students understanding, but there is no evidence to prove it from the research.

During the Day 3 the students level was more homogeneous within their groups than during the Day 2. Also the group B tasks were more similar and did not differ in the level of challenge as much as during the Day 2, the two groups worked more together. I conclude that this ensured better interaction in English between students at that day. Furthermore, there was significantly less percentage of students who did not understand instructions compared with the other days: 7%(day 1) vs 30% (Day 2) vs 100% (Day 3). I reiterate that the gap between the levels of difficulty was not that big, the students worked together around 50% of time, stronger students had more opportunity to help weaker ones.

CONCLUSION AND DIRECTIONS FOR FUTURE RESEARCH

The research proved that the class' division into groups is feasible and helps meeting individual learning needs as both groups managed to complete the tasks that were given. The students could perform at different levels of difficulty, which kept them engaged, challenged and motivated. According to the research it is better not to make too big difference between the levels of challenge, as it complicates a teacher's help and makes it difficult for the students to work together. This aspect, consequently, affects the level of students' understanding. As far as I am concerned, and it was revealed during the research, there should be a balance between the time when the two groups work together and separately.

The study also revealed some translation into students' mother tongue to be useful and effective way to help students overcome difficulties with understanding and save time whilst explaining some language points. Although, it was rather based on my observation than on the research analysis; for this reason, it would be useful to extend this study further.

Another research that would be valuable is to look at the strategies that help true beginners to follow the lessons. Currently if they appear in the class I teach, they represent the third group, i.e. they are not able to complete most of the tasks that are given even to the weaker group. I give them some limited amount of separate tasks, but cannot provide them with a completely different programme, as it is unmanageable to pay full attention to three groups, where one starts learning the language from the beginning. I did not have a chance to study this group during the current research. Therefore, I consider it an interesting topic for the next study.

Additionally, I noticed that some students struggle with understanding during the lessons, because they do not focus well on the next task. In essence, they either reread the exercise, which has already been completed, or just go through the worksheet trying to figure out next exercises or translating new vocabulary. When it comes to a next instruction or explanation, they are not prepared to listen as their attention is fixed on the papers they have in front of them. As far as I am concerned, these students have rigid attention, supposedly because of lack of education or some other reasons. It would be useful to work out strategies which would help them to switch their attention quicker. I sometimes use countdown when I want to start another task. On other occasions, I just say "Pay attention", I might also say it in Spanish. Undoubtedly, there are other good ways of helping students to change their focus. It would be interesting to find ones appropriate to the age of the students I teach and to experiment with them.

Overall this study needs to be continued in order to make reliable conclusions. During the first day of the study I had just one group. The comparison of the two other days showed little difference on how effective the programme was and it is not exactly clear what caused

this difference. Furthermore, the conclusions based on my observations are subjective and it is quite difficult to make a proper observation when you teach at the same time. It would be useful to get help from the colleagues in order to conduct this research more effectively, where they can observe the lessons whilst I teach. Also it would be helpful to provide students with opportunity to fill in the students feedback form in Spanish, so that they could give more detailed answers, and include questions about particular exercises, instructions, etc., so as to find out whether they were helpful or not.

On the other hand, the research helped me to pay attention to some aspects I had not noticed before and it will by all accounts be useful for my further teaching practice. Taking into account the situation of the class I teach, I gathered maximum possible information for the action research. However, it was done for a short period of time, which is not enough in order to make reliable conclusions. In a longer prospective it is possible to gather more data for this action research by using learner profiles, diaries, surveys and questionnaires in Spanish. After conducting the present research, I can now envisage the possibilities of doing it with the aim to collect more precise information.

Currently, due to the action research, I am planning my lessons for the two groups and trying to balance the time when students work together and separately. Also, I translate some instructions and abstract words in Spanish. My observation shows, that the students are more satisfied with the lesson and their understanding of instructions and any tasks given has improved.

