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“THE EFFECTIVENESS OF VARIOUS
DIFFERENTIATED INSTRUCTION STRATEGIES:
CLOSING THE LANGUAGE PROFICIENCY GAP FOR
SECOND LANGUAGE LEARNERS WITH LIMITED OR
INTERRUPTED EDUCATION.”

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DEDICATION

To my good mother...

ACKNOWLEDGMENTS

In one of the most uncertain and unclear times in human history, I am presented with the opportunity to demonstrate my appreciation and gratitude to the people who have supported me throughout my entire career. I would like to start by expressing my most humble gratitude to my family and secondary teachers: Dolores Castillo, Nelson Araya, Carmen Riquelme, and Eugenia Piccolini who helped me paved the road to success in different content areas. Also, I would like to thank my university professors and friends who with their mastery and experience as educators took me beyond that road: María Eugenia Hernández, Pablo Corvalán, Irene Rostagno, Héctor Ortiz, Edwin Abbett, and Samuel Fernández (R.I.P). Additionally, I would like to thank my husband, Christopher Kennedy, for the unconditional motivation and encouragement to continue on the road and, last but not least, I am thankful for having three amazing women in my life: Verónica Cortez, Rocío Poblete, and Geraldine Poblete, because without their endless love and support, my passion for teaching would not be the same.

Patricio Poblete Cortez



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Abstract

Differentiation in the classroom for language learners with limited or interrupted education is not the only variable to consider when trying to close their educational gaps. The predominant explanation for this is the substantial number of other external factors that condition these students' academic performance and language acquisition process. Several scholars have put forward that quality differentiated instruction occurs when there is a collaborative learning environment, a conscientious educator, clear content and language goals, and a "growth" mindset among other factors. These elements allow the educator to get to know the students and meet their learning needs; however, the needs of students with interrupted education root deeper than what can be offered in the classroom. It will be proven in this research that these students are not being successful in the classroom due to internal and external factors outside the scope of English teachers' differentiated instruction.

Keywords: SLIFE, differentiation, educational gap

Resumen

La diferenciación dentro de la sala de clases para estudiantes con educación limitada o interrumpida no es la única variable a considerar cuando se quiere cerrar la brecha educacional. La explicación predominante para esto es el número sustancial de otros factores externos que condicionan el desempeño académico y el proceso de adquisición de la lengua. Muchos académicos han postulado que la calidad de diferenciación en la instrucción ocurre cuando hay un ambiente de aprendizaje colaborador, un educador reflexivo, objetivos de aprendizaje claros y una mentalidad de crecimiento entre otras. Estos elementos permiten que el educador conozca a sus estudiantes y pueda satisfacer las necesidades del aprendizaje; sin embargo, las necesidades de estudiantes con educación interrumpida yacen más profundas de lo que puede ser ofrecido en el salón de clases. Será comprobado en este trabajo de investigación que estos estudiantes no están siendo exitosos en el salón de clases debido a factores internos y externos más que la instrucción diferenciada de los maestros de inglés.

Palabras claves: SLIFE, diferenciación, brecha educacional

Resumo

A diferenciação em aulas de línguas para alunos com educação precária ou que foi interrompida não é a única variável a considerar ao tentar fechar suas lacunas educacionais. A explicação predominante para isso é o número substancial de outros fatores externos que condicionam o desempenho acadêmico e o processo de aquisição da linguagem desses alunos. Vários estudiosos propuseram que o ensino diferenciado de qualidade ocorre quando há um ambiente de aprendizagem colaborativo, um educador consciencioso, com conteúdo e objetivos de linguagem claros e uma mentalidade de “crescimento” entre outros fatores. Esses elementos permitem ao educador conhecer os alunos e atender suas necessidades de aprendizagem; entretanto, as necessidades dos alunos com educação interrompida são mais profundas do que o que pode ser oferecido em sala de aula. Será comprovado nesta pesquisa que esses alunos não estão tendo sucesso em sala de aula devido a fatores internos e externos fora do escopo do ensino diferenciado dos professores de inglês. **Palavras-chaves:** SLIFE, diferenciação, educação interrompida

INTRODUCTION

It has been commonly argued that learning English as a second language can be challenging. Some learners spend years studying in order to accomplish a certain level of English to take an international exam that can confirm the mastery of the four skills: reading, writing, listening, and speaking. However, it becomes even more challenging for those English learners when they have not attended any type of formal educational institutions for a few years or none at all. These students are identified as Students with Limited or Interrupted Formal Education (SLIFE) by Andrea Decapua and Helaine Marshall who define SLIFE as:

"...English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances." (DeCapua & Marshall, 2010)

SLIFE present literacy deficiencies and lack strategies to acquire the target language, let alone the academic lexicon that they are expected to learn in a certain timeframe and at a certain school level.

In today's classrooms, teachers can expect a more diverse and multicultural audience in a fast moving and globalized world. This is the case of Chile and the United States whose high economic stability and competitiveness (World Economic Forum report 2014-2015) have tempted those who seek more opportunities or migrated to support themselves or their families. When these families decide to leave their vulnerable lives behind, they face new challenges that are not always understood by welcoming countries such as Chile or the US, especially the effect of the educational process of their children. It is here when the responsibilities of the previously mentioned countries and their governments are to provide the support to these minors who one day will become part of the labor force and will contribute to society.

One of these responsibilities is to provide teachers with professional development opportunities to learn about and implement differentiated instruction. Differentiated instruction happens when teachers develop deep awareness about their students' needs and embrace their individual differences and backgrounds. Carol Tomlinson (2004) refers to differentiated instruction as being responsive instruction in which teachers become increasingly proficient in understanding their students as individuals, being comfortable with the discipline they teach, and teaching flexibly in order to match the students' needs with the objective of increasing the potential of each learner. Similarly, Doubet and Hockett also stated that:

... "Differentiation is not synonymous with tracking or ability grouping. Rather than describing where students learn, differentiation articulates how the classroom teacher makes important curricular goals accessible to all learners within the same classroom". (Doubet & Hockett, 2015)

Educators who are aware of the learning needs of their students can adapt their lessons and their methodology to help these SLIFE. Teachers' differentiated instructional strategies could help improve these students' English proficiency by varying activities, assessments, and use of first language (L1). In this way, students who have just migrated to a country can have a more significant and less shocking learning experience. More importantly, the diversity of cultures in one learning environment should be an immediate red flag in terms that traditional and horizontal teaching strategies will not necessarily work for learners from different countries and cultures.

Therefore, differentiated instruction can be a plausible solution to the diverse audience in today's classrooms; however, can SLIFE be successful despite their educational gaps? Are teachers culturally and professionally prepared to offer and meet SLIFE at their level and help them succeed? Is differentiated instruction realistically implemented in secondary classrooms? As the author of this thesis resides in the United States, the answers to these questions and the outcome of this research will contribute to the Chilean and American educational system in helping to identify and support students who are learning academic Spanish or English respectively and have educational gaps. Consequently, the objective of this thesis is to find out how effective differentiated strategies are on SLIFE while improving language proficiency.

OBJECTIVES

General objective

- The purpose of this study is to determine how effective differentiated instructional strategies are regarding Students with Limited or Interrupted Formal Education and their English language proficiency.

Specific objectives

- Compare the beginning level to the final level of English language after one year of classes that include a differentiated instruction approach to the teaching process
- To determine the impact of teachers' differentiated strategies on Students with Limited or Interrupted Formal Education language learning process.
- To measure Students with Limited or Interrupted Formal Education English language proficiency through the ACCESS test.

Research question

Is the use of differentiated instructional strategies in the classroom enough to close the educational gap in SLIFE?

THEORETICAL FRAMEWORK

Context

The United States of America is currently one of the many countries around the world with a substantial number of immigrants. The Migration Policy Institute (herein MPI) defines immigrants as individuals who reside in the USA but were born in foreign land including those who have work or student visas, lawful permanent residents, or have come to the US as refugees. Some may think that the number of immigrants has increased in the last decades. The US reached its peak during the early 1900s before the 1929 economic depression when the number of immigrants amounted to 15 million immigrants representing 15% of the US population. After that, the immigration rate dropped until 1970 when it started to show a significant increase reaching, once again, almost 15% of the population; however, the number of immigrants tripled to 45 million as shown on the graph below.

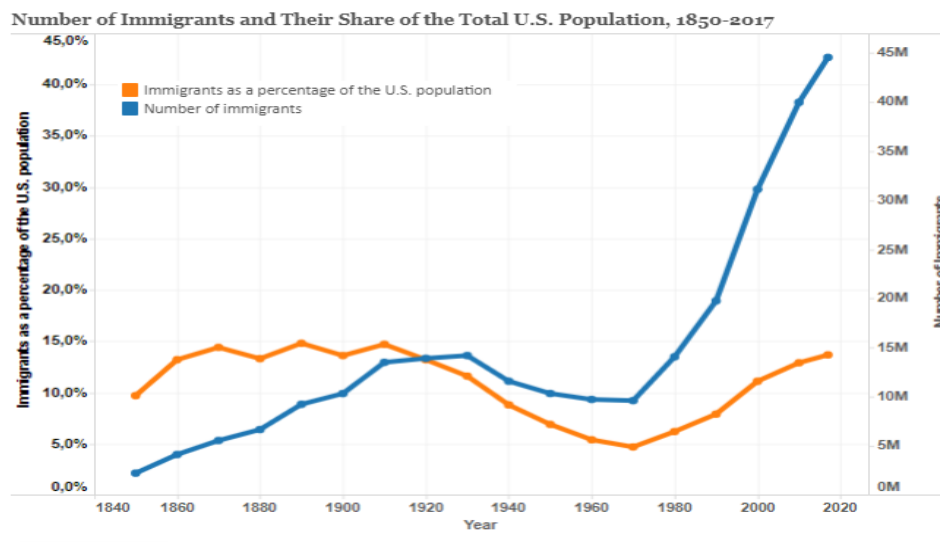


Figure 1

Migration
Policy
Institute
(MIP 2010-
2017)

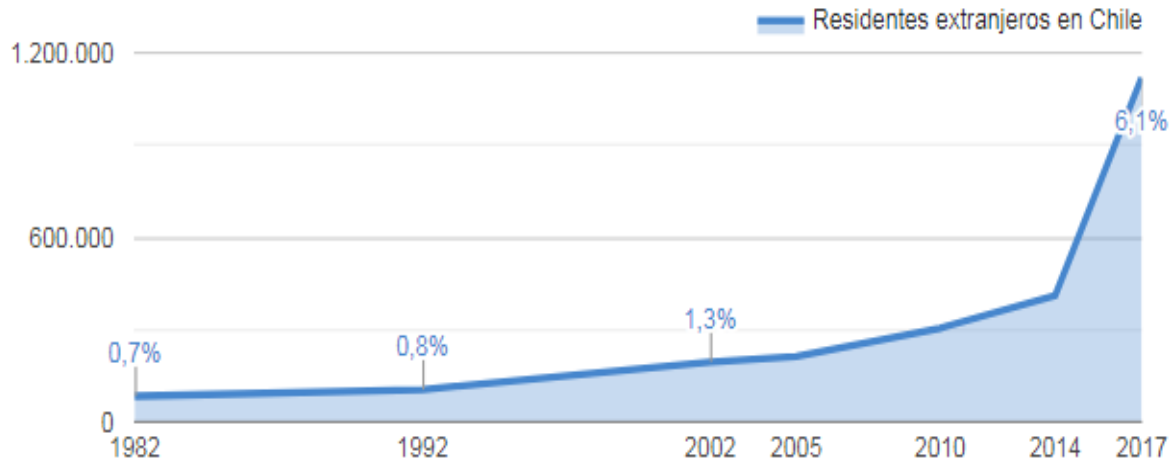


Figure 2

Census 2007-2010

Source: Migration and Foreign Affairs Department, Chile.

Similarly, Chile, the country I was born in, is another nation which has had a substantial increase of immigrants in the last decades. According to the Migration and Foreign Affairs department in Chile (Figure 2), in the last 15 years there has been a 5.8 % sharp increase in the number of immigrants in Chile. This represents the highest rise of immigrants in South America compared to the country's population.

Both countries, Chile and the USA, have welcomed a considerable number of immigrants who have therefore become part not only of the working force, but also those under the age of eighteen, have become part of an educational system that must prepare a plan that suits their needs and to help them succeed.

In addition, the US and Chile welcome students from different countries providing educational support. Some may share cultural and linguistic similarities that will help these new students ease their way into the new country. In the US for example, the largest number of immigrants are Asians and Hispanics (Pew Research Center, 2017) while in Chile most immigrants are from Peru, Colombia, Venezuela, and Haiti (Department of Foreign Affairs, Chile, 2017). This shows that some immigrants may have some cultural similarities with the hosting country like Chile. However, in the case of Haitians and Asians respectively, they do not speak the same language as their hosting countries, and they have different cultural and educational backgrounds.

As the author of this research currently resides and works in the USA, the focus of this research work will be the application of differentiated instruction strategies in a group of SLIFE at Gar-Field Senior High School in Woodbridge, Virginia.

Students with Limited or Interrupted Formal Education (SLIFE)

Within the different groups of immigrants in the USA, a solid group is made up by the ones coming from Hispanic countries such as El Salvador, Guatemala, Honduras, and Mexico. Immigrant children coming from these countries have different educational and cultural backgrounds and are enrolled in US schools. The US system provides support for these students by entering them into the English as Second or Other Language (herein ESOL) program. According to Face the Facts USA, a Project of George Washington University, 10 percent of all public-school students in the United States are English as Second Language (herein ESL) and English Language Learners (herein ELLs), meaning they have limited English proficiency. The English level of these ELLs ranges from beginners to more advanced depending on their country of origin and whether they have had English language exposure or not.

Some of these ELLs are also SLIFE. The educational consortium World-Class Instructional Design and Assessment (herein WIDA) defines SLIFE as an “umbrella” term to characterize a specific group of language learners that present either a gap in their educational backgrounds of more than two years or simply had limited access to education (WIDA, 2015). Also, the reading and writing levels in their native language are below grade level and they lack academic skills (Freeman & Freeman, 2002). These characteristics depict a person that has for some reason been restrained from having the educational opportunities and social experiences that would help develop the skills to be successful in the classroom.

