

Differentiation in the MBO classroom: making language learning more efficient

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Preface

This dissertation is about the implementation of differentiation in MBO EFL classes and has been conducted at ROC Leeuwenborgh in Maastricht, the Netherlands. The main purpose for writing this dissertation has been to graduate from Fontys University of Applied Sciences with a Bachelor Degree in EFL Education. Along the way, I have started to see the effects of differentiation and the positive changes in my English classes. I hope this dissertation will also inspire teachers to apply differentiation in their English classes to experience and to experience the benefits themselves.

I would like to thank Richard Conen for mentoring me during this whole process. Besides that, I would also like to thank Svenya Boei and Mandy Janssen for the support and freedom you have given me at ROC Leeuwenborgh.

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Abstract

This research has emerged out of a need to make EFL learning more efficient in the MBO classroom. The problem I struggled with was that MBO students all have different educational backgrounds and come together in a classroom. At ROC Leeuwenborgh there was little to no material or techniques available that supported differentiation. During English classes, I was never able to meet the desires and needs of the students. For this purpose, I wanted to determine which differentiation methods could be used in the EFL classroom and from this point forward, discover how to apply them in the MBO setting. As a result, the following research question has been formulated: How can differentiation be implemented in the MBO classroom in order to increase the EFL learning efficiency?

According to the theoretical framework, differentiation can increase the potential for language learning. Nonetheless, the teacher-fronted approach is the norm for education in many countries. This research shows that students appreciate having choices during English class and perceive these choices as having a positive impact on language learning. In addition, a formative speaking test is given to assess the improvement in this skill. Finally, practical tips for English teachers at MBO are given, to further the fulfilment of differentiation in the EFL MBO classroom.

Chapter 1

1.1 School context

This research has arisen out of a need to improve the learning efficiency in the MBO classroom and it will focus on the implementation of differentiation techniques at ROC Leeuwenborgh. ROC Leeuwenborgh is a vocational education school with several locations, such as in Maastricht, Sittard, Venlo and Nuth in Limburg, The Netherlands. ROC Leeuwenborgh has different vocational levels: level two, three and four. Students who have a VMBO/TL or a VMBO/GL qualification, a proof of passing year three of HAVO or VWO, or who have completed a level three education are eligible for the level four educations (ROC Leeuwenborgh, 2018).

1.1.1 Educations

In addition, this research will only be executed at the sector Economics which is divided into several departments including the Financial and Commerce department (ROC Leeuwenborgh, 2018). The Commerce department is also divided into two different educations: Marketing and Communication, and Event Organisation.

At the Marketing and Communication education, the students are taught to assist and support the marketing manager with setting up the operational plans for the purpose of the strategic policy and to execute these operational duties independently and without being accountable to the employee (Kwalificatie Marketing medewerker, 2012).

Students from the Event Organisation education are taught to assist and support the management with setting up a marketing and/or communication plan and to execute the tasks of organising an event on an operational level, without interim accountability. The focus is on executive tasks, but the employers also have an informative, supportive, coordinative and initiative role (Medewerker evenementenorganisatie, 2012).

Besides that, this research will also be carried out at a first year Finances class. The Financial education prepares the students for the role of customer assistant in the financial services. In this branch, it is important to be focused on preparing high quality financial advice processes that align with the client's demand (Financiële dienstverlening, 2016).

The level four Commerce and Financial educations all consist of three years. Only at the Commerce department, it is possible to do the fast track education which consists of two years. This means that in the first year, the classes consist of fast track students and students who do the regular course. After the first year, the fast track students skip the second year and continue to the third year. The other students proceed to the second year of the education (ROC Leeuwenborgh, 2018). This research will only be executed with two first-year classes of level four. One class (C14A) does the Commerce education and consists of twenty fast-track students and nine students who do the regular course. The other class (B14A) consists of seventeen students who do the Financial education in three years. Another level four, Commerce class with first year students (C14B) will be used as a benchmark.

1.1.2 The role of English in vocational training

English classes at MBO focus on practising the language skills (reading, listening, writing speaking and having conversations) in general and job specific themes. In year three of the Finances and Commerce educations the CEFR (Common European Framework of Reference for Languages, 2018) levels are used for the English exams. For General English the goal for MBO students is to graduate with a B1 level for listening and reading and an A2 level for speaking, having conversations and writing (europees referentiekader talen, 2018). Thus, the focus is on the improvement of the language skills in both General and Job Specific English.

1.1.3 The vision of Leeuwenborgh

Leeuwenborgh's objective is to make a difference by doing justice to the differences between students, employees, companies and regional partners (Leeuwenborgh, 2015).

Leeuwenborgh's mission is to provide a close cooperation between her partners and the region (Leeuwenborgh, 2015). The focus of this research aligns with Leeuwenborgh's vision.

1.2 Motivation behind this research

During my last internship at Leeuwenborgh, I quickly realised that it is difficult to meet everyone's needs. At vocational educations, students with different backgrounds come together in one classroom. Recently, the ministry OCW and the Dutch Inspectorate of Education have advocated that teachers have to adapt the teaching material, instruction, and available time to the capacities of the individual student (2015, p. 15). I believe this is one of the biggest challenges that teachers have to face on a daily basis. How can we adapt the lesson for 30 students who all have different needs and desires? In all honesty, I even find it difficult to change the course book into more appealing and interesting material for the students, but even then I have not incorporated everyone's wishes. I hope this research will lead me to practical differentiation techniques that can easily be implemented in the MBO classroom.