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APPENDIX A

Divide vocabulary into food and drinks (Group A)

FOOD		DRINK	
SANDWICH	COFFEE	BANANA	MILK
WATER	FISH	CHICKEN	MEAT
BREAD	RICE	PASTA	SALAD
BEER	WINE	JUICE	ORANGE
CARROT	POTATO	BISCUIT	TEA

APPENDIX B

Write the words under the correct picture (Group B).

a tin of
a bunch of

a jar of

a box of
a loaf of

a carton of
bottle of a

a bar of
packet of



_____ jam



_____ crisps



_____ water



_____ bread



_____ bananas



_____ chocolates



_____ tomatoes



_____ chocolate



_____ juice

APPENDIX C

Underline correct verb (Group A)

1. I **take/play** a lot of photographs when I go on holiday.
2. I **swim/walk** to work every day because I don't like going by bus.
3. I love **swimming/driving** in the sea when I go on holiday.
4. I usually **play/paint** chess with my grandfather on Sunday afternoons.
5. I like **dancing/ talking** when I go to a party with my friends.
6. I **sing/run** in the park at the weekend because I want to keep fit.
7. I always **walk/paint** a picture of the beach when I go on holiday.
8. I never **drive/ride** my car to the town centre because it's so busy.
9. I **run/ride** a bike to work in the summer but not in the winter.
10. I like listening to music in the car and **talking/singing** the songs.

APPENDIX D

Fill the gaps with the correct verb (Group B)

1. I a lot of photographs when I go on holiday.
2. I to work every day because I don't like going by bus.
3. I love in the sea when I go on holiday.
4. I usually chess with my grandfather on Sunday afternoons.
5. I like when I go to a party with my friends.
6. I in the park at the weekend because I want to keep fit.
7. I always a picture of the beach when I go on holiday.
8. I never my car to the town centre because it's so busy.
9. I a bike to work in the summer but not in the winter.
10. I like listening to music in the car and the songs.

APPENDIX E

How free is your free time? (Group A)

Circle correct answer

1. **What do you usually do in the evening?**
 - a. I have dinner, watch TV and go to bed early!
 - b. Sometimes I go to a restaurant or to the cinema, sometimes I stay in.
 - c. I usually go to a club or meet friends in town.
2. **What time do you go to bed on Friday night?**
 - a. At about eleven o'clock – I'm always tired on Friday night.
 - b. At about one or two o'clock in the morning.
 - c. I don't usually go to bed on Friday night!
3. **What do you usually do on Saturday?**
 - a. I clean the house and go to the supermarket.
 - b. I go shopping, listen to music or watch sport on TV.
 - c. I sleep all day after Friday night.
4. **When do you cook?**
 - a. Every evening for my family.
 - b. I cook for friends at the weekend.
 - c. I never cook – I buy a burger if I'm hungry.
5. **When and what do you read?**
 - a. I sometimes read the newspaper in the evening... if I have time.
 - b. I read a book in bed at night.
 - c. I don't read a lot – I'm usually out with my friends.
6. **When do you do your English homework?**
 - a. Half an hour before the lesson.
 - b. At the weekend, when I have lots of time.
 - c. I don't usually do my English homework!

APPENDIX F

How free is your free time? (Group B)

Prepare six Wh questions about free time:

1. Usually do / evening
2. Bed time/ Friday night
3. Usually do / Saturday
4. When/ cook
5. When and what/ read
6. When / homework

APPENDIX G

Peer-assessment feedback form (Group B)

Student's name:.....