Among these students, ELLs who are 14 years old or older are placed in ESOL High School classes once they arrive. David and Yvone Freeman in their book *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners*, categorize older ELLs in three different groups:

Type of Learner	Characteristics
Newly Arrived with Adequate Schooling	<ul style="list-style-type: none"> • Recent arrival (less than five years in U.S.) • Adequate schooling in native country • Soon catches up academically • May still score low on standardized tests given in English
Newly Arrived with Limited Formal Schooling	<ul style="list-style-type: none"> • Recent arrival (less than five years in U.S.) • Interrupted or limited schooling in native country • Limited native-language literacy • Below grade level in math • Poor academic achievement
Long-Term English Learner	<ul style="list-style-type: none"> • Seven or more years in U.S. • Below grade level in reading and writing • False perception of academic achievement • Adequate grades but low test scores • ESL or bilingual instruction, but no consistent program

Figure 3

Types of learners

Freeman, Y., & Freeman, D. (2002)

These groups show that ELLs cannot be classified into one group, but they have their own educational backgrounds with different levels of proficiency in their L1 (first language.) This will help them perform more at ease than the ones who present literacy deficiencies in L1.

Margarita Calderon, research scientist and professor at the prestigious Johns Hopkins University states that SLIFE are normally newcomers with two or more years of interrupted education; have been to their home country and returned to the US; attended 1st and 2nd grade in their L1 (first language), and then moved to 3rd grade to learn L2. They have ELLs impacted by ineffective instruction, and ELs who have moved around the USA not attending school during that time (Calderón, 2008).

Although no agreement has been reached on what the best technical term to describe these students is, SIFE was the first term coined by DeCapua and Marshall in 2007 as Students with Interrupted/Inadequate Forma Education., but this term does not include those students whose education has not been interrupted. The term SLIFE (DeCapua, Smathers, & Tang, 2009), though, is presented as it represents both students with limited and interrupted education. In this teacher guide, SLIFE are described as a broad group of students with different characteristics but all having limited or interrupted education. Considering that these students' home country educational system may be different, lack access to resources, lack opportunities, or lack formal schooling, etc. the term SLIFE has been more commonly used and will be used as the key term in this investigation.

In this publication, DeCapua et. al. focus on the most predominant issues that encompass SLIFE. Firstly, it is stated that ELs are different from SLIFE. An ELL has a more solid educational background, crucial previous content-area knowledge, deeper understanding of the social and academic constraints in a formal educational setting, etc., while a SLIFE lacks most of the previously mentioned characteristics. Thus, it is the identification process of SLIFE among ELLs that would truly benefit any school. The following chart shows some indicators that can provide educators and administrators with more clarity when identifying SLIFE:

POSSIBLE INDICATORS
<ul style="list-style-type: none"> • Inadequate school records, no school records, or school records with gaps • Reports by student and/or parent/guardian of not having attended school • Poor attendance records from prior schools, frequent absences, and/or tardiness at current school • Low literacy level in the native language • Weak grasp of grade-level content material

Figure 4

DeCapua, Smathers, Tang (2009)

These indicators are general concepts that would benefit a school when a new student enrolls. This registration process is crucial to provide support and create the most appropriate schedules for SLIFE. The outcome will be students being comfortable with their classes and meeting peers at their level with the support of an understanding and qualified teacher.

This commences when parents or guardians enroll students providing the information needed to be registered at a High School. It is here when registrars would normally analyze the information and contact an ESOL teacher or department chair to help determine what classes the student will take. Some may have enough professional exposure to SLIFE that by looking at their records can identify them, however, some will not.

DeCapua, Smathers, and Tang (2009) developed a checklist that encompasses descriptors in more detail to identify SLIFE (appendix C). First, this checklist assures families and newcomers to have an interpreter to provide translation assistance. This is a key element at the moment of enrollment as the student's information must be as complete as possible. Second, the list verifies the level of literacy of the potential SLIFE in their native language and other content areas such as math and science. In other words, pre-assessing new students to determine their previous knowledge on a subject more than just emphasizing on the language portion. This gives high importance to pre assessment in the process of identification as can be described as follows: "Preassessment serves as a doorway to student thinking, interests, learning preferences and experiences, and even the content itself"(Doubett & Hockette, 2015).

As the checklist continues, it focuses on other factors that may have contributed to an educational gap. Absenteeism, for instance, may have prevented students from going to school as some had to work, others had geographical obstacles to get to school, or some just lacked the opportunity. Family involvement as well as socio-economic disadvantages play a crucial role in defining the opportunities for those families to get access to formal education. These families can provide sufficient information on the students' previous educational experiences.

World-Class Instructional Design and Assessment (WIDA)

As previously mentioned, WIDA is a consortium that provides educational services and assessment for English language learners around the world. On their website (see references), WIDA refers to its "WIDA CAN DO PHILOSOPHY" in which they embrace

the language learner as a cultural and linguistic asset not only for the rest of the learners, but also to the school community. WIDA also enacts its philosophy by conducting research, assessments, and professional developments for educators.

WIDA focuses on four main research areas: psychometrics, policy, technical assistance, and academic language literacy. Psychometrics helps design items and tests, accessibility features; and analyses consequences of testing. Similarly, WIDA conducts policy research focused on the implementation of policies and programs and their impact on the academic success of students with multicultural backgrounds. And finally, WIDA researchers study how students need to use the target language to engage in academic, social, and community events.

One of WIDA's areas of focus is mostly on language proficiency assessments. First, the WIDA Screener is a more succinct version of the ACCESS assessment. It is intended to be administered online at any point throughout the school year given its flexibility. Also, the WIDA MODEL is an on-demand language assessment that was designed to predict the student performance on the ACCESS assessment.

ACCESS assessment

ACCESS test for ELs is the collective name for WIDA's set of summative English language proficiency assessments. The ACCESS assessment is taken annually by English language learners from Kindergarten through 12th grade in WIDA Consortium member states. Firstly, the ACCESS test is available to WIDA Consortium member states as a primary benefit of membership and is administered to students who have been identified as English language learners (ELLs). This test is administered annually to monitor students' progress when learning academic English assessing the four language skills: listening, speaking, reading, and writing (WIDA, 2019).

This assessment is given to all EL students once a year to monitor their academic language performance throughout their education. Using this tool, it can be determined if they have reached all their linguistic goals to move on to the next level. Once the school receives these results, students can opt to higher level classes and be immersed in general

education classes. The following chart depicts how the four skills represent different percentages during the scoring process, focusing the overall score on the literacy domains rather than an even distribution of all four.

Type of Composite Score	Contribution of Language Domains (by Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Overall	15%	15%	35%	35%

Figure 5 Composite Scores
WIDA ACCESS for ELLs 2019

Differentiation

The backbone of this research is the relationship between differentiation and SLIFE language proficiency. On the one hand, differentiation acknowledges students’ needs and differences where the teacher through pre-assessments and formative assessments can tailor more suitable instructional strategies (Doubet & Hockett, 2015). Carol Tomlinson, a pioneer in the area of differentiated instruction, refers to differentiation as to how teachers make content goals accessible to all learners within the same classroom (Tomlinson, 2004, 2014a). In this way, the educator must pre-assess students so that the materials and content can be at their level especially when SLIFE are in the learning setting. Although, there are misconceptions about what differentiation entails, the following chart can clarify what differentiation is and is not (Tomlinson, 2004, 2014a).

What Differentiation Is and Is Not	
Differentiation <i>Is</i>	Differentiation <i>Is Not</i>
A philosophy rooted in effective teaching and learning	A bag of tricks or set of strategies that can be plunked into low-quality curriculum
Regularly examining evidence of student decision	Either an everyday necessity or once-in-a-blue moon “event”
Tailoring instruction in response to patterns in student needs	Writing individualized lesson plans for every student
Designing respectful tasks and using flexible grouping	Sorting or pigeonholing student into static groups or levels
A way up to standards and learning goals	A way out of standards and learning goals
Critical to improving instruction for all students	More important for certain groups of students (e.g., students with IEPs or English language learners)

Figure 6
Doubet & Hockett (2015)

It can be observed that differentiation is more exhaustive and introspective analysis of a teacher’s professional performance. In this way, differentiation focuses on students’ needs in time and adapting the tasks by using various strategies to support all students and not just a specific group. Thus, this is a way for students to have a chance to achieve their learning goals and for teachers to improve their instruction.

The following diagrams by Tomlinson can be contrasted as they were published at different times:

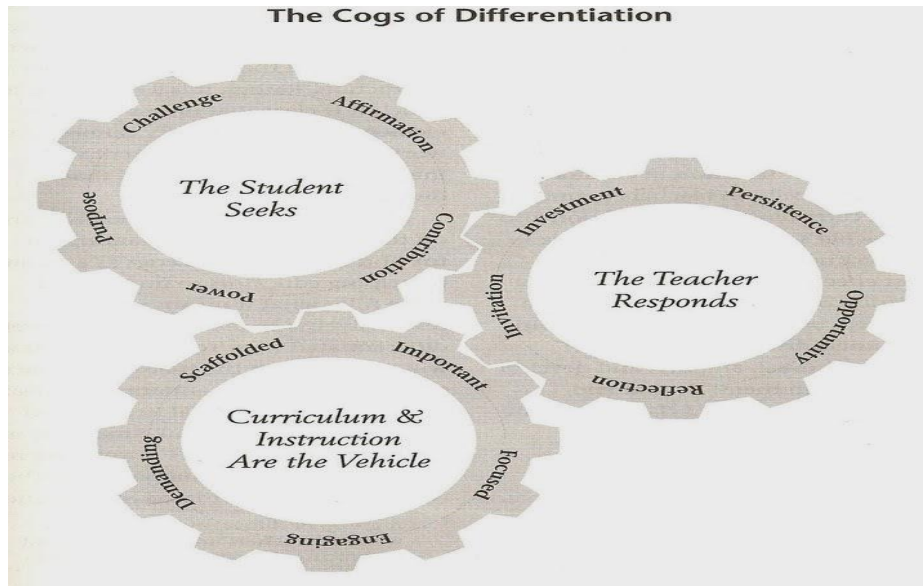


Figure 7

Tomlinson (2004)

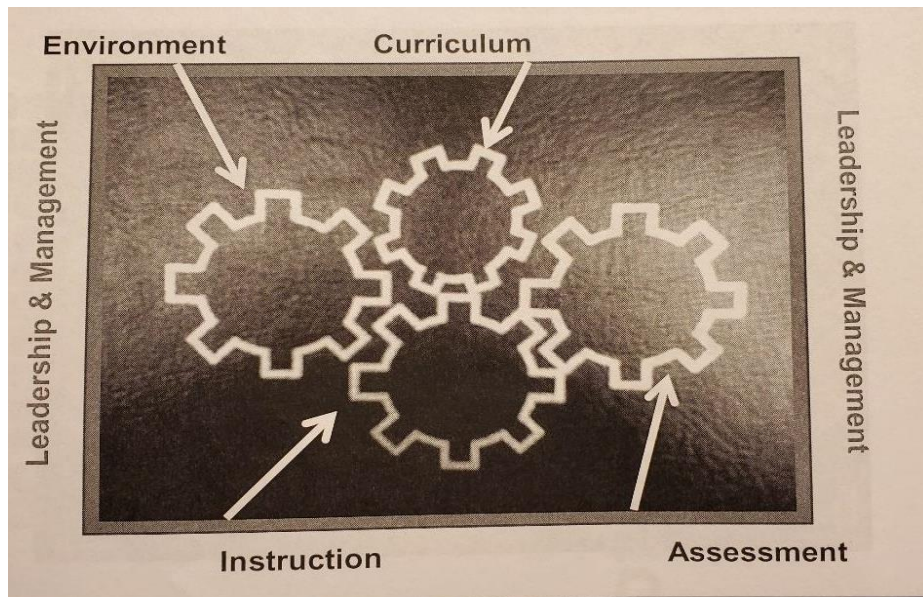


Figure 8

Tomlinson (2018)

These diagrams depict how differentiation works with all the elements in an educational setting. In the first diagram (figure 6), curriculum seems to be as important as how the teacher responds, and that the student seeks to learn. While in the second diagram (figure 7) assessment, the learning environment, and the teachers' instruction make the cogs

work for students to understand the curriculum and meet the standards through differentiation.

Adaptation is a key element as described by Laura Baecher, an assistant professor from the University of Wisconsin who has worked closely with ELs and differentiation. In her article “Differentiated Instructions for English Language Learners”, she states that adaptations should be made for ELs to comprehend instruction. Baecher also refers to Tomlinson’s work (2001) to describe the adaptations that a teacher makes in order to meet learners’ needs as content, process, or product adaptations:

First, content adaptations for ELLs might include shortening a lengthy text, providing visuals with the text, or offering a parallel, simpler text, perhaps in the form of a play instead of a novel. Then, process adaptations could involve offering the learner support in doing the task, perhaps through cooperative groups, pairs, or by allowing use of an electronic dictionary, glossary, or use of notes. Finally, product adaptations might involve assigning the learner to write a paragraph in lieu of an essay, five statements instead of 10, or the option to create illustrations to show comprehension rather than writing narrative.

Baecher emphasizes that these adaptations should be small and consistent for teachers to focus on the objectives of the lesson. It is here when some teachers may claim that the content is being “watered down” when differentiated materials are introduced. However, Baecher states that teachers’ inflexibility or elitism should not prevent students from actively participating in the class and that the adaptations should be constant. (Baeche, 2011).

These modifications will significantly impact students’ performance and their disposition to learn in an educational environment. Tomlinson (2004) highlights the importance of the learning environment by metaphorically describing it as the “weather” that affects all that occurs in the classroom. Seating arrangements, rules, classroom organization, visible objectives, passing and collecting supplies, etc. are some examples of classroom elements that are influenced directly by this “weather” sometimes ignored in lesson planning. Thus, educators in general must plan holistically in order to achieve a rich learning environment and a well differentiated lesson.

Tomlinson (2004) also puts forward that the “mood” of the class is a key element in a favorable learning environment. This mood is explained as having both concrete and abstract aspects helping students feel comfortable, ready to learn, and clear their path to success. These are traits that Tomlinson classified into four categories: readiness, interest, learning profile, and affect. Readiness refers to students’ previous knowledge and experiences, understanding, disposition to learn at school, and cognitive habits. Interest refers to whatever topic or theme catches students’ desire to learn. Learning profiles describe the ways students learn the best i.e. learning styles, intelligence, preference, culture, and gender. Affect deals with students’ perception of themselves, the teacher, and the classroom (Tomlinson 2004).