1.3 Main- and sub questions

The purpose of this research is to find the most effective techniques of differentiation in order to increase the learning efficiency of MBO students. There are various available ways to implement differentiation in the EFL classroom. However, there have not been any findings for MBO in this particular sector so through this research, I would like to find the most suitable methods of differentiation for my target group. The following main question will be answered:

How can differentiation be implemented in the MBO classroom in order to increase the EFL learning efficiency?

In order to answer this question, the main question is divided into the following sub questions:

1. How can differentiation be defined in the EFL classroom?
2. What is the current situation of differentiation like in the EFL classroom?
3. What are the effects of differentiation in MBO English classes?
4. How can teachers of English implement differentiation in MBO

1.4 Relevance for school

As has already been mentioned, the vision of Leeuwenborgh is to make a difference. One of the main goals of ROC Leeuwenborgh is to incorporate personalised learning (Leeuwenborgh, 2015). This will be done by giving students the possibility to work on their personal portfolio with modules that match the education level (Leeuwenborgh, 2015). In 2017, the Commerce and Financial department decided to use a programme called “*Simulise*” in order for students to work on their personal portfolio. Simulise is a digital portfolio in which students can find assignments that they have to complete in order to get one credit per week. These assignments can be: writing a report, filming a commercial or designing a flyer. It all varies depending on the student’s level and education. During every afternoon, students must work on these assignments. In the morning, students attend classes and are given instructions for the afternoon. As it is an educational development, teachers have to work together to create educational material that needs to be uploaded on Simulise. This development proves that ROC Leeuwenborgh is slowly transitioning into a school that provides individual routes that students can take in their educational career (Simulise, 2018). Though Simulise is used in the afternoon, during English class there is hardly any mention of differentiation. Hopefully, using differentiation will further the fulfilment of the vision of ROC Leeuwenborgh.

1.5 Importance regarding my own professional development

Looking back on my previous internships, I have come to realise that viewing a group of students as homogenous rather than heterogonous is a false assumption than can lead to various difficulties. When problems during my internships arose, I could most of the time trace it back to using a standardised lesson for all of the students. It not only limits the learning possibilities for students, but it also influences classroom dynamics. We, as teachers, have the responsibility to provide good input at the right level of our students. In all honesty, I need to develop the skill of differentiation in order to bring out the best in my students.

Chapter 2

2.1 Learning efficiency in an EFL context

In order to find out how differentiation can be combined with language learning and used in the MBO classroom, it is important to define how learning efficiency can be defined in an EFL context.

According to Andrewes (2011) the essence of language is communication. Furthermore, he regards language as inseparable from its communicative purpose. Communicative Language Teaching (CLT) has been widely accepted as a means to accomplish a level of communicative competence in a language (Yoon, n.d., p. 4). With CLT the emphasis is on the functions and purposes of language in various authentic communicative situations. Communication of meaning in interaction is regarded as more important than a knowledge of the structures and grammatical forms of languages (Lightbown & Spada, 2013, p. 215). The approach is recognised as an effective way of teaching in the ESL and EFL classroom (Yoon, n.d., p. 2).

Nevertheless, CLT is not one model or methodology of teaching, but a cover term used for a variety of teaching procedures. The teaching procedures evolved when communication became widely recognised as the highest goal in teaching languages (Yoon, n.d., p. 3). According to Keijzer, Verheggen and van Gils (2016, p. 13) students study language teaching in order to use the language in authentic communicative situations. Furthermore, EFL learners want to improve their English in order to apply the language in communicative situations instead of only knowing the grammatical forms (Keijzer, Verheggen, & van Gils, 2016). When students use a language, vocabulary expands and a desire for basic knowledge of the language arises. Vocabulary, word order and grammar are not considered as the main goal in language teaching, but it should all support the development of the language skills (Long, 1991; Skehan, 1998; Westhoff, 2006; 2007, as cited in Keijzer, Verheggen & van Gils; 2016, p.13). When education adapts to differences, such as in languages, interests, habits, norms and values, and socio-economical statuses, it is stated that there is more potential for learning, because students are placed in a situation in which speaking, negotiating and problem-solving are promoted (Coubergs, Struyven, Engels, Cools, & de Martelaer, 2013, p. 11). Chaves (2012) concurs with the conclusion that learning opportunities are enhanced when varied and accommodating teaching methods are introduced in the EFL classroom. In addition, differentiation in the EFL classroom helps students with different capacities and readiness levels to comprehend a new language item which has not been exposed to them before (Chaves, 2012).

2.2 Teacher-centred approach

Even though differentiation seems to be the key to enhancing learning opportunities in the classroom a research from The Dutch Inspectorate of Education (Inspectie van Onderwijs,

2013; as cited in Berben & van Teeseling, 2014, p.16) reveals that adapting lessons to the needs of the students is not easy. Most of the teachers have obtained the basic teaching skills, such as explaining and creating a task-oriented atmosphere, but more complex skills are needed in order to realise a maximum learning efficiency for each individual student (Berben & van Teeseling, 2014, p. 16).