Tick (✓) appropriate column and write down examples of the student's mistakes:

	All the time/most of the time	50% of times	Sometimes
Can tell what his/her classmate is wearing.			
Can tell <i>I wear ... when it is winter/summer/autumn/spring</i>			
Mistakes:			

APPENDIX H

Self-assessment (Group A)

Unit 3 Spending Money

Lesson 1 Clothes and Seasons

Name _____

Date: _____

Tick which is correct for you:

	Easy 	Ok 	Difficult 
Seasons: winter, summer, spring, autumn			
Clothes: coat, jumper, hat, skirt, shirt, etc.			
Ask and answer: <i>What do you wear when it is winter/summer/spring/autumn?</i>			

Teacher's comments:

APPENDIX I

Lesson observation form

1 – 75-100%

2 – 50-75%

3 – 25 –50%

4 – 0 -25%

Students	Involvement /participation	Understanding	Completing tasks	Difficulties
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				

APPENDIX J

Lesson feedback form

Student's name:.....

Date:.....

Today I learned (hoy aprendi):

Was the lesson easy, difficult, just right? _____
(la lección fue fácil, difícil, solo bien?)

I found easy (Encontré fácil):

I found difficult (Encontré difícil):

The most useful for me was (el más útil para mí fue):

I want to learn more/next (quiero aprender más, el próximo):

APPENDIX K

Lesson 25.01.2018

Spending Money, vocabulary

Carpet /'kɑ:pɪt/	Coffee /'kɒfi/	Jeans /dʒi:nz/	Jacket /'dʒækɪt/
Book /bʊk/	Magazine /mægə'zi:n/	Watch /wɒtʃ/	Boots /bu:ts/
Clothes /kləʊ(ð)z/	Make-up /'meɪkʌp/	Shampoo /ʃɑm'pu:z/	Mobile phone /'məʊbʌl fəʊn/

Group A

Module 12, recording 3

- a) **Yuko:** I want to buy a CD this weekend – the new Bon Jovi CD – and I want some new shoes for work too.
- b) **Antonia:** Nothing! I don't want to buy anything this weekend - I don't want to go near any shops - it's too hot! | I want to go to the beach and relax!
- c) **Ali:** I want a new leather jacket. There's a really nice one in a shop near school... but it's very expensive!
- d) **Lucas:** I want a lamp for my bedroom – something really nice... blue... or maybe green ... something that's different...

Group B

Spending Money: Things to buy

1. Which things can you see in each advert?

.....
.....
.....
.....

2. What is each advert for? Talk to a partner:



Expressing opinion:

I think, In my opinion, I believe (that), I would suggest (that)

Agreement/ disagreement:

Yes, I agree. VS I disagree, I don't agree

You're absolutely right. VS I totally disagree.

I was going to say that. VS I'm not sure about that.

3. Tell your partner about your favourite advert. Discuss the following topics:

- What is in this ad?
- What is the ad for? How do you know?
- Is the ad effective? How?
- Does it make you want to buy this product or service? What is it for?
- Why do you like it?

4. Listen and write what four students want to buy?

- a) Yuko:
- b) Antonia:
- c) Ali:
- d) Lucas:

5. Tell your partner six true sentences about yourself from A, B, C:

A I would like / I don't want

B to see... (a film)

to read ... (a magazine)

to go swimming/on holiday/shopping/for a coffee

to do my homework

to go out

C tonight/tomorrow/next weekend/next week/after the lesson

6. Like or Would Like

For each space, choose either "like(s)", "would like", "do you like" or "would you like".

1. Iswimming in summer.
2. My sisterto go to America next year.
3.English?
4. to learn Japanese?
5.fish?
6.some wine with your fish?
7. Ito go skiing next winter.
8. Ireading a newspaper every day.
9. Ito have a bath this evening.
10. Shegoing to university.