Mutually Adaptive Learning Paradigm (MALP) and Culturally Responsive Teaching

Many questions continue to be unanswered regarding SLIFE and their transition to the American school system. One proposal that can streamline SLIFE transition to a successful learning outcome is the Mutually Adaptive Learning Paradigm (MALP) (DeCapua & Marshall, 2011). The MALP model for educators provides support for lesson planning and understanding of SLIFE in the shift from one background to a new one. This model presents strategies and best practices to support SLIFE from a checklist to assure a lesson is effective and welcoming for SLIFE to focus on project-based learning. MALP can also be defined as “The Mutually Adaptive Learning Paradigm, or MALP, is a culturally responsive instructional model for struggling language learners. It is intended to transition these learners from their preferred and customary ways of learning to Western-style formal education by integrating key elements of formal education while balancing and acknowledging the needs, preferences, and priorities of struggling language learners. With MALP, instructors have a concrete, practical set of guidelines to follow in designing and delivering instruction to this population” (MALP, LLC. 2014).

This model invites educators to develop a deeper understanding of what having a culturally responsive classroom means. According to Ladson-Billings (1994) culturally responsive teaching is a pedagogy that assimilates the relevance of including students' cultural backgrounds during the learning process. Culturally responsive can also be defined

as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly (Gay, 2000). By adding cultural elements and students' past experiences, a culturally responsive classroom has proven to be more effective. According to Gay (2000) these characteristics are fundamental: positive perspectives; communication; learning within the context of culture; student-centered instruction; culturally mediated instruction; reshaping the curriculum; teacher as facilitator.

SLIFE and all students benefit from differentiated instructions and culturally responsive teaching. Both approaches focus on the uniqueness of the students in the classroom and include them into the curricula. ESOL students in general nourish the learning environment by their unique cultures, language, and personal experiences which, when taken under consideration, will become part of the all-together learning process. Having rich diversity in the classroom should not represent a disadvantage but a bonus for the whole group.

METHODOLOGY

School Profile

The participants of this research belong to Gar-Field High School located in Woodbridge, Virginia. This public school is well known by its diversity and multicultural events throughout the school year. Its student body is composed of mostly Hispanic descendants, African Americans, and Asians. Caucasian students only represent 8.8% out of 2,314 students while 74.7% of the staff members are white.

In addition, Gar-Field is located in an area where immigrant families have displaced locals to move west from the Potomac river, leaving mostly low-income families. At this school 68.8% of students belong to economically disadvantaged families including English learners who make up 29% of the student body. This makes Gar-Field a Title I and III school; Title I because it can receive federal funding to support these families, and III to support English learners.

Participants

A group of eight students from Central American countries with educational gaps of 1 or more years will be selected. Their ages range from 15 to 18 years old, and they all have an overall score of no more than 1.9 (see appendix A and B for score descriptions) in the ACCESS test. This test is administered when underage immigrants decide to join Prince William County School so that they can be placed in classes according to their level.

Additionally, a group of seven English teachers certified in teaching English as a second or other language have been selected to participate in surveys and questionnaires. These educators hold master's degrees in education within a range of three to 15 years of teaching experience. They all currently teach at the High School level having EL SLIFE in their classrooms throughout the entire school year.

Variables

There are several variables that can direct the pathway for learning English by SLIFE. Some of these variables are directly related to their living situation and external factors such as working in the evenings, taking care of younger siblings, or getting involved in illegal activities to have access to money. Simultaneously, there are some internal factors that can also affect SLIFE's language acquisition and grade level achievement such as undiagnosed learning disabilities, L1 illiteracy, or cultural shock.

However, truancy and grades can be accounted for incorporating most factors and providing clear evidence that help measure SLIFE's success in school. Therefore, in this investigation the two previously mentioned variables will be analyzed to determine a relationship between them in closing SLIFE's educational gap.

Qualitative data

In order to interpret the effectiveness of differentiated instruction on SLIFE, some of the participants' classes will be observed. Additionally, evidence will be collected through a questionnaire about the implementation of differentiated instruction strategies.

Quantitative data

The participants have four classes a day with different content teachers. These teachers will respond to questionnaires which will provide quantifiable information about their strategies and background about SLIFE and differentiation in addition to the results from the ACCESS test proctored by ESOL teachers at Gar-Field Senior High School in February every year.

Tools

The ACCESS test will be utilized to measure the results and analyze students' improvement on language proficiency which is taken by all ESOL students after they are enrolled in a public school. The results will be compared to the next ACCESS test results which are administered seven months after the beginning of the school year. Besides, surveys, questionnaires, and grades will be used to collect relevant data about years of educational gaps, students' perceptions and academic performance, country of origin, etc.

Expected Results

Once the data is collected and teachers' feedback is analyzed, it is expected that 25% of SLIFE will be able to decrease their educational gap and 30% of SLIFE will have a significant increase in the language proficiency by one level in the ACCESS test every year. Moreover, teachers and students' perception about the effectiveness of differentiated instruction is positive. Finally, 60% of SLIFE grades will show at least a 2-letter grade increase ("A" being the highest and "F" the lowest) comparing their first English class grade to their English class the following year/years.

RESULTS ANALYSIS AND INTERPRETATION

Differentiation is surrounded by misconceptions and myths. As stated by Carol Tomlinson (2004) there must be a clear definition of what differentiation is and is not. It is visible that there are several teachers whose instruction is governed by these misconceptions affecting SLIFE in the way they understand it. Besides, this can be also observed when students are asked about receiving accommodations in the classroom, they are hesitant not being able to clearly identify those accommodations that may or may not be present affecting their performance.

Teachers, on the other hand, possess intermediate knowledge about what differentiation is which conditions SLIFE's opinion on receiving these accommodations or adaptations in the classroom. Laura Baecher et al. (2012) states that some teachers' inflexibility to adapt the materials or lack of consistency throughout the lessons is a reality making these adaptations not visible for SLIFE.

Similarly, in this performance, there is an unfortunate failing trend. When looking at SLIFE WIDA scores, most SLIFE will remain or improve their WIDA overall levels by their first school year, but as time goes by, students' scores fall. Furthermore, students' grades in their English classes show that they struggle understanding instruction and completing assignments even with the support of an educator trained in teaching ELs. Consequently, SLIFE's readiness (Tomlinson 2004, p.3) for this new learning environment was overlooked leading them to mostly fail.

This drop can be attributed to both absenteeism and the lack of use of English outside the school. By not attending school, SLIFE are missing all differentiated instruction that could help them succeed and are exposed to the language. Added to the fact that most students claim that they only sometimes use the target language in informal contexts. Being at school plays an important role as it allows students to be immersed in the school culture and exposed to the target language. They interact among peers and with staff members; follow instructions and communicate among themselves in English at their own pace.

While at school most ESOL teachers claim that they are aware of their SLIFE in their classroom and use several strategies to differentiate the content. However, grades show the opposite. Only student A had above a “D” (see grading scale appendix LL) during his first year, but everyone else’s grades plummeted and failed the class. This can be a consequence of one strategy that has a deep impact on students’ performance: assessment. Alternate or differentiated assessment is key to provide accurate and empirical data about SLIFE. Most teachers do not differentiate their tests to meet the needs of their students which juxtaposes with teachers’ knowledge on SLIFE and their practice in the classroom.

When ESOL teachers speak of the strategies and techniques they use while delivering a lesson, these seem to be far from what the theory states. Based on Tomlinson’s chart “What differentiation is and is not”, only 28% of teachers were able to select the correct descriptors of what differentiation is. This has a deep impact on SLIFE performance given that teachers are using differentiated strategies and techniques, but they seem to lack a clear definition and the purpose of it.

Similarly, when ESOL teachers and SLIFE were asked the same questions about the appreciation and application of differentiated instruction, there was a consistent pattern. Most teachers and SLIFE perceive either language proficiency or academic progress positively by the implementation of differentiated instruction. Students claim that teachers mostly know how to tailor the content to make it accessible and meet students at their level. At the same time, teachers and students agree on the positive impact of these strategies on language improvement, however, as it was previously mentioned, grades do not reflect this progress.

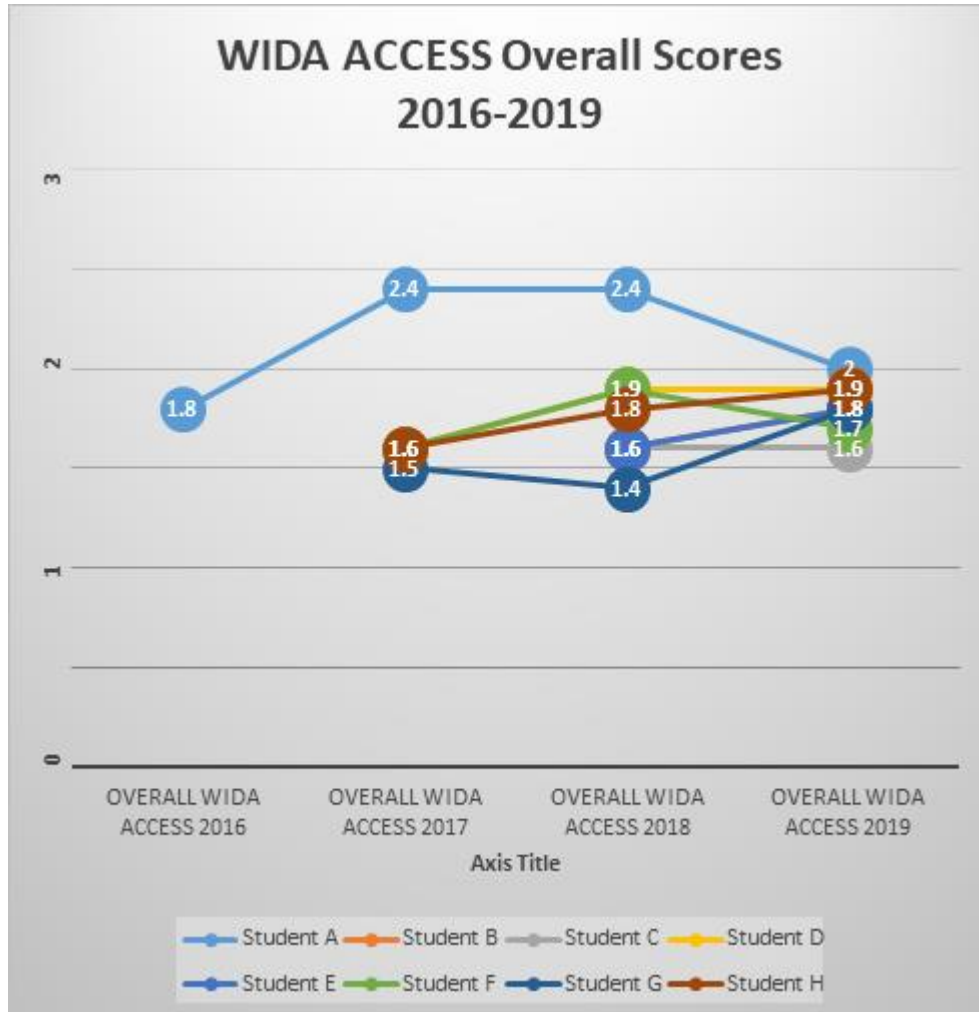
It can be argued that ESOL teachers and SLIFE will inevitably develop a strong relationship. All teachers answered that their relationship with SLIFE has an important impact on learning the language. Most students agree with the teacher, but there are some who do not perceive this notion to be relevant. Labaree (2000) argues that teachers have to develop caring relationships with students to create an emotional link to stimulate students’ active participation in the learning process. This teacher-student relationship seems to motivate and encourage students to attain the curriculum objectives and improve their language skills more than the academic skills.

Some results were not as balanced as some previously provided. When teachers and SLIFE were asked about the effectiveness of accommodations and intervention during class, most teachers agree, however, more than 35% of students either do not know or claim not to have received accommodations or interventions by ESOL teachers. Likewise, when students and teachers responded to teachers knowing whether SLIFE practiced English outside the school, there is a clear discrepancy as teachers mostly agree while students mostly do not show interest or disagree with how much teachers know.

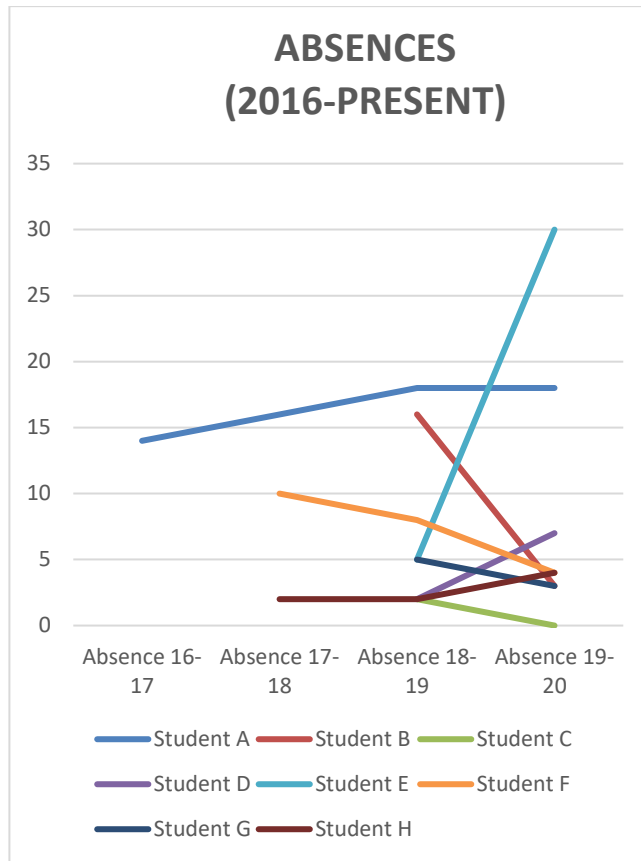
Finally, there is a high fluctuation in teachers' and students' answers about how interested all teachers are in helping improve SLIFE language proficiency. More than 30% of teachers claim that some teachers are more interested in teaching the content than supporting language acquisition. On the contrary, students believe that most teachers are interested in helping them improve their language skills. This reflects the solid teacher-student relationship that students perceive as importance.