In the school year 2012/2013, the Dutch Inspectorate of Education (Inspectie van Onderwijs, 2015, p.107; as cited in Berben & van Teeseling, 2014, p.17) established that less than half of the Dutch teachers adapted the instruction and/ or the process of the lesson to the needs of the students. Chaves (2012) states: "due to...our classrooms are filled with students from all walks of life, turning our classrooms into as Theisen (2002, as cited in Chaves, 2012) puts it, '*tapestries of the world around us*'". Lightbown and Spada (2013, p. 92) add that it is impossible for a teacher to adapt instruction to the abilities or preferences of every student. However, it is certain that an instructional approach that strongly adheres to one way of teaching all students and the assumption that all pupils learn in an identical way will deprive some students of learning opportunities (Lightbown & Spada, 2013, p. 92). Even though most teachers have to be good at transmitting knowledge to the students, a teaching approach that is mainly based on this skill can be problematic. This so-called traditional teaching puts the students in a position in which concentrating, listening and taking notes of the information are the only activities in the lesson. In this approach, the teacher's role is to spend a lot of class time in front of the board, transmitting knowledge to the class and answering the questions of the students. This teacher-fronted role represents in many countries the ruling method of education (Scrivener, 2011, pp. 14-15).

A study of Garrett and Shortall (2002) with 103 Brazilian EFL students of different levels, analysed the evaluations of language learners in teacher-fronted exercises and student-centred pair work exercises. These exercises were introduced into everyday lessons of the language learners with their regular teachers. During the study, teacher and student-centred grammar and fluency tasks were performed with a questionnaire as a closing exercise. The study proves that especially the students of a beginner and intermediate level noticed major benefits from student-centred fluency tasks rather than teacher-fronted tasks. Furthermore, the students managed to report various factors that promote or hinder the gains from these exercises. All in all, Garrett and Shortall (2002) have established that a lot can be achieved when one is aware and sensitive enough to listen to the language learners. Consequently, this research has revealed a learner pathway towards more communicative student-centred exercises as students improve in the foreign language, and it proposes that different sorts of task organisation might do justice to the different needs for students.

2.3 Differentiation in the EFL classroom

What exactly is differentiation? As stated in "*Differentiëren in het Talenonderwijs*" (Keijzer, Verheggen, & van Gils, 2016, pp. 12-13) differentiation is taking into account and being flexible with the differences between students. Taking the students' differences into account means that the teacher directs and offers various exercises. Whereas, being flexible with differences means that students can choose between the different tasks. Moreover, the book divides differentiation possibilities into five categories: level, pace and content, interests, preferences and coaching. Theisen (Theisen, 2002, p.2; as cited in Chaves, 2012) defines differentiation as "*a philosophy of teaching and learning which recognises that each learner is unique. Rigorous, relevant, complex and flexible, differentiated instruction is a response to that uniqueness.*" Nonetheless, this definition only focuses on differentiated instruction, whereas differentiation can be implemented in more ways. Berben and van Teeseling (2014, p. 11) use a more extensive definition: "*differentiation is applying the differences consciously and purposefully in instruction, learning time or information within a (heterogenous) group or*

class, according to the students' results". Subsequently, differentiation is divided into two types: convergent and divergent differentiation. With convergent differentiation, all students have the same basic goal during the lesson. The differences can be found in the instruction, the coaching and the processing of the lesson content (Berben & van Teeseling, 2014, p. 12). Divergent differentiation is adapted to the individual student. The teacher has to set the goals for each student and adapt the lesson to everyone's needs. Nonetheless, convergent differentiation is regarded as the most effective and the most practical way to incorporate differentiation, because divergent differentiation is almost impossible with a class consisting of around 30 students (2014, p. 12). One might conclude that the definition of differentiation in the book *"Differentiëren in het talenonderwijs"* (2016, pp. 12-13) correlates with the definition presented by Berben and van Teeseling (2014, p. 12).

2.4 Preparation

How can differentiation be implemented into the EFL classroom? Berben and van Teeseling (2014, p. 29) are convinced of the fact that differentiation requires a good lesson preparation. Teachers should understand what the pupils know and what is needed. Chaves (2012) concurs that careful planning is necessary in order to implement differentiation in the EFL classroom.

The following steps are highly recommended by Berben and van Teeseling (2014, pp. 29-33)

1. Gather data
2. Analyse
3. Cluster the students
4. Design the lessons
5. Organisation of differentiation

Firstly, gathering data is necessary in order to successfully differentiate in the classroom. Developing a relationship, gathering test results and talking to colleagues is vital to understand who one's students are. The second step is analysing the gathered information. The analysis can be based on several topics, such as learning styles or instruction needs. The analysis is proceeded by the division of the students. This can be executed according to a pre-test, the teacher's observations or the students' choices.

In addition, it is possible to create a group plan in order to divide the group into subgroups. Subsequently, three groups can be made: instruction-dependent, instruction-sensitive and instruction-independent students (Berben & van Teeseling, 2014, pp. 29-35). Nevertheless, Teitler (2015, pp. 80-81) suggests that the students can be divided into two groups. One group works independently, while the other students need more instruction and guidance in the practice phase. Berben and van Teeseling (2014, p. 35) confirm that it is possible to divide the class into two subgroups. After the students have been clustered, the lessons have to be designed and changed according to the data. Lastly, with the organisation of differentiation, it is important to consider the setup of a classroom. Furthermore, agreements with students have to be made in order to create an efficient learning environment and the teacher needs to be explicit in what is required of every subgroup (Berben & van Teeseling, 2014, pp. 35-37).

Start 5 minuten	
Klassikale instructie (alle studenten) 10 minuten	
Zelfstandig werken 10-15 minuten	Verlengde instructie + Begeleide verwerking 10-15 minuten
Serviceronde + instructie 5-10 minuten	Zelfstandig werken 10 minuten
Zelfstandig werken Feedback over hoe er gewerkt is 5-10 minuten	
Afsluiting 5 minuten	

Table 1: structure of a differentiated lesson by Peter Teitler (2015, p. 81)

2.5 Differentiation techniques

Berben and van Teeseling (2014, p. 41) suggest that differentiation can be implemented in different areas. Since this research will be conducted in a communicative language classroom, it is necessary to determine whether other researchers agree with Berben and van Teeseling. Chaves (2012) advocates that differentiation can be accomplished through changing or varying the content, the process or the product of the lesson. Tomlinson (1999, as cited by Aliakbari & Haghighi, 2014, p.110) confirms that differentiation can be implemented in these areas, but learning environment is also considered as another area. All of the listed areas will be explained, followed by examples of differentiation techniques.