7. Like or Would Like, board game

START →

<p>What drinks do you like?</p> 	<p>What do you like doing in spring?</p> 	<p>Would you like to learn a new hobby?</p> 	<p>Do you like cooking?</p> 	
<p>What do you like doing in winter?</p> 	<p>Where would you like to go on holiday next?</p> 	<p>Do you like going shopping?</p> 	<p>Would you like to move house?</p> 	<p>What kind of present would you like to get?</p> 
<p>Where would you really like to relax?</p> 	<p>Do you like using a computer?</p> 	<p>What book would you like to read next?</p> 	<p>What do you like watching on TV?</p> 	<p>Which famous person would you like to meet?</p> 
<p>Which city would you really like to visit?</p>  <p>London</p>	<p>What food do you like?</p> 	<p>What do you like doing in autumn?</p> 	<p>Do you like doing the housework?</p> 	<p>What sports do you like doing?</p> 
<p>Would you like to learn a new language?</p> 	<p>What do you like doing in summer?</p> 	<p>Do you like meeting friends?</p> 	<p>What would you like to do next weekend?</p> 	<p>FINISH</p> 

APPENDIX L

Lesson observation 1, 25.01.2018

1 – 75-100%

2 – 50-75%

3 – 25 –50%

4 – 0 -25%

Student	Group	Involvement /participation	Understanding	Completing tasks	Interaction with classmates in English	Difficulties
1. Carmen	A	1	1	1	2	Difficulties with understanding the word <i>advert</i> .
2. Celmi	A	1	3	2	4	Wasn't able to repeat the sentence "Do you want.?" Kept asking "You want..." instead. Difficulties with understanding the word <i>advert</i> . Wrong use of articles. Difficulties with understanding instructions.
3. Franklin	A	1	2	1	4	Difficulties with understanding the word <i>advert</i> . Wrong use of articles. Difficulties with understanding instructions.
4. Gladys	A	1	2	1	2	Difficulties with understanding the word <i>advert</i> . Skipped <i>to</i> and other prepositions whilst using <i>want+to+verb</i> , e.g. <i>I want go holiday</i> . Wrong use of articles.
5. Juan Carlos	A	1	2	2	4	Difficulties with understanding the word <i>advert</i> . Wrong use of articles. Did not pronounce clearly the word endings. Difficulties with understanding instructions.

APPENDIX M

Student feedback 25.01.2018

Student	Group	Today I learned	Was the lesson easy, difficult or just right?	I found easy	I found difficult	the most useful for me was	I want to learn next
1. Carmen	A	Want to. Speaking.	Just right.		Listening and answering questions.	New words.	Yes.
2. Celmi	A	Yes, I don't	Yes, difficult.	Difficult.	Yes, much.	Speaking with my friends.	Yes, I don't
3. Franklin	A	Questions.	A bit.	Yes.	Not difficult.	Conversation.	Yes, much.
4. Gladys	A	Questions and answers. Want to. Speaking.	Just right.			Questions and answers.	Of course, everything.
5. Juan Carlos	A	Verbs, pronunciation.	Just right.	It was quite easy.	Nothing.	Very useful.	Yes, very.

APPENDIX N

Lesson 01.02.2018

Want to...activities (iSLCOLLECTIVE)

1. Making sentences

Example: On Sunday, I want to go... *fishing*....



On Monday, I want to go



On Tuesday, Adam wants to go



On Wednesday, Juliet wants to go



On Thursday, they want to

****Now, you make a sentence for "Friday"**



On Friday, I

- Horse-riding
- Sailing
- Cycling
- Shopping
- Kayaking
- Surfing
- Rollerblading
- Ice-skating
- Skateboarding
- Play the guitar
- Hiking
- Swimming
- Take pictures
- Play cards

2. Making questions

Do you want to go ***fishing***....? Yes, I do / No, I don't

Does Tina want to go ***fishing***....? Yes, she does / No, she doesn't



Do you want to? Yes, I



Do you want to go ? No, I



Does Adam want to go ? Yes, he



Does Juliet want to? No, she

** Now you make a question and answer it.



..... they?, they

Put the sentences in the correct order.