Results

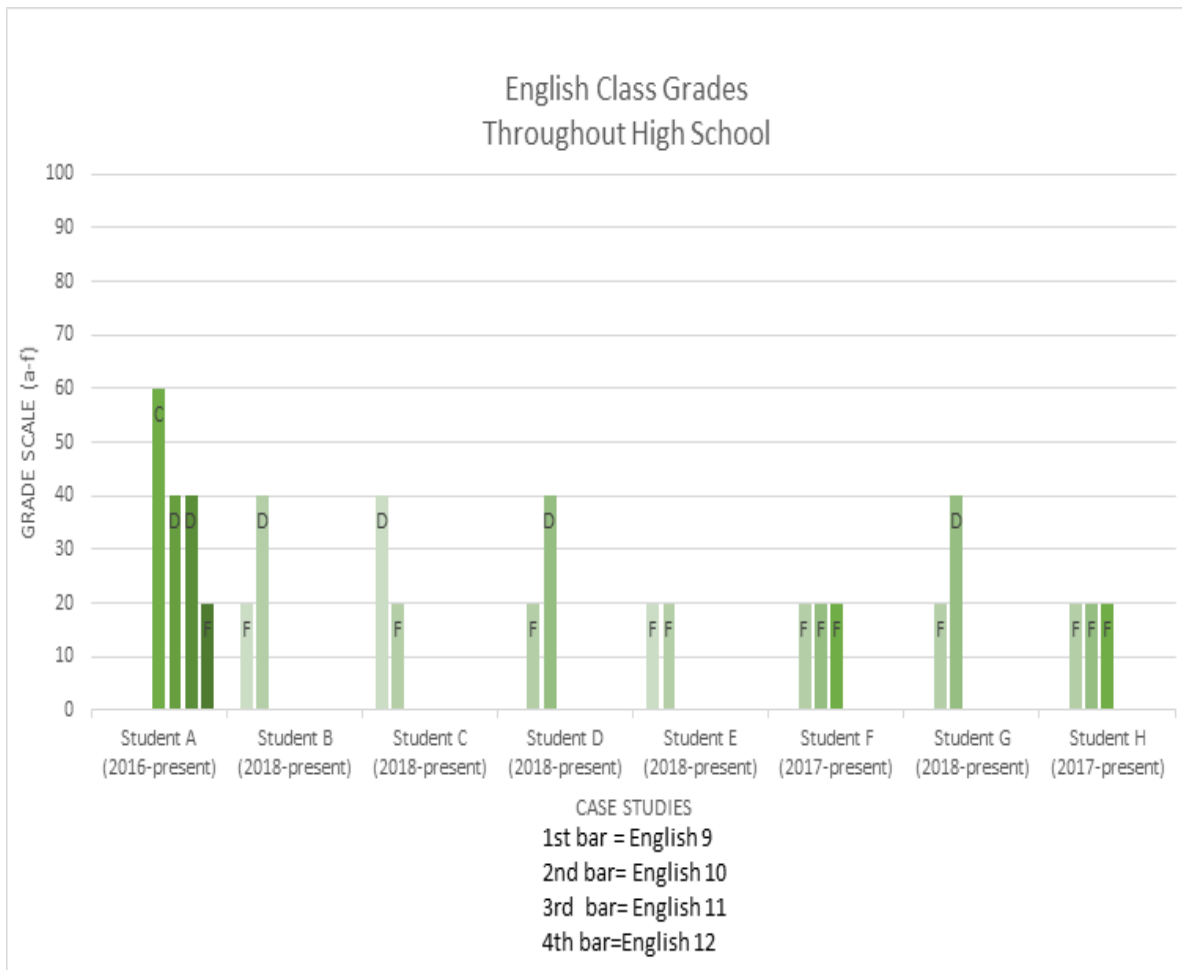
The following data was collected from various surveys and questionnaires.



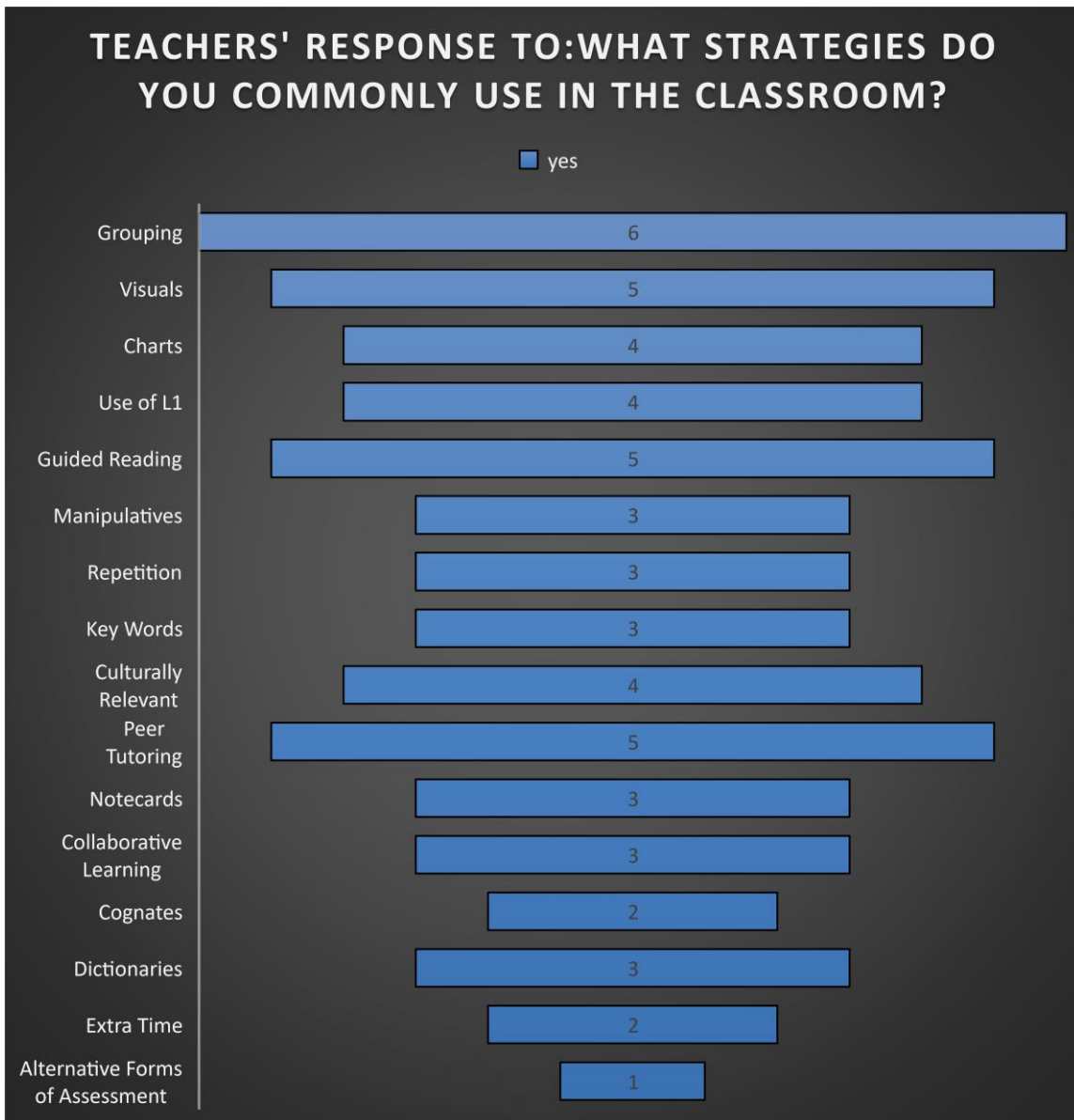
This graph shows the overall score on the WIDA ACCESS test from 2016 to 2019. The independent variable of this study represents the years when the ACCESS test was taken, and the dependent variable shows the scores ranging from 1 to 6 (see appendix A and B). It can be observed that most students improved their scores throughout the school years except for student A and E. A and E drop can be attributed to commonality that they are the oldest students. Besides, students B and C remained with the same scores during their 1 school year adding to a more positive trend.



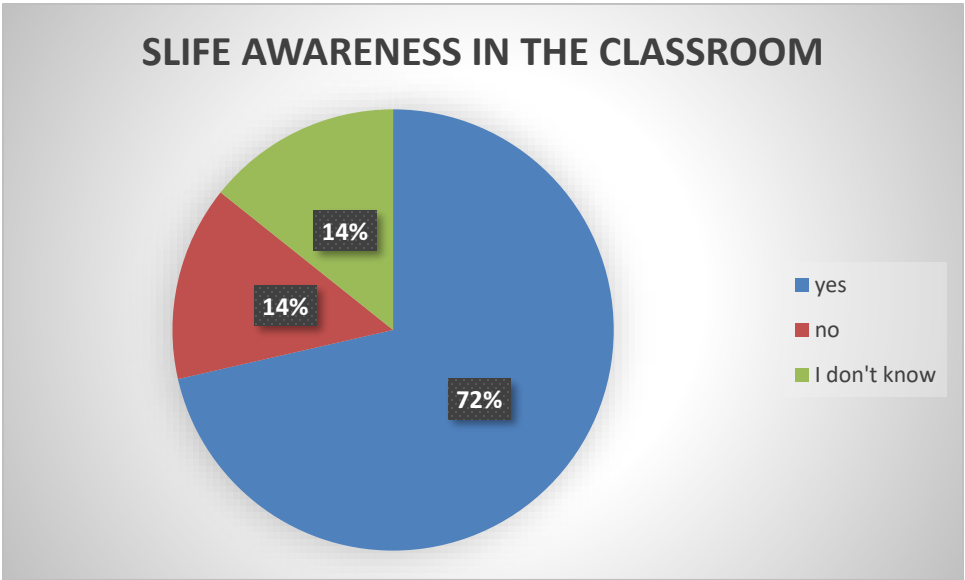
This graph displays students' absences from 2016 to 2019 (school's student records). It can be stated that 50% of the students increased their absences in the last year, on the contrary, the other 50% decreased their absences. Student D's absences skyrocketed from one year to the other going from 5 to 30 days absent. Student B and C substantially decrease their truancy in one year. Therefore, it can be determined that half SLIFE have a serious truancy issue and the other half gradually reduced their absent days.



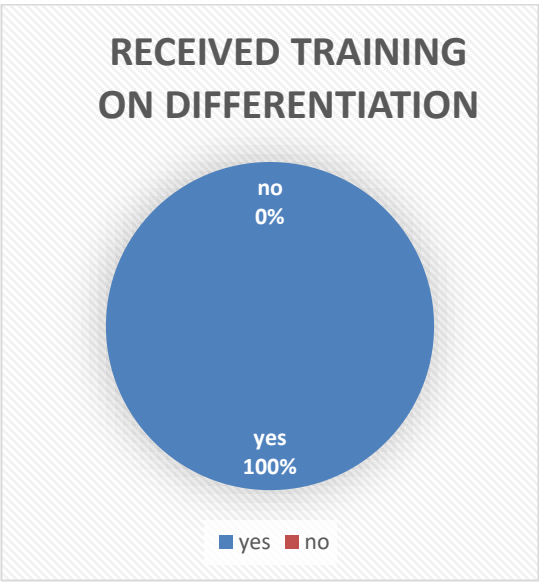
English classes are a key element of language acquisition. At first glance, all the students have grades towards the lower end of the scale. Student E, F, and H have not been successful in passing English 9 their first year while receiving ESOL support. This is not the case of student A who has passed most of his English classes except English 12, a trend that can also be observed in his/her WIDA scores and truancy. In contrast, students B, D, and G have been able to retake English 9 and pass it on their second try with the lowest passing grade. Then, SLIFEs are not reaching the basic language and content objectives in their English classes with ESOL support.



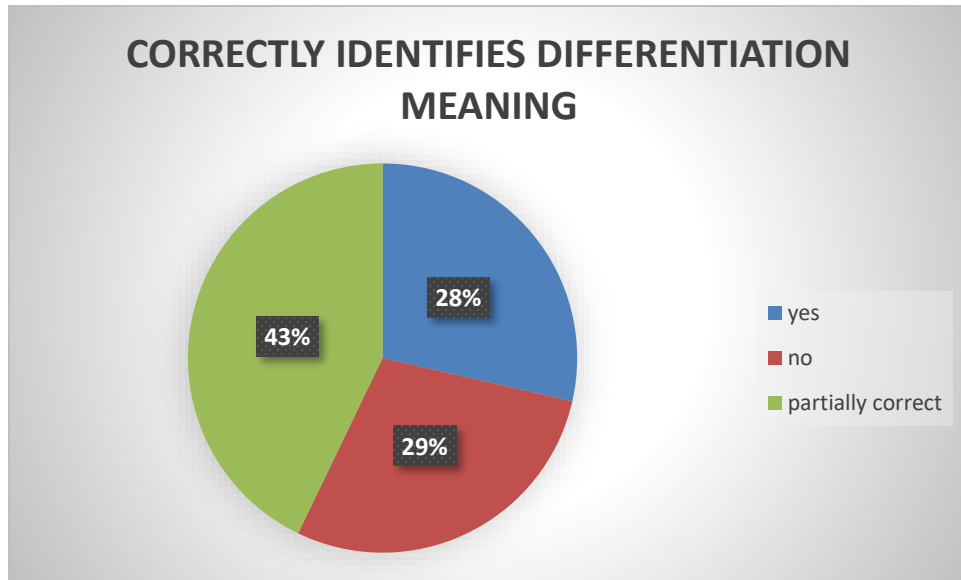
English teachers were surveyed to show what differentiation strategies they have used in their classes. Most English teachers use grouping, visuals, guided reading, peer tutoring as their most common strategies in their class. Moreover, teachers tend to use charts and L1 with ELs followed by more manipulatives, repetition of key words or other sentences, notecards, collaborating learning and dictionaries. Finally, less commonly used by teachers are cognates, extra time, and alternative forms of assessments.



When teachers were asked about being aware of the SLIFE in their classes, 72% responded that they know their students with educational gaps. While 14% stated that they are not aware of SLIFE, another 14% does not know what SLIFE means. Therefore, almost 28% of teachers are completely unaware of SLIFE in their classes and are not receiving the corresponding support.

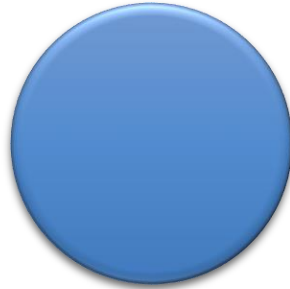


In terms of training or professional development about differentiation, all teachers claimed to have received training at any point in their careers.