Content

The objective of a lesson, week or semester is the content which is presented to the students and which has to be acquired (Chaves, 2012). In a lesson, the teacher focuses on the main parts of a chapter and varies them, so that the student's needs will be met (Chaves, 2012). Levy (2008, as cited by Aliakbari & Haghighi, 2014, p. 110) concurs with Chaves (2012) as content can be varied on a quantitative or qualitative level in the instruction phase.

When practising the reading skill, different texts with the same theme could be presented to the students. These texts could vary based on the length of the texts and the level of the presented language (Chaves, 2012). In addition, Aliakbari and Haghighi (2014, p. 117) taught different chapters of a course book according to the language level of the students. Thereafter, two short stories and four different newspapers were used in the EFL classroom, again based on the student's language level (2014).

Process

Tomlinson and Allan (2000, p.8, as cited by Aliakbari & Haghighi, 2014, p. 110) describe the process as "how the learner comes to make sense of, understand, and own the key facts, concepts, generalizations and skills of the subject". When implementing differentiation in the process, choices should be widened by the teachers (Aliakbari & Haghighi, 2014, p. 110). There are various ways of implementing differentiation of the process in the EFL classroom. Chaves (2012) is convinced of the fact that flexible grouping strategies are a technique which can be used to adapt the lesson according to the students' preferences, language level, abilities, etc. As has already been mentioned, clustering the students can be found in the preparation of using differentiation (Berben & van Teeseling, 2014).

An example of a differentiation technique for the process is "*commercials with or without the images*" (Keijzer, Verheggen, & van Gils, 2016, pp. 126-127). The goal is to make the students aware of the differences between watching a clip with or without images. First of all, the students are divided into two groups, one group watches the clip with the images and the other group has to face the wall and listen to the clip. While the teacher shows the clip, the students have to make notes on the message or aim of the commercial. Thereafter, the

students discuss the notes in pairs. As a follow-up exercise, the teacher could discuss the notes with the entire class. Furthermore, the pairs could switch roles and watch another commercial. In these choices, one could differentiate based on the language levels and needs of the students (2016, pp. 126-127).

Product

Differentiating with products means that the pupils prove in various ways that the content has been acquired (Aliakbari & Haghighi, 2014, p. 110). An example of a product that students can deliver is the exercise ‘*a strange object*’ created by Keijzer, Verheggen and van Gils (2016, pp. 112-113). During the exercise, students have to choose a strange object (which the teacher or student can provide) and together with a classmate invent a new function for it. After the brainstorm session, an advertisement or manual is written (individually or in pairs). The exercise may be linked to the speaking skill, when the students need to present their advertisement in a role-play (as a sales person and market researcher) or present their manual in a presentation round (2016, pp. 112-113).

Learning Environment

Differentiation in the learning environment basically means that teachers provide for appropriate places in the classroom that stimulate pair- or teamwork, and movement inside or outside the classroom (Tomlinson, 1999, as cited by Aliakbari & Haghighi, 2014, p. 110). As Berben and van Teeseling (2014, p. 37) already mentioned, differentiation can be incorporated in the learning environment in several ways. Teachers can decide to use an instruction table to give more instruction to certain students. Furthermore, a certain place in the classroom can be installed where extra teaching material can be found. Lastly, roles could be assigned to the different subgroups (2014, p. 37).

Conclusion

Altogether, language learning can be made more efficient when differentiation techniques are used. Differentiation opens the door to communicative language learning opportunities that resemble everyday situations in which students will be able to use the English language properly. Despite the fact that it is difficult to implement differentiation, the study of Garret and Shortall has proven that it is possible to carry it out on a smaller scale. Additionally, convergent differentiation is also a solution to the problem of impracticality, since the students reach the same lesson goals but in their own unique ways.

Chapter 3

3.1 Methods

In order to implement differentiation in a practical way, I have chosen to incorporate convergent differentiation ¹ in two first year classes (C14A and B14A) for six weeks in period 4. Due to the fact that this research is going to be conducted with 46 students, I have made the decision to implement convergent differentiation. The following paragraphs will explain the use of the methods in detail.

3.1.1 Preparation of differentiation

First of all, my tutors of ROC Leeuwenborgh will be interviewed to find out how differentiation can be implemented in this target group. The data gathered from their answers will be analysed and used in order to design the differentiated lessons. Secondly, the students will be given a questionnaire. Together with their marks of the first and third period, the students will be divided into subgroups. Lastly, Peter Teitler's structure for a differentiated lesson² will be used to divide each class into two subgroups. When these steps have been taken, the preparation phase as mentioned by Berben and van Teeseling (2014, pp. 29-33) ³ will be completed.

3.1.2 English class and Simulise

After the completion of the preparation phase, the differentiation techniques are going to be implemented in the morning classes and the afternoon hours. The purpose of the classes in the morning is to prepare students for the projects in the afternoon so that they can apply the taught items. In the afternoon, the students work on their digital portfolio using the online programme "*Simulise*". As communicative language learning can easily be practised with a digital portfolio, I would like to use Simulise as a means to differentiate in the process, product and learning environment⁴. Differentiation in the process and in the content will be done during the English classes.