1. wants to /John / go surfing /on Friday. -
2. I / go hiking /on Sunday / don't want to -
3. go shopping / Genie / doesn't want to -
4. we / go skiing/ want to/ this winter -

Group A

LIKE, LOVE, HATE +ING (iSLCOLLECTIVE)

Ex.1. Fill in the gaps with the verbs in brackets:

1. I like _____ (go) out with friends.
2. She doesn't like _____ (play) any sport.
3. He hates _____ (cook).
4. She loves _____ (swim).
5. I like _____ (dance).
6. My mother loves _____ (sing).

7. He hates _____ (dance).
8. I like _____ (read) books.
9. They love _____ (play) games.
10. He likes _____ (run).

Ex.2. Write down a sentence with each picture (use **like, love, hate**)



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Group B

1. Talk about your likes and dislikes regarding vocabulary you have just listened to.

Use the following phrases:

I don't like fish at all.

I really like fast food

I am quite keen on reading.

I enjoy singing.

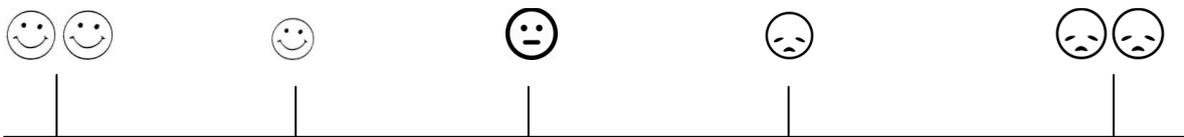
I can't bear consuming alcoholic drinks

I really adore strawberries

I can't stand vegetables

2. Put the phrases under the appropriate smiley face(s):

I'm very keen on..., I'm very interested in..., I think...is/are brilliant, I can't bear..., I'm quite keen on..., I think... is annoying, I can't stand..., I'm not interested in... at all, ...gets on my nerves, I really love, I really hate...



3.

a) Make Yes/No questions about these sentences:

I'm interested in learning German.

I'm keen on going to concerts.

I enjoy travelling.

b) In pairs ask and answer these questions. To answer use the expressions you have learned, e.g. *No, I absolutely loath it/ Yes, I think he is brilliant.*

The topics for discussion:

Free time activities	Food/drinks	Famous people	Books	Movies	Music
Gardening Yoga Canoeing Pottery Camping Reading Diving Sledging	Soft drinks Spicy food Fried food Cranberries Aubergines Sweets Nuts Turnips	Think of any	Action and Adventure Romance Mystery Horror Self help Health Poetry Autobiographies	Thriller Detective story Mystery Drama Documentary Science-fiction Animation Cartoon	Classical Jazz Reggae Pop Rap Country Rock

APPENDIX O

Lesson observation 2, 01.02.18

1 – 75-100%

2 – 50-75%

3 – 25 –50%

4 – 0 -25%

Student	Group	Involvement /participation	Understanding	Completing tasks	Interaction with classmates in English	Difficulties
1. Carmen	A	1	1	2	2	Missed –s at the end of verbs in third person.
2. Carlota	B	1	1	2	3	Verbs in 3rd person, used -s ending inappropriately.
3. Celmi	A	1	3	3	3	Extra help needed with understanding instructions. Confusion with the appropriate use of subject and object pronouns. Wrong pronunciation, did not pronounce word/ sentence endings clearly.
4. Franklin	A	1	2	2	4	Extra help needed with understanding instructions. Confusion with the appropriate use of subject and object pronouns.
5. Gorky	B	1	1	2	2	
6. Irene	A	1	3	2	4	Very low level of English, lack of vocabulary. Verbs in 3rd person, used -s ending inappropriately. Understanding instructions.
7. John	A	1	3	3	3	Verbs in 3rd person, used -s ending inappropriately.
8. Joku	B	1	1	1	2	Wrong use of articles. Gap fill exercise: used some expressions in sentences where they did not fit.
9. Marisa	A	1	3	3	3	Speaking: was confused when had to ask and answer questions, helped when had