Based on Tomlinson's What differentiation is or is not chart (see page 13), teachers were given different options to select the most appropriate definition of differentiation. This pie chart shows that 28% of teachers know the meaning of differentiation while there was a substantial surge of 43% of teachers who present some confusion with the term by selecting the correct answer but adding other options. This leaves 29% of teachers having the inaccurate idea of what differentiation means. Thus, this question reflects that 72% of teachers have myths and misconceptions about differentiation.

RATING OF EFFECTIVENESS OF DIFFERENTIATION FOR ELLS



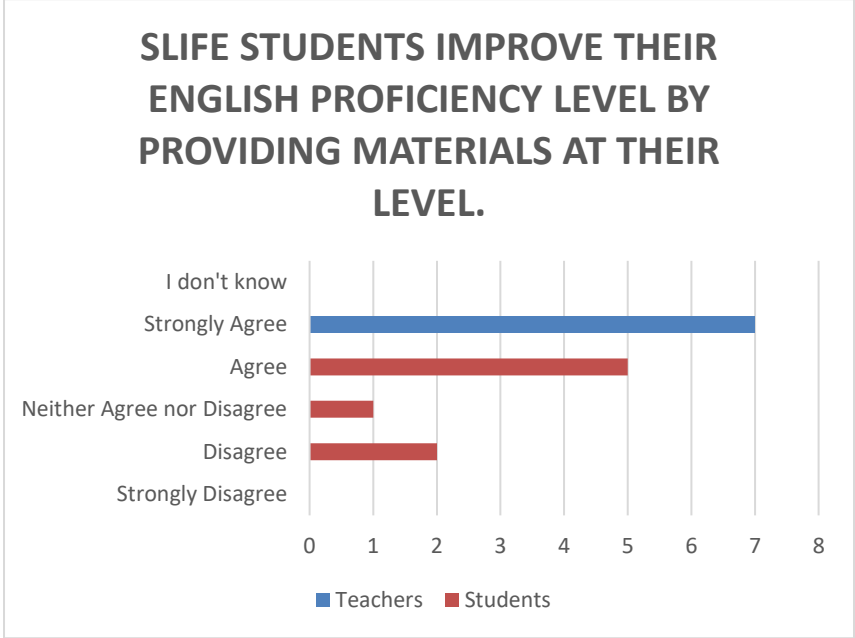
■ very effective ■ not effective

DIFFERENTIATION HELPS ELLS IMPROVE LANGUAGE PROFICIENCY

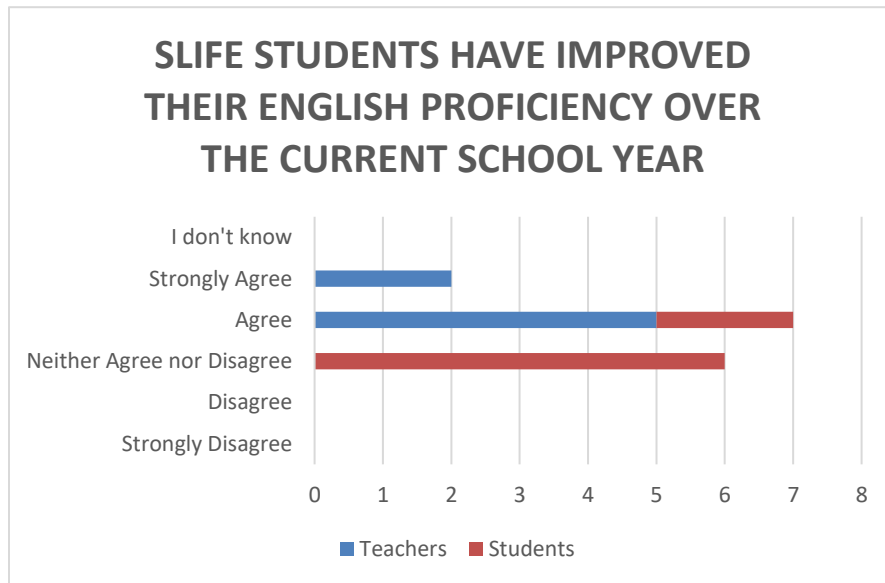
■ yes ■ no



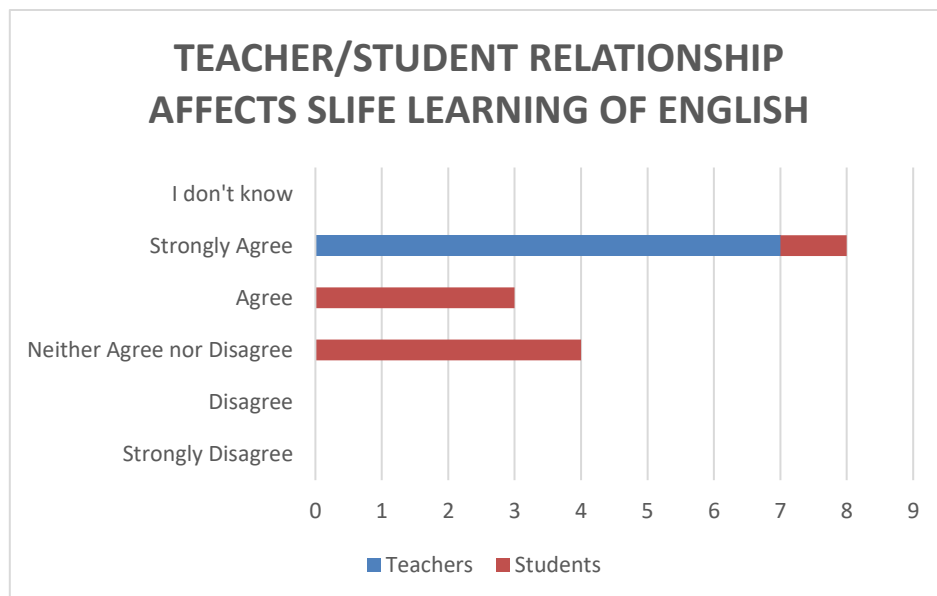
Unanimously, all English teachers agree with the fact that differentiation in the classroom helps English learners to improve their language proficiency. In this case, differentiation is helpful during the process which is not measurable and effective when the results are present.



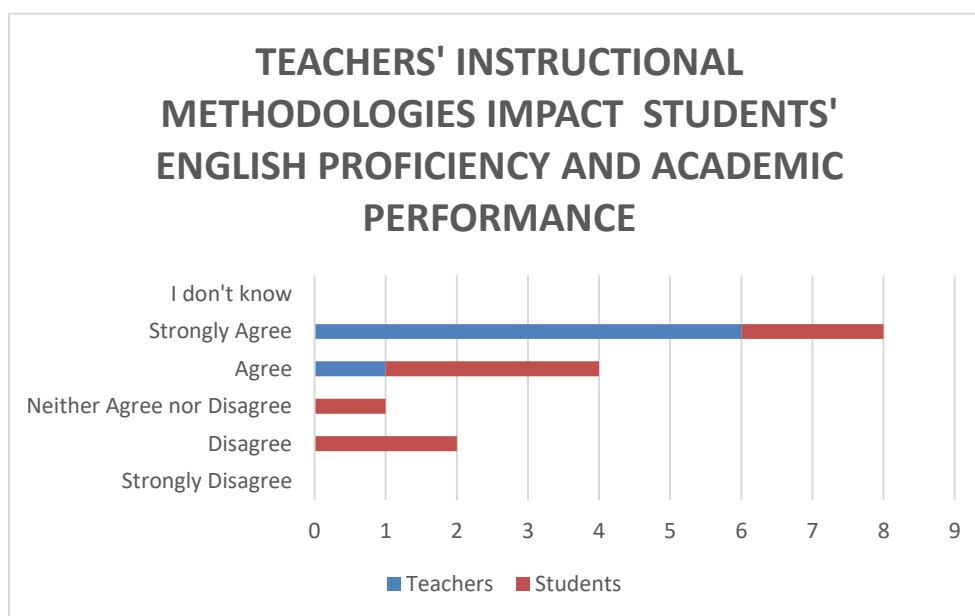
Students and teachers were asked about using materials at the student level in the classroom. All teachers claimed to have provided students with materials that would be accommodated to their level. On the other hand, 25% of the students are not in agreement with teachers, almost 13 % have no input on this matter, and 62% agree with the teachers. Therefore, almost half of SLIFE feel that what they do in class is at a higher level.



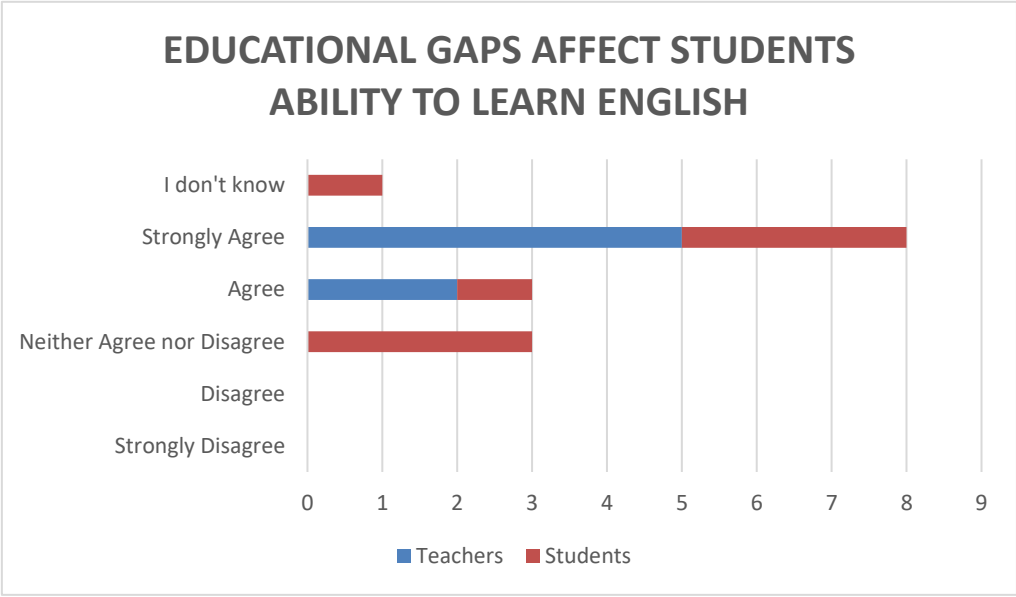
This graph shows teachers and students' perception on the improvement of their language proficiency during the current school year. A substantial number of students show the repeated behavior of a neutral response. Overall, all teachers have witnessed language improvement in their students and the latter are in a middle point.



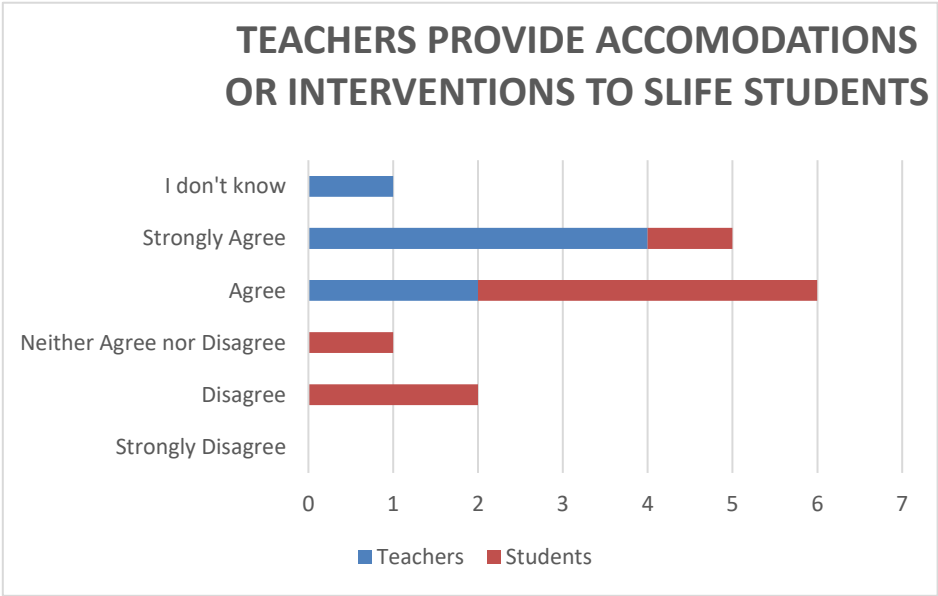
When teachers and students responded to the questions whether there is an effect of their educational relationship on the English learning process or not, all teachers manifested unanimously that it does. Half of the students, following the trend, seem to be indifferent to the teacher/student relationship while the other half agrees with the teachers. Consequently, there is a solid group of students that believe that the relationship with their teachers affect their language acquisition process.



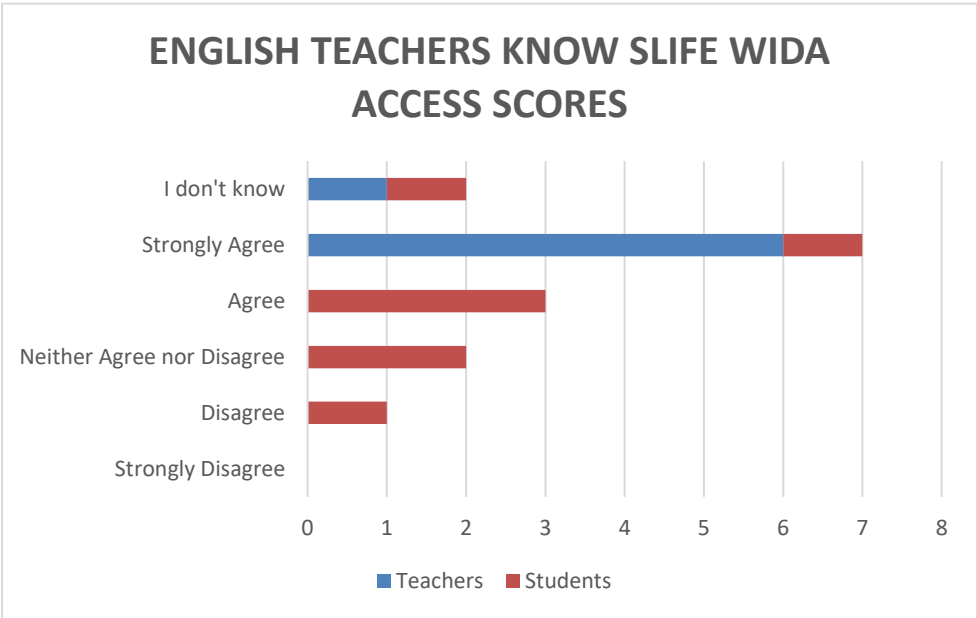
As it was previously mentioned, half of SLIFE and all teachers believe that their relationship affects SLIFE learning of English. However, when they were asked about the impact of how the teacher delivered the lesson on their academic performance and language learning, 62% of SLIFE agree or strongly agree as shown on the graph above. All teachers agreed on this as well which is not the case of SLIFE given that 25% of them disagree. In general, there is a common agreement that a teachers' methodology affects their students' general learning process.