3.1.3 Content

Differentiating in the content, will be done by giving each sub group a different objective for period 4. After the objective has been decided, the sources or exercises will be chosen. This differentiation technique can be applied in the practice of the reading skill. In both classes, I will provide texts about the same topic but of a different language level. An example of this for B14A is two texts about the Brexit. One text will use more jargon and will thoroughly explain the Brexit, while the other text will not go into detail or use that type of vocabulary. The same technique will be implemented in C14A with texts about trade fairs and advertising.

¹ 2.3 Differentiation in the EFL classroom (p.9)

² Table 1 (p. 11)

³ 2.4 Preparation (p.10)

⁴ 2.5 differentiation techniques (p. 11)

3.1.4 Process

The technique of differentiating in the process will be applied in the choices that students can make during class and during the projects of Simulise. In the practice phase, I will give the students the option to either do the more difficult exercise or the easier exercise, but their choice needs to be approved by the teacher. When students work on the project in Simulise, they are given the option to work individually, in pairs or in groups. In addition, this choice will also be given during English classes. Nevertheless, for the speaking skill it is important to practise in pairs or groups.

3.1.5 Product

The technique of differentiating by product⁵ will be implemented both in the English classes and the projects in the afternoon. For C14A, the exercise ‘*a strange object*’ will be changed into a writing exercise and speaking exercise which will be used in the morning. In this exercise, they need to write an advertisement for their product and present the product in a sales pitch. The differentiation techniques used in this exercise can be found in the different products the students will hand in. Every student is allowed to choose any kind of product and is given the freedom to create their own advertisement according to their preferences. This exercise correlates with the project in Simulise. At the end of the fourth period, Leeuwenborgh will organise a trade show. During this event, the students of C14A will be the exhibitors who present their products to potential customers. The second year students will have the role of English customers who will have to ask questions in English to the students of C14A. The conversations will be recorded and handed in in Simulise. The exercise can be found in Appendix I.

3.1.6 Learning environment

Simulise also gives the possibility to differentiate in the learning environment. The students can sit in class, go to the OLC (a space created for students who want to work in silence) or sit in groups at round tables just outside their classrooms. During class, I will also differentiate in the learning environment by dividing the classes into subgroups.

3.2 Research group

My research group is going to be two classes of the Economics sector. One class (C14A) consist of first year students of the Commerce level four education with the Marketing and Communication students and Event Organisation students mingled. C14A consists of 29 students with ages that vary between 16 and 23. Besides that, there are 20 fast-track students who will finish the education in two years instead of three. The other class (B14A) consists of 17 students who are in their first year of the Financial education and the students’ ages are between 16 and 25 years old. C14B (a first year Commerce class) will be used as a benchmark, which means that the research will not be conducted in this class and their marks will be compared to the marks of C14A and B14A.

C14A uses the course book “*Commerce, Oxford English for Careers*” as foundation. In period 4, the main goal will be to advertise and present their product in English on a trade show. Chapter 7 about Trade Fairs and chapter 8 about Advertising will be used during class. The students will be practising all of the language skills, but the focus will be on the speaking skill.

B14A does not have a course book so the differentiation techniques are going to be connected to teaching material that has been found online (see appendix II). The goal for

⁵ Product (p.12)

B14A is that the students can explain why their UK county has chosen for the remain or leave side during the Brexit referendum and that they can give their own opinion in English about which side they would have chosen. All language skills will be connected to this topic, but the main focus will be on the speaking skill.

3.3 Development of research tool

In order to carry out this research, the following three research tools have been developed:

1. Interview

I need to understand why it is difficult to differentiate in the MBO classroom. Hence, I am going to interview my tutors to find out what exactly the difficulties are and what influence teachers can have on the learning efficiency. My tutors have given me permission to interview them and write their answers down in English. The answers will be checked by my tutors and the questionnaire will be signed for validity.

2. Questionnaire

As stated in chapter two, differentiation can only be used in the classroom when one understands the language learners. For the preparation phase, a questionnaire will be given to the students with closed and open questions about the language skills, their preferred learning style and the language level. I came to the conclusion that a questionnaire with only closed questions does not give the students enough liberty to express their needs and desires, yet I did not want to influence their answers by only providing closed questions. Therefore, the questionnaire has a closed and open section. After six weeks, I will give the students another questionnaire to find out whether the differentiation techniques have been successfully implemented.

3. Test

As I want to find out whether differentiation techniques can increase the language learning efficiency, I need the test results before and after the execution of this research. A spreadsheet with the test results in Excel will be used to compare the test results of both classes. A Rubric of A2 and B1 level will be used for the assessment of the speaking skill in period 4. In addition, the numbering of the rubrics is also added. The rubrics can be found in appendix VII.

Research tool 1 will identify the problems that hinder the use of differentiation and this will provide an answer for sub questions four and five. Research tool 2 will measure the needs and desires of students which is going to be used for the preparation phase of differentiation. Research tool 3 only focuses on the results of the students and this will answer sub question 8. The interview can be found in Appendix III and the questionnaire in Appendix IV.

3.4 Collecting data

3.4.1 Before the lesson series

At the beginning of period 4, a questionnaire will be given to C14A and B14A. I will first explain to them what differentiation means and why I need to know their needs and preferences. Then the students have to fill it in individually. Besides that, I will use their marks from the first and second period to estimate their language level.

I am also going to interview my tutors at the beginning of the fourth period. This will be an interview with open questions which will be asked in English. I will write the answers down and will ask my tutors for a signature. Again, I believe open questions allow my tutors to thoroughly explain their views on and experiences with differentiation.