							them written in front of her, pronunciation.
10.	Mirian	A	1	2	2	2	Understanding instructions. Confusion with the appropriate use of subject and object pronouns.
11.	Monica	B	1	1	2	2	
12.	Morisol	B	1	1	1	2	Was a bit confused when completed gap fill exercise, too much of new vocabulary.
13.	Narcisa	A	1	3	3	4	Confusion with the appropriate use of subject and object pronouns. Role-playing the dialogue (speaking exercise).
14.	Raysi	A	3	4	3	4	General understanding, speaking, pronunciation. Raysi has just arrived to England, she is a true beginner and started learning from scratch.
15.	Rosario	A	2	3	2	3	Wrong word order: adjective + noun.
16.	Xiroima	B	1	1	1	2	Verbs in 3rd person, used -s ending inappropriately.
17.	Sonia	A	1	3	2	3	Wrong word order: adjective + noun.

APPENDIX P

Student feedback, 01.02.2018

Student's name	Group	Today I learned	Was the lesson easy, difficult or just right?	I found easy	I found difficult	the most useful for me was	I want to learn next
1. Carmen	A	Subject pronouns.	Easy.				Grammar.
2. Carlota	B	Pronouns, verbs: love, hate, keen on, interested in etc.	Difficult.	Difficult.	Yes		More practice.
3. Celmi	A	Subject and object pronouns.	Difficult.	Nothing.	Yes	Subject Pronouns	Yes. Ok.
4. Franklin	A	to write subjects and objects.		Pronouns.	Nothing difficult.	listening.	Speaking
5. Gorky	B	Likes and dislike: I'm keen on, I enjoy etc.	Just right.	It wasn't easy.	New vocabulary.	Expressions of likes and dislikes.	Past tense.
6. Irene	A	I like, I don't like.	Just right.	To put likes and dislikes in the line.		to learn sentences.	More speaking.
7. John	A	I learned grammar.	Just right.	I found very easy		The most useful for me was the learned	I'm interested in learning English
8. Joku	B	Likes and dislikes.	Difficult.	Nothing.	New expressions.	Speaking.	Learning new vocabulary.
9. Marisa	A	Pronouns: subject and object.	Easy.	Listening	To understand the meaning of the verbs.	Pronouns and practice.	To practise pronunciation.
10. Mirian	A	Subject pronouns:	Just right.	Likes/dislikes	verbs, -ing	Object pronouns.	Past and Present

		I, you, he, she, it, we, they. Object pronouns: me, you, him, her, ir, us, their.					
11. Monica	B	Likes and dislikes phrases.	Just right.	Nothing.	Using new phrases in conversation.	Different phrases.	Grammar in general.
12. Morisol	B	To express likes and dislikes	Just right.	Speaking.	New vocabulary.	Playing a game.	I want to practise more.
13. Narcisca	A	Subject pronouns: I, you, he, she, it, we, they.	Just right	Yes	Difficult.	Difficult.	
14. Raysi	A		Difficult.				
15. Rosario	A	Subject pronouns (subject after verb), object pronouns him, her, it.	Just right.		To recognise verbs.	Verbs	Yes.
16. Xiroima	B	Different pronouns	Just right.	The phrases.	Some nouns.	Object Pronouns.	More verbs.
17. Sonia	A	Subject pronouns	Easy.				Grammar.

APPENDIX Q

Lesson 08.02.2018

Questions:

Do you go to (the cinema/ the gym) a lot?

Do you like (spicy food/ rock music)?

Do you play the (guitar/basketball)?

Do you have a (cat/dog)?

Answers:

No, I don't like (going to the cinema).

Yes, I do. I love (spicy food).

Yes, I do. I like (listening to music) – especially (jazz).

No, I don't. I play the (piano) but I don't play the (guitar).

No, I don't – I hate (cats).