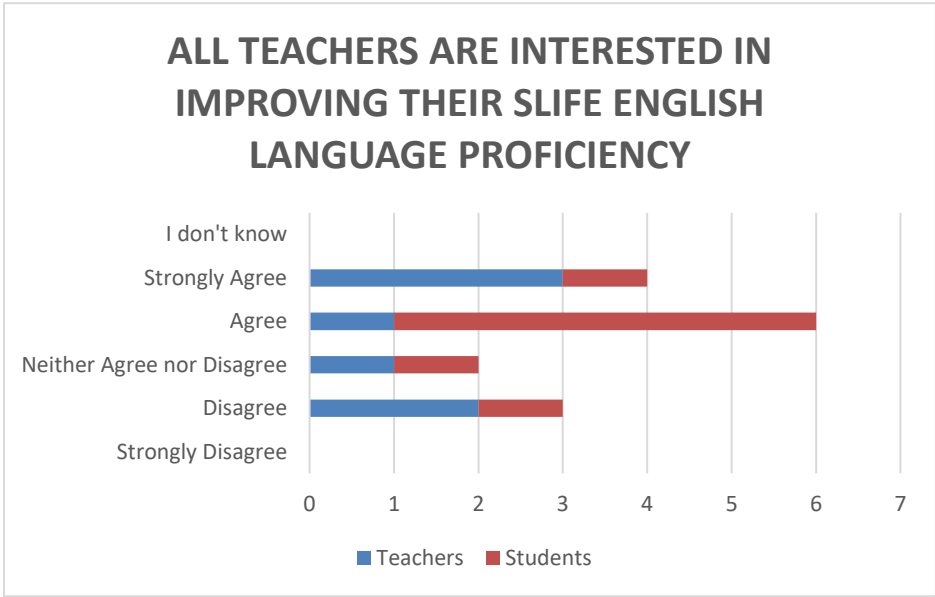
Educators are aware that SLIFE will be affected by their educational background to learn English. Most students agree with the teachers in that their ability to learn the target language can be affected by their schooling interruption. Yet, there is still a considerable group of students that continue to take an ambivalent stand.



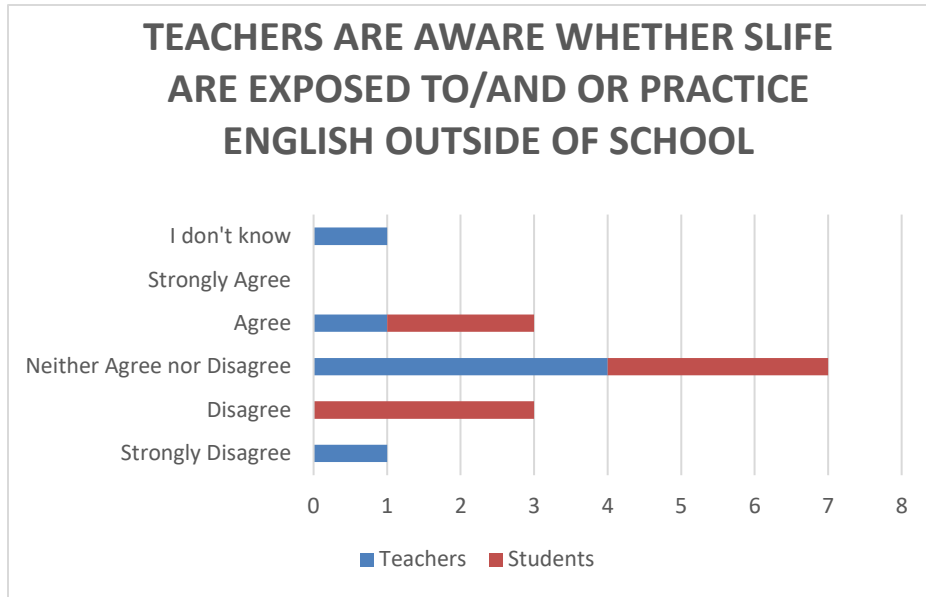
In this graph, teachers and students were asked about providing accommodations or interventions or receiving them respectively. Even when most teachers agree at some level with the statement, there is a 12.5% who do not know if this takes place in their classroom. Similarly, SLIFE mostly agree with the statement, but there is a 25% group that claims not receiving accommodations. Consequently, there is a common opinion that students are being supported in the classrooms from both teachers and students.



Keeping with the same tendency, teachers seem to be well-informed when asked about their students' WIDA level. This shows there is a constant concern from the teachers to know who they have in their classroom. A repetitious 12.5% of teachers do not know the SLIFE score based on their experience at Gar-Field high school. 50% of SLIFE believe that their English teachers know their scores, but an important 37.5 % either show no definite opinion on this or disagrees. Hence, teachers are mostly aware of their SLIFE WIDA scores and students can perceive that.



When students and teachers responded to the statement that all teachers are interested in helping SLIFE improve their English, this graph shows that most teachers disagree. 58% of teachers agree with this notion and 75% of students have a positive perception of their teachers' interest in their language mastery. In contrast, 28.5% of teachers state that not all teachers are interested and only 12.5% of students disagree. In other words, teachers broke the trend by disagreeing with the notion while students stay on a more positive perspective.



Lastly, this graph displays whether English teachers know if SLIFE are exposed or practice English anywhere other than at school. SLIFE express some difference in opinion as 25% think that teachers know about SLIFE using English outside school, 37.5% have no clear opinion, and another 37.5% disagree with teachers. Unexpectedly enough, teachers have a repetitive pattern as 14% do not know, 14% agrees with the notion, and another 14% strongly disagrees. In addition, 58% of educators seem to be partially aware of how their students use English in informal contexts. Finally, students and teachers express a similar idea whether English teachers know the context in which SLIFE use the target language.

CONCLUSION

After analyzing the data and considering the variables, it can be concluded that closing the educational gap of SLIFE by diverse differentiated instruction is not effective. Although there is a positive perception from teachers and SLIFE about differentiated instruction, teachers are mostly aware of the theory and they do try to plan and adapt their lessons, but SLIFE struggle to notice these adaptations in the classroom. For instance, by having such low grades in their English classes the SLIFE's motivation drops significantly often leading them to drop out of school. This can be seen in their truancy and a limited use of English in casual contexts having a deep impact on their WIDA ACCESS level. It needs to be stated that there are other significant variables that influence their performance such as having jobs, L1 literacy issues, learning disabilities, socio-economic status, etc.

When this investigation was being carried out, there was a solid number of obstacles that made the collection of data challenging. At first, SLIFE selected were skeptical to participate in the surveys or in any other part of the data collection as they lack confidence in the American educational system thinking that the school would notify immigration services with the fear of deportation. Also, given their educational gaps and their low literacy in L1, the instructions on how to complete the surveys were read out loud and offered an option of "I don't know" in case they did not understand the question. A similar issue occurred when having them fill out and take home the consent letter. For some, the questions had to be read out loud and explain in detail to parents who also have low literacy in L1. For others, they took a substantial amount of time to return the consent letter and move on with the survey.

Furthermore, it can be determined that differentiation strategies used by teachers in the classrooms have little impact on SLIFE language proficiency. While teachers are trying to teach the class as a whole, they vary their instructions to meet the needs of all students; nonetheless, SLIFE are not acquiring the target language as their peers are. SLIFE's educational gap seems to have caused a delay in their learning process which will explain why the strategies used by the educators are not working. At this public school, there are almost 25 students per class which compared to most Chile's public-school classrooms might

not be a large number, but for SLIFE, it is. More individualized teaching, meeting SLIFE at their level, getting to know them, and the design of a tailor-made curriculum could have a positive impact on SLIFE language proficiency.

Only 12.5% of SLIFE improved their ACCESS scores from one year to the next by 1 point, while the remaining 87.5 % increased their scores by less than 1 point. These percentages do not reflect the expected results by the investigator, on the contrary, it shows that there is an important group of SLIFE that are not reaching their grade level due to their educational gaps. It is imperative to remark that these results are not intended to lessen teachers' practices, but to develop a deeper understanding that SLIFE may require other types of support that cannot be offered in the regular ESOL classroom setting. Therefore, EL SLIFE need a wider support system in and out of the classroom for them to have an opportunity to be successful at school and close their educational gap.

Further research and contribution

Chile and the USA are countries that host immigrants from different countries and provide educational support to second language learners. Teachers from both nations have or will experience challenges to teach multi-background students and help them succeed. Thus, the results of this investigation provide Chilean English and American ESOL educators with deeper understanding on how to identify immigrant students with interrupted or limited formal education, practice differentiated strategies to support SLIFE, and promote the relevance of getting to know students to meet their needs in different ways.

Now, as the world has been stricken by a historical event such as the COVID19 pandemic, all aspects of life have been altered or affected, and education is not the exception. Several questions have arisen about implementing differentiation in virtual settings that need to be addressed to further discuss its effectiveness in this new learning environment.

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APPENDIX

Appendix A

WIDA Performance Definitions Listening and Reading, Grades K–12

The English Language Development Standards. WIDA (2012)

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching			
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • General content-related words • Everyday social, instructional and some content-related words and phrases

Appendix B

WIDA Performance Definitions Speaking and Writing, Grades K–12

The English Language Development Standards. WIDA (2012)

Within sociocultural contexts for language use...			
Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	
Level 6 - Reaching			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

Appendix C

Checklist for Identifying Potential SLIFE.

Checklist for Identifying Potential SLIFE	
Student's Name	_____
Evaluator	_____
Interpreter's Name	_____
Date of Evaluation	_____
1.	_____ English is not the primary language of the home.
2.	_____ came to the U.S. after Grade 2
3.	_____ upon enrollment, has had at least two years less schooling than peers
4.	_____ functions at least two years below expected grade level in reading
5.	_____ functions at least two years below expected grade level in math
6.	_____ is pre-literate in native language
7.	_____ low literacy level in the native language
8.	_____ lack of complete educational records
9.	_____ Parent/guardian reports student has missed schooling.
10.	_____ poor attendance records from prior schools
11.	_____ consistent absences in the current school
12.	_____ consistent lateness in the current school
13.	_____ poor grades
14.	_____ weak grasp of academic content
15.	_____ limited experiences in content area classes in English
16.	_____ poor performance on standardized tests

Appendix D

Peer revision letter 1.

Ref.: Solicitud de validación de
instrumento de investigación



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Escuela de Postgrado
Magister en el Aprendizaje/Enseñanza del Inglés como Lengua Extranjera

Woodbridge, Va. 3 de Febrero de 2020

Señora:
Lisbeth Guadalupe
Profesora de español
Gar-Field High School
PRESENTE

Soy estudiante en mi último semestre de magíster de la Universidad Metropolitana de Ciencias de la Educación en Chile. Recorro a vuestra experticia para validar un instrumento de investigación para mi tesis: "The effectiveness of various differentiated instruction strategies: closing the language proficiency gap for second language learners with limited or interrupted education".

Por medio de la presente, y para fines del correcto desarrollo de mi tesis, es que agradezco su asistencia en la validación del instrumento de investigación que se encuentra adjunto a esta misiva.

Agradezco de antemano su tiempo y colaboración.

Saluda atentamente,


Patricio Poblete Cortez

"The effectiveness of various differentiated instruction strategies: closing the language proficiency gap for second language learners with limited or interrupted education"

Appendix E

Peer revision feedback 1.

Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo
2. En desacuerdo
3. Neutral
4. En acuerdo
5. Muy en acuerdo

Pregunta	1	2	3	4	5	No se
1. ¿Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel?						<input checked="" type="checkbox"/>
2. ¿Su nivel de inglés ha mejorado dentro de 1 año?						
3. ¿Usted cree que una buena relación con los maestros influye en su aprendizaje del inglés?						
4. ¿Usted cree que las estrategias usadas por los maestros influyen en su aprendizaje del inglés?						
5. ¿Usted piensa que el no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés?						
6. ¿Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos?						
7. ¿Los maestros demuestran estar informados sobre cuál es su nivel del inglés?						
8. En general, ¿Los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase?						
9. ¿Estás expuesto al inglés fuera del colegio?						

Patricio:

Tu encuesta me parece muy buena, pero creo que las preguntas debían ser más afirmativas, ya que los descriptores no calzan.

Saludos,

Guadalupe.

Appendix F

Peer revision letter 2.

Ref.: Solicitud de validación de
instrumento de investigación



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Escuela de Postgrado
Magister en el Aprendizaje/Enseñanza del Inglés como Lengua Extranjera

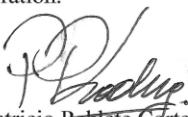
Woodbridge, Va. Feb 3rd, 2020

Dear Stephanie Cichoski
English Teacher
Gar-Field High School

This is the last semester of my master's degree on Teaching English as a Foreign Language and I am currently working on my thesis. My thesis: "The effectiveness of various differentiated instruction strategies: closing the language proficiency gap for second language learners with limited or interrupted education", requires me to collect data from validated instruments. It would be greatly appreciated if you reviewed this instrument to collect accurate and reliable data.

Thank you so much for your collaboration.

Sincerely,


Patricio Poblete Cortez

"The effectiveness of various differentiated instruction strategies: closing the language proficiency gap for second language learners with limited or interrupted education"

“

Appendix F(a)

Peer revision feedback 2.



Survey for English teachers

Please answer with a rating to each question about SLIFE students:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree
- N/A – I don't know

Students w/ limited or interrupted English Formal Education?