3.4.2 During the lesson series

Every differentiated will end with handing out exit tickets. These tickets are a formative assessment tool that check whether students have understood the lesson and/ or what the students' thoughts are about the lesson. As Wylie, Lyon & Goe explain: "*a teacher poses a question at the end of a class and students write their response on a 3" by 5" index card. This index card is handed in to the teacher as the students' ticket to leave the class*" (2009, p.15). The exit tickets can be found in Appendix V. The exit tickets provide for more feedback from the research group that can easily be applied for the following lessons. In addition, it helps the language learners to review the new language items.

3.4.3 After the lesson series

In order to discover whether the differentiation techniques have had a positive impact on the efficiency of language learning, the speaking skill of the students will be formatively assessed. The trade show for C14A and C14B will be the final exercise that will be handed in via Simulise. B14a has to do a presentation on the Brexit and the students will also be assessed on their speaking skill. The research will finish with a final questionnaire for the students. This questionnaire will be similar to the one given in the first week. As a result, the students can determine themselves whether the lesson series has been successful or not for the improvement of their English.

3.5 Processing of data and analysis

After the completion of the lesson series, the qualitative and quantitative data are going to answer the sub questions of chapter 1.

The quantitative data will be collected and processed in Excel and the marks will be analysed. Additionally, the percentage increase or decrease will be calculated in order to discover whether there has been an improvement of the students' marks.

The qualitative data of the questionnaires, exit tickets and interviews will be summarised. The method "coding" will be used to divide the important information from insignificant information. Besides that, a mindmap will be created to present the answers of the questionnaire.

Chapter 4

4.1 Sub question 1

How can differentiation be defined in the EFL classroom?

The theoretical framework of chapter two gives several definitions for differentiation, but Berben and van Teeseling (2014, p.11) give the most detailed definition: “*differentiation is applying the differences consciously and purposefully in instruction, learning time or information within a (heterogonous) group or class, according to the students’ results*”. Nevertheless, this definition focuses on all types of teaching, not only EFL teaching. Keijzer, Verheggen and van Gils (2016, pp. 12-13) give a definition for differentiation in their book that is only focused on language teaching. As stated in “*Differentiëren in het talenonderwijs*” (2016, pp. 12-13) differentiation is taking into account and being flexible with the differences between students.

Differentiation can be narrowed down to two types: convergent and divergent differentiation. Divergent differentiation is a type of differentiation that can be implemented when the goal is to adapt the lesson for every individual student, whereas with convergent differentiation all of the students have the same basic goal but the instruction, coaching and processing of the lesson content differ widely (Bergen & van Teeseling, 2014, p. 12).

In the EFL classroom, differentiation can take many shapes and forms. It can be realised through changing or varying the lesson content, the processing of the lesson, the learning environment, or changing the products that need to be handed in by students (Chaves, 2012).

4.2 Sub question 2

What is the current situation of differentiation like in the EFL classroom?

In the school year of 2012/ 2013, less than half of the teachers at Dutch schools adapted the instruction and/ or the process of the lesson to the needs of the students⁶. Instead, a teacher-fronted approach represents the ruling method of education in many countries (Scrivener, 2011, pp. 14-15).

During the interview, both teacher M and teacher S from ROC Leeuwenborgh stated that the implementation of differentiation is difficult, due to the amount of students in their classes. In one classroom with 30 students, many different language level can be present. Chaves (2012) states that: “*due to ongoing enrolment, transfers, promotions or a million other reasons, every week, our classrooms are filled with students from all walks of life*”.

One differentiation technique stated in chapter two is differentiation in process, which means that students are given more choices in the classroom. Teacher S does not give students a choice in how they want to work in her classroom. She believes the reading skill needs to be practised individually and the listening skill with the entire class at once. In addition, Teacher

⁶ (Inspectie van Onderwijs, 2015, p. 107; as cited in Berben & van Teeseling, 2014, p. 17)

M's students are also not given the choice to work individually, in pairs or in groups. Nonetheless, she does give them a choice during the projects given in the classroom.

In the teaching of the productive skills, both teachers apply differentiation only minimally. Teacher M does not change the context of speaking exercises, but only differentiates in the assessment. Besides that, the contexts of the writing exercises are only minimally adapted for the students. Teacher S focuses on the goal in the speaking exercises. The "stronger" students need to use more difficult vocabulary and students with a lower level need to focus on making it through the conversation. In the practice of the writing skill, she would give some students one-on-one coaching whereas the stronger students need to use more complex vocabulary.

4.3 Sub question 3

what are the effects of differentiation in MBO English classes?

4.3.1 Questionnaires

Down below the results of the questionnaires of C14A and B14A are presented. One questionnaire was given at the beginning of period 4 and the other at the end of the period. Per class two charts were set up. Additionally, the qualitative data gathered from the open questions of the first questionnaire is summarised in a mindmap. The green colour shows advantages, the red colour shows disadvantages. The questionnaires can be found in Appendixes III and VI.