Group A

Expressing likes and dislikes

Complete the sentences below with the correct –ing form of the verbs in brackets:



Max

Hi there! My name's Max and I love _____(travel) around the world. Every year, I visit a different country because I like _____(see) new places and _____(try) different food. Wherever I go, I always bring my camera with me because I love _____(take) pictures of scenery and sightseeing. Although I love _____(go) on adventures, I don't like _____(fly) on planes because I hate _____(sit) in the same place for a long time. So when I'm on the plane, I like to pass the time by _____(read) books and _____(listen) to music. When I visit exotic countries like Africa, I love _____(go) on jungle safaris and _____(watch) wild animals like lions, tigers and monkeys. I enjoy _____(be) outdoors and camping under the stars and I always hate _____(come) back home!

Group B

1. ASK EACH OTHER (lead-in):

- What kind of music do you like?
- What are your favorite TV Shows?
- How often do you watch TV?
- How often do you watch movies?
- What Sports do you like?
- How often do you play sports?
- What's your favorite color?
- What's your favorite food?
- Do you like fast food or home-made food?
- How often do you do exercises?

Use these phrases for your answers:

I'm very keen on..., I'm very interested in..., I think...is/are brilliant, I can't bear..., I'm quite keen on..., I think... is annoying, I can't stand..., I'm not interested in... at all, ...gets on my nerves, I really love, I really hate...

2. READ AND WRITE THE NAMES ON THE PICTURES

How do you spend your free time?

Teresa

In my free time, I surf the Internet. I love playing computer games and I really enjoy listening to music online. In the evening, I also like watching TV with my family. TV is very popular in the UK. People watch about twenty-eight hours of TV every week. That's a lot of TV!

Fiona

I'm really into sports. I play hockey, netball and tennis and I'm in a girls' football team. I also enjoy meeting my friends in my free time. We meet every Saturday after football! People play football for fun in parks and playgrounds all over the UK. It's a very popular team sport.

Netball is a popular girls' sport. It's like basketball but you can run with the ball.



Sarah

I've got a lot of different hobbies. I'm interested in painting and photography, and I'm quite good at taking photos. I'm into drama, too. But I'm also keen on doing outdoor activities, for example, camping, and I'm a scout. There are 400,000 boy and girl scouts in the UK. Scouts love learning new things. At the moment, I'm doing my Outdoor Challenge Award and I'm learning how to cook on fire.

3. ANSWER THE QUESTIONS. Expand your answers.

A. Is Teresa into doing outdoor activities in her free time?

B. How many sports does Fiona practice?

C. What sport is popular in England?

D. What is Sarah good at?

4. WRITE ABOUT YOU. You CAN'T use LIKE / DON'T LIKE more than ONCE.

I'm.....

5. WATCH THE VIDEO AGAIN AND ANSWER QUESTIONS IN PAIRS:

- What did Jim offer to Alice?
- Was Alice keen on chocolate?
- Why did Jim need a tissue?
- Do you enjoy watching movies?
- Do you like eating something when you watch movies? What do you like eating?

6. MAKE CONVERSATION USING THE FOLLOWING PHRASES:

go hiking	come to my party	come to my farewell party	take a walk
go to a movie	play video games	go skiing	make a sandcastle
have lunch	go shopping	hang out this weekend	go to the park
have dinner	play baseball	go ice skating	play volleyball
come to the picnic	go to the beach	go to the lake	come to my pizza party