Questions	1	2	3	4	5	N/A
1. Do you help SLIFE students improve their English proficiency level by providing materials at their level?					✓	
2. Do you think your SLIFE students have improved their English proficiency over the current school year?				✓		
3. Do you think that your relationship with SLIFE students affects their learning of English?					✓	
4. Do you think your instructional strategies help students improve their English proficiency and academic performance?					✓	
5. Do you think that educational gaps affect students' ability to learn English?					✓	
6. Do you provide accommodations or interventions to SLIFE students?					✓	
7. Are you aware of your SLIFE students' WIDA ACCESS scores?					✓	
8. In general, do you think teachers are interested in helping SLIFE students improve their English language proficiency?			✓			
9. Are you aware whether the students are exposed to and/or practice English outside of school?			✓			

make sure to write statements!

Cichoski

Appendix G

Peer revision feedback 3.

Survey on differentiation for teachers

Thank you for taking the time to answer the following questions about differentiated instruction in your classroom. For some questions you may select one or more answers.

1. Have you ever received training on differentiated instruction?
 - a) Yes
 - b) No ✓
 - c) I don't remember
2. Which statement do you think best describes what differentiation is? Select all that apply
 - a) A set of strategies to provide extra support for a specific group of students
 - b) Designing an individualized lesson plans for students
 - c) Tailoring instruction based on students' needs ✓
 - d) Sorting students in specific groups or levels
 - e) Analyzing students' evidence and make instructional decisions
3. Which of the following differentiation strategies do you commonly use in your classes? Select all that apply
 - a) Use of L1
 - b) Activity guides
 - c) Agendas
 - d) Alternative assignments
 - e) Group investigations
 - f) Jigsaw
 - g) Literary circles
 - h) Culturally relevant materials
 - i) Pre-assessments
 - j) Formative assessments
 - k) Hooks
 - l) KWL table
 - m) Grouping strategies
 - n) Tiering
 - o) Getting to know each other activities

Teachers can offer the answer
4. Do you think differentiation help second language learners to improve their language proficiency?
 - a) Yes ✓
 - b) No
 - c) In some cases : _____
5. How effective do you think differentiation is on a real classroom setting with second language learners with limited or interrupted formal education?
 - a) Not effective
 - b) Somewhat effective ✓ *SLIFE?*
 - c) Very effective *C.*

Appendix H

Student survey 1.

A

Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo

2. En desacuerdo

3. Neutral

4. En acuerdo

5. Muy en acuerdo

	1	2	3	4	5	No sé
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel				X		
2. Su nivel de inglés ha mejorado dentro de 1 año			X			
3. Una buena relación con los maestros influye en su aprendizaje del inglés					X	
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés			X			
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés						X
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos				X		
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés				X		
8. En general, los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase				X		
9. Estás expuesto al inglés fuera del colegio		X				

Appendix I

Student survey 2.

(B)

Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo

2. En desacuerdo

3. Neutral

4. En acuerdo

5. Muy en acuerdo

	1	2	3	4	5	No sé
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel		✓				
2. Su nivel de inglés ha mejorado dentro de 1 año				✓		
3. Una buena relación con los maestros influye en su aprendizaje del inglés		✓				
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés				✓		
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés			✓			
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos				✓		
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés			✓			
8. En general, los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase				✓		
9. Estás expuesto al inglés fuera del colegio			✓			

Appendix J

Student survey 3.

C

Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo

2. En desacuerdo

3. Neutral

4. En acuerdo

5. Muy en acuerdo

	1	2	3	4	5	No sé
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel				X		
2. Su nivel de inglés ha mejorado dentro de 1 año			X			
3. Una buena relación con los maestros influye en su aprendizaje del inglés				X		
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés		X				
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés				X		
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos		X				
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés		X	X			
8. En general, los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase	X					
9. Estás expuesto al inglés fuera del colegio	X					

Appendix K

Student survey 4.



Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. **Muy en desacuerdo**
2. **En desacuerdo**
3. **Neutral**
4. **En acuerdo**
5. **Muy en acuerdo**

	1	2	3	4	5	No sé
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel			X			
2. Su nivel de inglés ha mejorado dentro de 1 año				X		
3. Una buena relación con los maestros influye en su aprendizaje del inglés		X				
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés		X				
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés					X	
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos				X		
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés				X		
8. En general, los maestros demuestran interés en ayudarle para que pueda aprender inglés a través del contenido de la clase			X			
9. Estás expuesto al inglés fuera del colegio			X			

Appendix L

Student survey 5.



Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo
2. En desacuerdo
3. Neutral
4. En acuerdo
5. Muy en acuerdo

	1	2	3	4	5	No sé
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel				X		
2. Su nivel de inglés ha mejorado dentro de 1 año			X			
3. Una buena relación con los maestros influye en su aprendizaje del inglés			X			
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés				X		
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés			X			
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos					X	
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés				X		
8. En general, los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase			X			
9. Estás expuesto al inglés fuera del colegio				X		

Appendix M

Student survey 6.

(F)

Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo

2. En desacuerdo

3. Neutral

4. En acuerdo

5. Muy en acuerdo

	1	2	3	4	5	No sé
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel				X		
2. Su nivel de inglés ha mejorado dentro de 1 año			X			
3. Una buena relación con los maestros influye en su aprendizaje del inglés			X			
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés				X		
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés			X			
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos					X	
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés					X	
8. En general, los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase					X	
9. Estás expuesto al inglés fuera del colegio			X			

Appendix N

Student survey 7.



Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo

2. En desacuerdo

3. Neutral

4. En acuerdo

5. Muy en acuerdo

	1	2	3	4	5	No sé
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel				X		
2. Su nivel de inglés ha mejorado dentro de 1 año			X			
3. Una buena relación con los maestros influye en su aprendizaje del inglés			X			
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés					X	
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés					X	
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos			X			
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés						X
8. En general, los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase				X		
9. Estás expuesto al inglés fuera del colegio				X		

Appendix O

Student survey 8.



Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo

2. En desacuerdo

3. Neutral

4. En acuerdo

5. Muy en acuerdo

	1	2	3	4	5	No sé
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel		X				
2. Su nivel de inglés ha mejorado dentro de 1 año			X			
3. Una buena relación con los maestros influye en su aprendizaje del inglés				X		
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés					X	
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés					X	
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos		X				
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés			X			
8. En general, los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase				X		
9. Estás expuesto al inglés fuera del colegio		X				

Appendix P

Survey for English teachers 1.

(A)

Survey for English teachers

Please answer with a rating to each question about SLIFE students:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree
- N/A – I don't know

Statements	1	2	3	4	5	N/A
1. SLIFE students improve their English proficiency level by providing materials at their level					X	
2. SLIFE students have improved their English proficiency over the current school year					X	
3. Your relationship with SLIFE students affects their learning of English					X	
4. Your instructional strategies help students improve their English proficiency and academic performance				X		
5. Educational gaps affect students' ability to learn English					X	
6. You provide accommodations or interventions to SLIFE students					X	
7. You are aware of your SLIFE students' WIDA ACCESS scores					X	
8. Teachers are interested in helping SLIFE students improve their English language proficiency					X	
9. Students are exposed to and/or practice English outside of school			X			

Appendix Q

Survey for English teachers 2.

(B)

Survey for English teachers

Please answer with a rating to each question about SLIFE students:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree
- N/A – I don't know

Statements	1	2	3	4	5	N/A
1. SLIFE students improve their English proficiency level by providing materials at their level					X	
2. SLIFE students have improved their English proficiency over the current school year				X		
3. Your relationship with SLIFE students affects their learning of English					X	
4. Your instructional strategies help students improve their English proficiency and academic performance					X	
5. Educational gaps affect students' ability to learn English				X		
6. You provide accommodations or interventions to SLIFE students						X
7. You are aware of your SLIFE students' WIDA ACCESS scores						X
8. Teachers are interested in helping SLIFE students improve their English language proficiency					X	
9. Students are exposed to and/or practice English outside of school						X

Appendix R

Survey for English teachers 3.

(C)

Survey for English teachers

Please answer with a rating to each question about SLIFE students:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree
- N/A – I don't know

Statements	1	2	3	4	5	N/A
1. SLIFE students improve their English proficiency level by providing materials at their level					✓	
2. SLIFE students have improved their English proficiency over the current school year					✓	
3. Your relationship with SLIFE students affects their learning of English					✓	
4. Your instructional strategies help students improve their English proficiency and academic performance					✓	
5. Educational gaps affect students' ability to learn English				✓		
6. You provide accommodations or interventions to SLIFE students				✓		
7. You are aware of your SLIFE students' WIDA ACCESS scores					✓	
8. Teachers are interested in helping SLIFE students improve their English language proficiency					✓	
9. Students are exposed to and/or practice English outside of school	✓					

Appendix S

Survey for English teachers 4.

Survey for English teachers

(D)

Please answer with a rating to each question about SLIFE students:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree
- N/A – I don't know

Statements	1	2	3	4	5	N/A
1. SLIFE students improve their English proficiency level by providing materials at their level					✓	
2. SLIFE students have improved their English proficiency over the current school year				✓		
3. Your relationship with SLIFE students affects their learning of English					✓	
4. Your instructional strategies help students improve their English proficiency and academic performance					✓	
5. Educational gaps affect students' ability to learn English					✓	
6. You provide accommodations or interventions to SLIFE students					✓	
7. You are aware of your SLIFE students' WIDA ACCESS scores					✓	
8. Teachers are interested in helping SLIFE students improve their English language proficiency		✓				
9. Students are exposed to and/or practice English outside of school		✓				

Appendix T

Survey for English teachers 5.

(E)

Survey for English teachers

Please answer with a rating to each question about SLIFE students:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree
- N/A – I don't know

Statements	1	2	3	4	5	N/A
1. SLIFE students improve their English proficiency level by providing materials at their level					X	
2. SLIFE students have improved their English proficiency over the current school year				X		
3. Your relationship with SLIFE students affects their learning of English					X	
4. Your instructional strategies help students improve their English proficiency and academic performance					X	
5. Educational gaps affect students' ability to learn English			X			
6. You provide accommodations or interventions to SLIFE students					X	
7. You are aware of your SLIFE students' WIDA ACCESS scores					X	
8. Teachers are interested in helping SLIFE students improve their English language proficiency				X		
9. Students are exposed to and/or practice English outside of school			X			

Appendix U

Survey for English teachers 6.

(F)

Survey for English teachers

Please answer with a rating to each question about SLIFE students:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree
- N/A – I don't know

Questions	1	2	3	4	5	N/A
1. SLIFE students improve their English proficiency level by providing materials at their level	X					
2. SLIFE students have improved their English proficiency over the current school year		X				
3. Your relationship with SLIFE students affects their learning of English	X					
4. Your instructional strategies help students improve their English proficiency and academic performance	X					
5. Educational gaps affect students' ability to learn English	X					
6. You provide accommodations or interventions to SLIFE students	X					
7. You are aware of your SLIFE students' WIDA ACCESS scores	X					
8. Teachers are interested in helping SLIFE students improve their English language proficiency	X					
9. Students are exposed to and/or practice English outside of school			X			

Appendix V

Survey for English teachers



Encuesta para estudiantes

La siguiente encuesta es totalmente anónima. Al responder las preguntas, marque con una cruz la respuesta que mejor demuestre su opinión siendo:

1. Muy en desacuerdo
2. En desacuerdo
3. Neutral
4. En acuerdo
5. Muy en acuerdo

Pregunta	1	2	3	4	5	No se
1. Sus maestros lo ayudan a mejorar su nivel de inglés dándole materiales o explicaciones a su nivel	X					
2. Su nivel de inglés ha mejorado dentro de 1 año			X			
3. Una buena relación con los maestros influye en su aprendizaje del inglés	X					
4. Las metodologías usadas por los maestros influyen en su aprendizaje del inglés	X					
5. El no haber asistido a la escuela por algunos años afecta su aprendizaje del inglés	X					
6. Usted recibe acomodaciones o recursos durante clases para poder realizar trabajos			X			
7. Los maestros demuestran estar informados sobre cuál es su nivel del inglés	X					
8. En general, los maestros demuestran interés en ayudarlo para que pueda aprender inglés a través del contenido de la clase	X					
9. ¿Estas expuesto al inglés fuera del colegio?			X			

Appendix VV

Survey on differentiation 1.

(a)

Survey on Differentiation for Teachers

Thank you for taking the time to answer the following questions about differentiated instruction in your classroom. For some questions you may select one or more answers.

I. Are you aware which students are SLIFE in you class?

- a) Yes
- b) No
- c) I don't know what SLIFE means

II. Have you ever received training on differentiated instruction?

- a) Yes
- b) No
- c) I don't remember

III. Which statement do you think best describes what differentiation is? Select all that apply

- a) A set of strategies to provide extra support for a specific group of students
- b) Designing an individualized lesson plans for students
- c) Tailoring instruction based on students' needs
- d) Sorting students in specific groups or levels
- e) Analyzing students' evidence and make instructional decisions

IV. What differentiation strategies do you commonly use in your classes? List a minimum of 10.

1. one on one tutoring
2. peer tutoring
3. group instruction (expert groups)
4. guided reading
5. graphic organizers
6. story maps
7. Venn Diagrams
8. T-CHARTS
9. TREE MAPS
10. Individual targets
11. Shared reading
12. Shared writing
13. Small groups

V. Do you think differentiation help second language learners to improve their language proficiency?

- a) Yes
- b) No
- c) In some cases: _____

VI. How effective do you think differentiation is in a real classroom setting with second language learners with limited or interrupted formal education?

- a) Not effective
- b) Somewhat effective
- c) Very effective

Appendix X

Survey on differentiation 2.

Survey on Differentiation for Teachers

Thank you for taking the time to answer the following questions about differentiated instruction in your classroom. For some questions you may select one or more answers.

I. Are you aware which students are SLIFE in you class?

- a) Yes
- b) No
- c) I don't know what SLIFE means

(b)

II. Have you ever received training on differentiated instruction?

- a) Yes
- b) No
- c) I don't remember

III. Which statement do you think best describes what differentiation is? Select all that apply

- a) A set of strategies to provide extra support for a specific group of students
- b) Designing an individualized lesson plans for students
- c) Tailoring instruction based on students' needs
- d) Sorting students in specific groups or levels
- e) Analyzing students' evidence and make instructional decisions

IV. What differentiation strategies do you commonly use in your classes? List a minimum of 10.

1. Learning stations
2. task cards
3. think-pair-share
4. group student with similar learning styles
5. different sets of reading comprehension
6. open-ended projects
7. flexible-pace learning
8. digital resources
9. verbal support
10. Collaborative learning
11. _____
12. _____
13. _____

V. Do you think differentiation help second language learners to improve their language proficiency?

- a) Yes
- b) No
- c) In some cases: _____

VI. How effective do you think differentiation is in a real classroom setting with second language learners with limited or interrupted formal education?