C14A

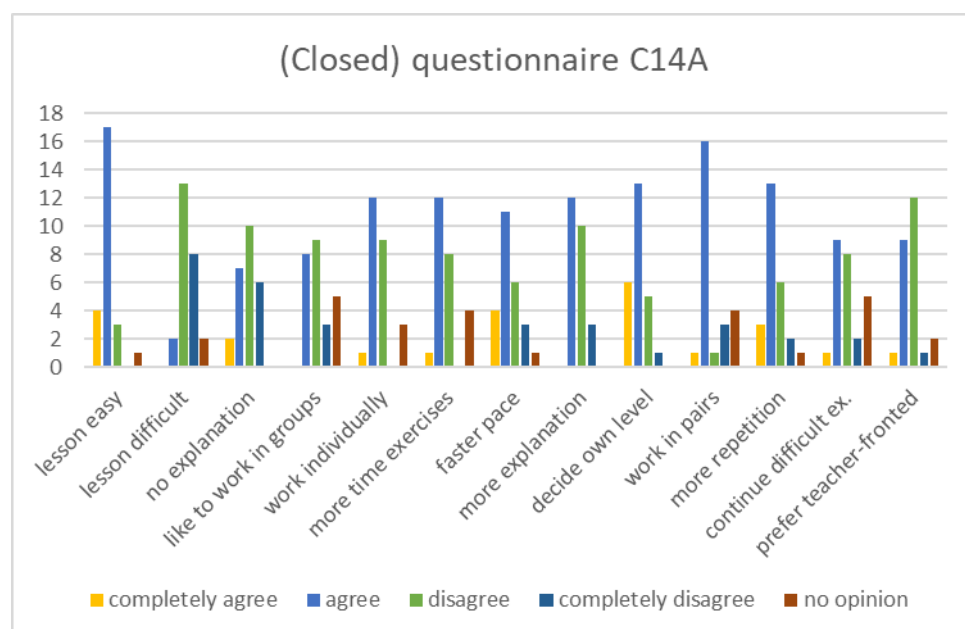


Chart 1: results of questionnaire (closed questions) beginning of period 4 (C14A)

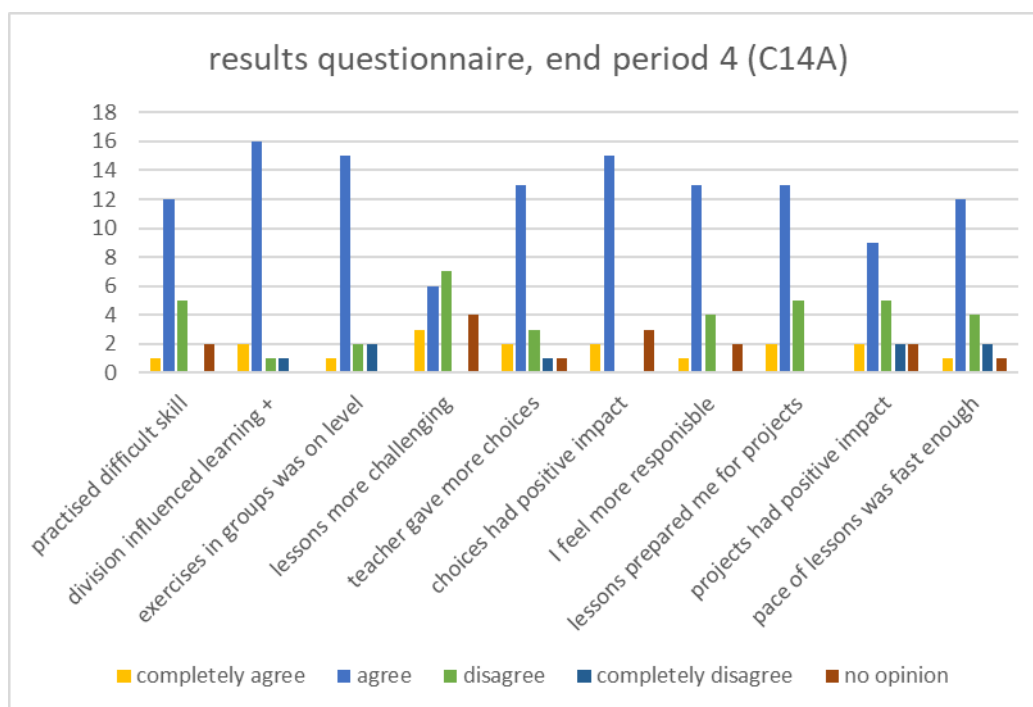


Chart 2: results of questionnaire at the end of period 4 (C14A)

B14A

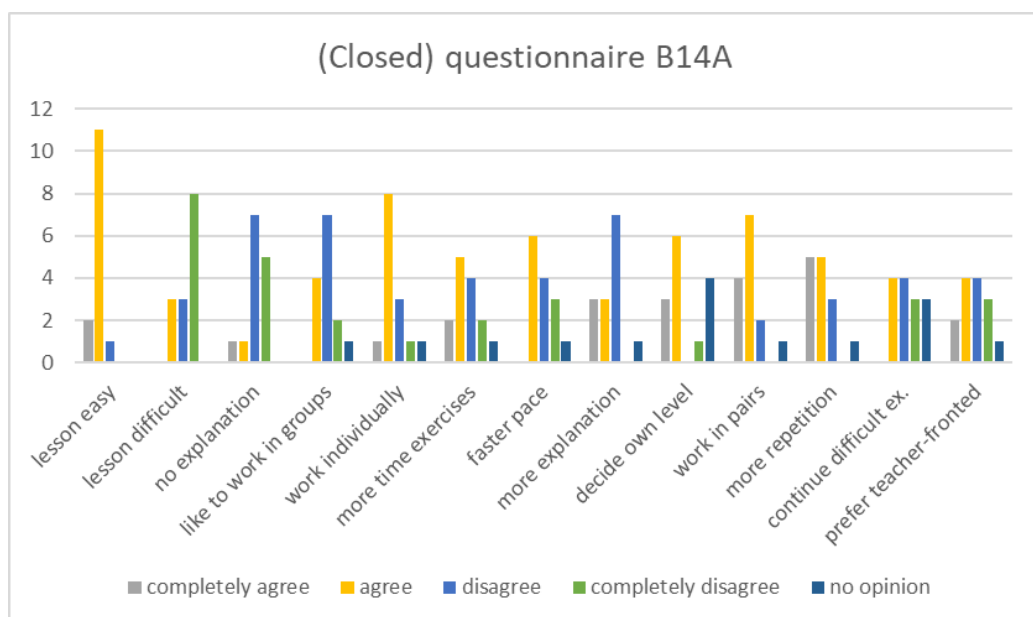


Chart 3: results of questionnaire (closed questions) at the beginning of period 4 (B14A)