APPENDIX R

Lesson observation 3, 08.02.18

1 – 75-100%

2 – 50-75%

3 – 25 –50%

4 – 0 -25%

Student	Group	Involvement /participation	Understanding	Completing tasks	Interaction with classmates in English	Difficulties
1. Carmen	A	1	1	2	1	Putting some verbs in gerund form. Role-playing the dialogue.
2. Cecilia	A	1	2	1	4	Putting some verbs in gerund form. Choosing correct form of verb, -s ending if it was in 3rd person.
3. Franklin	A	1	2	1	2	Putting some verbs in gerund form. Role-playing the dialogue was challenging. Confusion when to use <i>Do you like?</i> and <i>Would you like?</i>
4. Gilberto	B	1	1	1	1	Wrong use of infinitives and gerunds with likes/dislike phrases.
5. Gorky	B	1	1	2	2	Wrong use of infinitives and gerunds with <i>I would like to...</i> , a.g. <i>I would like going...</i>
6. Irene	A	1	2	2	3	Putting some verbs in gerund form. Lack of vocabulary. Listening comprehension.
7. John	A	1	3	2	2	Putting some verbs in gerund form. Confusion when to use <i>Do you like?</i> and <i>Would you like?</i>
8. Judith	A	1	2	2	2	Understanding instructions. Choosing correct form of verb, -s ending if it was in 3rd person.
9. Maria	A	1	2	1	1	Pronunciation: did not pronounce the words' endings clearly.
10. Marisa	A	1	3	2	3	Putting some verbs in gerund form. Asking and answering: <i>Do you like...?</i> Using expanded answers.
11. Marisol	B	1	1	1	2	Challenging to use new likes/dislikes expressions in

						conversation. Kept using easier ones: <i>like/don't like</i> .
12. Mindris	A	1	2	2	4	Choosing correct form of verb, -s ending if it was in 3rd person. Listening comprehension.
13. Mirian	A	1	2	2	2	Putting some verbs in gerund form. Choosing correct form of verb, -s ending if it was in 3rd person. Confusion when to use <i>Do you like?</i> and <i>Would you like?</i>
14. Patry	B	1	2	1	2	Wrong use of infinitives and gerunds with likes/dislike phrases.
15. Sonia	A	1	2	2	3	Putting some verbs in gerund form. Confusion when to use <i>Do you like?</i> and <i>Would you like?</i>

APPENDIX S

Student feedback, 08.02.2018

Student	Group	Today I learned	Was the lesson easy, difficult or just right?	I found easy	I found difficult	the most useful for me was	I want to learn next
1. Carmen	A	Adjectives, likes and dislikes, would like to.	Just right.		Listening.		Adjectives and verbs.
2. Cecilia	A	Adjectives, do, does, have, has, questions and listening.		Yes, it was.	Nothing.	All points were useful.	Grammar and speaking.
3. Franklin	A	Writing and speaking.	Easy.	Easy.	Nothing.	Listening, reading.	Grammar, speaking, reading.
4. Gilberto	B	Verbs and listening.	Easy.	I found easy to speak.			Writing, listening, reading.
5. Gorky	B	Likes, would like to.	Just right.		Writing.	Speaking and writing.	Writing letters.
6. Irene	A	Likes and dislikes.	Difficult.	Listening.	Reading.	Everything was useful.	
7. John	A	I learned new letters.	The lesson was very interesting.	Very easy.	Nothing difficult.	Speaking.	Learning and writing.
8. Judith	A	I learned to write nous, verbs, adjectives.	Easy	Speaking, listening	Nothing	Pronouns and verbs.	For me everything is important
9. Maria	A	Live language, expressing likes and dislikes.	Difficult.	Difficult.	Yes.	Listening.	Verbs, grammar.
10. Marisa	A	Likes and dislikes. Has, have, do, does.	Just right.		Listening, verbs in 3rd person with -s ending.		
11. Marisol	B	Present Simple, likes and	Just right	Expressing likes and	Using form -ing	Present Simple.	Verbs, future and

		dislikes.		dislikes.	in verbs.		past tenses.
12. Mindris	A	Verbs, nouns, adjectives, pronouns.	Easy.	Yes.	Nothing.	Everything.	I'm interested in learning.
13. Mirian	A	Live language.	Easy.	Easy.	Nothing.	And/but.	Phrases.
14. Patry	B						
15. Sonia	A	Writing, verbs, adjectives.			Yes		I want to learn everything, I like the class.