- a) Not effective
- b) Somewhat effective
- c) Very effective

Appendix Y

Survey on differentiation 3.

Survey on Differentiation for Teachers

Thank you for taking the time to answer the following questions about differentiated instruction in your classroom. For some questions you may select one or more answers.

I. Are you aware which students are SLIFE in you class?

- a) Yes
- b) No
- c) I don't know what SLIFE means

II. Have you ever received training on differentiated instruction?

- a) Yes
- b) No
- c) I don't remember

III. Which statement do you think best describes what differentiation is? Select all that apply

- a) A set of strategies to provide extra support for a specific group of students
- b) Designing an individualized lesson plans for students
- c) Tailoring instruction based on students' needs
- d) Sorting students in specific groups or levels
- e) Analyzing students' evidence and make instructional decisions

IV. What differentiation strategies do you commonly use in your classes? List a minimum of 10.

1.	leveled books
2.	guided notes
3.	hi-lo partnering
4.	modeling
5.	graphic organizers
6.	Read alouds + choral reading
7.	First language dictionaries
8.	videos / music pop culture to promote interest
9.	think-pair-share
10.	journaling
11.	silent reading
12.	creating manipulatives (cutting/pasting venn diagrams)
13.	

V. Do you think differentiation help second language learners to improve their language proficiency?

- a) Yes
- b) No
- c) In some cases: _____

VI. How effective do you think differentiation is in a real classroom setting with second language learners with limited or interrupted formal education?

- a) Not effective
- b) Somewhat effective
- c) Very effective

Appendix Z

Survey on differentiation 4.

Survey on Differentiation for Teachers

Thank you for taking the time to answer the following questions about differentiated instruction in your classroom. For some questions you may select one or more answers.

I. Are you aware which students are SLIFE in you class?

- a) Yes
- b) No
- c) I don't know what SLIFE means

d

II. Have you ever received training on differentiated instruction?

- a) Yes
- b) No
- c) I don't remember

III. Which statement do you think best describes what differentiation is? Select all that apply

- a) A set of strategies to provide extra support for a specific group of students
- b) Designing an individualized lesson plans for students
- c) Tailoring instruction based on students' needs
- d) Sorting students in specific groups or levels
- e) Analyzing students' evidence and make instructional decisions

IV. What differentiation strategies do you commonly use in your classes? List a minimum of 10.

1. Linguistic/Sentence frames
2. Graphic organizers
3. mini-lessons
4. Think-Pair-Share
5. Jigsaw reading
6. Thinking maps / word webs
7. Extra time
8. partner work
9. allow student write is L1.
10. Task Cards
11. Give different sets
12. of reading comprehension
13. _____

Question Activity

V. Do you think differentiation help second language learners to improve their language proficiency?

- a) Yes
- b) No
- c) In some cases: _____

VI. How effective do you think differentiation is in a real classroom setting with second language learners with limited or interrupted formal education?

- a) Not effective
- b) Somewhat effective
- c) Very effective

Appendix AA

Survey on differentiation 5.

Survey on Differentiation for Teachers

c

Thank you for taking the time to answer the following questions about differentiated instruction in your classroom. For some questions you may select one or more answers.

I. Are you aware which students are SLIFE in you class?

- a) Yes
- b) No
- c) I don't know what SLIFE means

II. Have you ever received training on differentiated instruction?

- a) Yes
- b) No
- c) I don't remember

III. Which statement do you think best describes what differentiation is? Select all that apply

- a) A set of strategies to provide extra support for a specific group of students
- b) Designing an individualized lesson plans for students
- c) Tailoring instruction based on students' needs
- d) Sorting students in specific groups or levels
- e) Analyzing students' evidence and make instructional decisions

IV. What differentiation strategies do you commonly use in your classes? List a minimum of 10.

- | | |
|-----|--|
| 1. | use of visuals/photos |
| 2. | increased white space on text documents |
| 3. | repetition of materials/content presented |
| 4. | pairing students (higher level w/ a lower level student) |
| 5. | using real-world examples |
| 6. | using examples that relate to students' interests |
| 7. | making students have roles in lessons |
| 8. | giving students meaningful assignments ^{responsibility for} feedback ^{students} |
| 9. | giving students a choice ^{in a timely manner} about |
| 10. | giving alternative forms ^{of assignments they complete} of assignments |
| 11. | _____ |
| 12. | _____ |
| 13. | _____ |

V. Do you think differentiation help second language learners to improve their language proficiency?

- a) Yes
- b) No
- c) In some cases: _____

VI. How effective do you think differentiation is in a real classroom setting with second language learners with limited or interrupted formal education?

- a) Not effective
- b) Somewhat effective
- c) Very effective

Appendix BB

Survey on differentiation 6.

Survey on Differentiation for Teachers

Thank you for taking the time to answer the following questions about differentiated instruction in your classroom. For some questions you may select one or more answers.

I. Are you aware which students are SLIFE in your class?

a) Yes
 b) No
 c) I don't know what SLIFE means

II. Have you ever received training on differentiated instruction?

a) Yes
 b) No
 c) I don't remember

III. Which statement do you think best describes what differentiation is? Select all that apply

~~NO~~ a) A set of strategies to provide extra support for a specific group of students
 b) Designing an individualized lesson plans for students
 c) Tailoring instruction based on students' needs
 d) Sorting students in specific groups or levels
 e) Analyzing students' evidence and make instructional decisions

IV. What differentiation strategies do you commonly use in your classes? List a minimum of 10.

v.

1. VISUALS
2. FIRST LANGUAGE
3. READING PRACTICE
4. HANDS ON ACTIVITIES
5. REPETITION
6. KEY WORDS
7. CULTURAL TOPICS
8. CONGNATES
9. DICTIONARIES
10. _____
11. _____
12. _____
13. _____

VI. Do you think differentiation help second language learners to improve their language proficiency?

- a) Yes
- b) No
- c) In some cases: _____

VII. How effective do you think differentiation is in a real classroom setting with second language learners with limited or interrupted formal education?

- a) Not effective
- b) Somewhat effective
- c) Very effective

Appendix CC

Survey on differentiation 7.

(5)

Survey on Differentiation for Teachers

Thank you for taking the time to answer the following questions about differentiated instruction in your classroom. For some questions you may select one or more answers.

I. Are you aware which students are SLIFE in your class?

a) Yes
b) No
c) I don't know what SLIFE means

II. Have you ever received training on differentiated instruction?

a) Yes
b) No
c) I don't remember

III. Which statement do you think best describes what differentiation is? Select all that apply

a) A set of strategies to provide extra support for a specific group of students
b) Designing an individualized lesson plans for students
c) Tailoring instruction based on students' needs
d) Sorting students in specific groups or levels
e) Analyzing students' evidence and make instructional decisions

IV. What differentiation strategies do you commonly use in your classes? List a minimum of 10.

V.

1.	<u>Choral Repetition</u>
2.	<u>Images.</u>
3.	<u>Li. - Dictionaries</u>
4.	<u>Key words.</u>
5.	<u>Text about culture</u>
6.	<u>Similar words to Li.</u>
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____

VI. Do you think differentiation help second language learners to improve their language proficiency?

- a) Yes
- b) No
- c) In some cases: _____

VII. How effective do you think differentiation is in a real classroom setting with second language learners with limited or interrupted formal education?

- a) Not effective
- b) Somewhat effective
- c) Very effective

Appendix DD

Parent consent 1.

Formulario de consentimiento para estudiantes

[Redacted] o guardián
[Redacted] para
hacer uso de la información de mi pupilo sobre los resultados de la prueba ACCESS y
participar voluntariamente de la investigación para la tesis de magister de la persona
previamente mencionada. Entiendo que los datos recopilados serán publicados y
analizados con el fin de responder a interrogantes sobre un tema en específico en
educación. Esta información será completamente anónima y no violará los derechos de
los estudiantes. Entiendo también que tengo el derecho como padre o guardián a
rechazar la publicación de la información, a recibir una copia de la investigación
realizada y a revocar este consentimiento cuando se estime conveniente.

Firma Padre/Guardián [Redacted] Fecha 10/01/2020
Firma Estudiante [Redacted] Fecha 10/01/2020
Firma Investigador [Redacted] Fecha 02/02/20

Appendix EE

Parent consent 2.

Formulario de consentimiento para estudiantes

[Redacted] padre o guardián
[Redacted] para
hacer uso de la información de mi pupilo sobre los resultados del la prueba ACCESS y
participar voluntariamente de la investigación para la tesis de magíster de la persona
previamente mencionada. Entiendo que los datos recopilados serán publicados y
analizados con el fin de responder a interrogantes sobre un tema en específico en
educación. Esta información será completamente anónima y no violará los derechos de
los estudiantes. Entiendo también que tengo el derecho como padre o guardián a
rechazar la publicación de la información, a recibir una copia de la investigación
realizada y a revocar este consentimiento cuando se estime conveniente.

Firma Padre/Guardián

O3 H

Fecha

20/01/20

Firma Investigador

[Handwritten Signature]

Fecha

02/02/2020

Appendix FF

Parent consent 3.

Formulario de consentimiento para estudiantes

[Redacted], padre o guardián
[Redacted] para
hacer uso de la información de mi pupilo sobre los resultados de la prueba ACCESS y
participar voluntariamente de la investigación para la tesis de magister de la persona
previamente mencionada. Entiendo que los datos recopilados serán publicados y
analizados con el fin de responder a interrogantes sobre un tema en específico en
educación. Esta información será completamente anónima y no violará los derechos de
los estudiantes. Entiendo también que tengo el derecho como padre o guardián a
rechazar la publicación de la información, a recibir una copia de la investigación
realizada y a revocar este consentimiento cuando se estime conveniente.

Firma Padre/Guardián [Redacted] Fecha 10/01/20

[Redacted] Fecha 10/01/20

Firma Investigador [Redacted] Fecha 02/02/2020

Appendix GG

Parent consent 4.

Formulario de consentimiento para estudiantes

Yo, [REDACTED], padre o guardián de [REDACTED] para hacer uso de la información de mi pupilo sobre los resultados de la prueba ACCESS y participar voluntariamente de la investigación para la tesis de magister de la persona previamente mencionada. Entiendo que los datos recopilados serán publicados y analizados con el fin de responder a interrogantes sobre un tema en específico en educación. Esta información será completamente anónima y no violará los derechos de los estudiantes. Entiendo también que tengo el derecho como padre o guardián a rechazar la publicación de la información, a recibir una copia de la investigación realizada y a revocar este consentimiento cuando se estime conveniente.

F [REDACTED] 15/01/2020

F [REDACTED] 15/01/2020

Firma Investigador [Signature] Fecha 02/02/2020

Appendix HH

Parent consent 5.

Formulario de consentimiento para estudiantes

Yo, [REDACTED] padre o guardián de [REDACTED] autorizo a [REDACTED] para hacer uso de la información de mi pupilo sobre los resultados de la prueba ACCESS y participar voluntariamente de la investigación para la tesis de magister de la persona previamente mencionada. Entiendo que los datos recopilados serán publicados y analizados con el fin de responder a interrogantes sobre un tema en específico en educación. Esta información será completamente anónima y no violará los derechos de los estudiantes. Entiendo también que tengo el derecho como padre o guardián a rechazar la publicación de la información, a recibir una copia de la investigación realizada y a revocar este consentimiento cuando se estime conveniente.

Firma [REDACTED] Fecha 14/01/20

Firma Investigador [REDACTED] Fecha 02/02/2020

Appendix II

Parent consent 6.

Formulario de consentimiento para estudiantes

Yo, [REDACTED] padre o guardián de [REDACTED] para hacer uso de la información de mi pupilo sobre los resultados del la prueba ACCESS y participar voluntariamente de la investigación para la tesis de magíster de la persona previamente mencionada. Entiendo que los datos recopilados serán publicados y analizados con el fin de responder a interrogantes sobre un tema en específico en educación. Esta información será completamente anónima y no violará los derechos de los estudiantes. Entiendo también que tengo el derecho como padre o guardián a rechazar la publicación de la información, a recibir una copia de la investigación realizada y a revocar este consentimiento cuando se estime conveniente.

Firma Padre/Guardian [REDACTED] Fecha 09/02/20
Firma Estudiante [REDACTED] Fecha 09/02/20
Firma Investigador [Signature] Fecha 02/02/2020

Appendix JJ

Parent consent 7.

Formulario de consentimiento para estudiantes

Yo, [REDACTED], padre o guardián
de [REDACTED] para
hacer uso de la información de mi pupilo sobre los resultados de la prueba ACCESS y
participar voluntariamente de la investigación para la tesis de magister de la persona
previamente mencionada. Entiendo que los datos recopilados serán publicados y
analizados con el fin de responder a interrogantes sobre un tema en específico en
educación. Esta información será completamente anónima y no violará los derechos de
los estudiantes. Entiendo también que tengo el derecho como padre o guardián a
rechazar la publicación de la información, a recibir una copia de la investigación
realizada y a revocar este consentimiento cuando se estime conveniente.

Firma Padre/Guardián [Signature] Fecha 16/01/2020
Firma Estudiante [Signature] Fecha 16/01/2020
Firma Investigador [Signature] Fecha 02/2/2020

Appendix KK

Parent consent 8.

Formulario de consentimiento para estudiantes

Yo, [Redacted] guardián de [Redacted] le para hacer uso de la información de mi pupilo sobre los resultados del la prueba ACCESS y participar voluntariamente de la investigación para la tesis de magíster de la persona previamente mencionada. Entiendo que los datos recopilados serán publicados y analizados con el fin de responder a interrogantes sobre un tema en específico en educación. Esta información será completamente anónima y no violará los derechos de los estudiantes. Entiendo también que tengo el derecho como padre o guardián a rechazar la publicación de la información, a recibir una copia de la investigación realizada y a revocar este consentimiento cuando se estime conveniente.

Firma Padre/Guardián [Signature] Fecha 30/01/20

Firma Estudiante [Signature] Fecha 30/01/20

Firma Investigador [Signature] Fecha 02/02/20

Appendix LL

Grading scale.

Grading Scale

A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D+	67-69
D	60-66
F	0-59