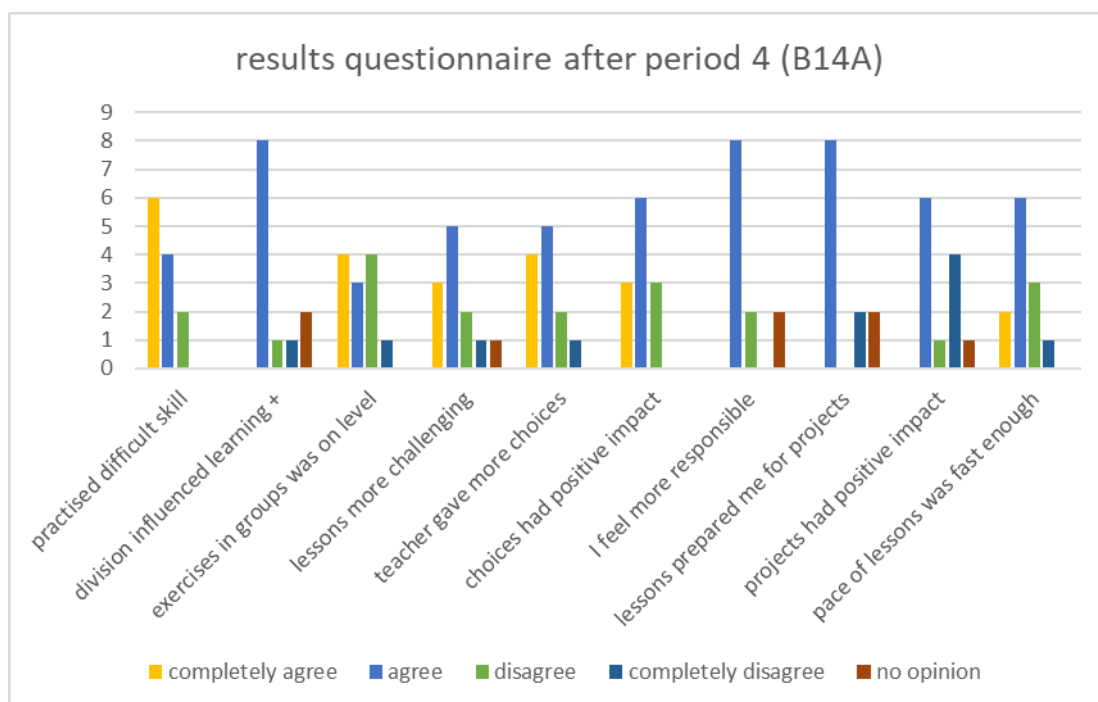


Chart 4: results of questionnaire, end period 4 (B14A)

Open questions



Mindmap 1: data gathered from the open questions of questionnaire (beginning period 4) (B14A and C14A)

4.3.2. Results

Hereunder, the results of B14A, C14A and C14B are presented. The marks of periods 1 and 2 are presented as the mean marks. The right bar shows the weighted percentage increase or decrease calculated with the mean and the marks of period 4. 'n.v.' means that the student has been absent during the test.

C14A			B14A			C14B		
mean	p.4		mean	P.4		mean	p. 4	
5,65	n.v.		3,25	5,1	56,9%	1,35	7,7	470,37%
6,9	8,7	26,1%	4,05	5,5	35,8%	5,45	5,6	2,75%
6	6,6	10,0%	3,75	4,9	30,7%	3,5	5,2	48,57%
4,4	10	127,3%	3,75	5,4	44,0%	2,35	n.v.	
4,15	5,3	27,7%	3,7	3,3	-10,8%	3,7	6,4	72,97%
7,15	9,3	30,1%	7,45	6,3	-15,4%	3,5	8,2	134,29%
6,45	n.v.		6,45	8,5	31,8%	2,5	5,8	132,00%
5,1	n.v.		6,05	8	32,2%	5,5	5,8	5,45%
3,35	8,5	153,7%	8,3	8,7	4,8%	3,75	6,2	65,33%
8,85	9	1,7%	5,35	6,5	21,5%	5,15	3,8	-26,21%
8,6	7,3	-15,1%	5,2	4,3	-17,3%	1,4	2,8	100,00%
3,1	7,8	151,6%	8,65	8,5	-1,7%	1,7	5,2	205,88%
8	8,6	7,5%	2,6	4,9	88,5%	4,45	3,5	-21,35%
7,45	8,6	15,4%	8,2	6,8	-17,1%	6	7,1	18,33%
6,15	5,9	-4,1%	4	6,5	62,5%	1,65	8,3	403,03%
2,85	8	180,7%	7,55	7,2	-4,6%	2,6	8,3	219,23%
3,85	8,8	128,6%	5,55	7,4	33,3%	5,25	4,5	-14,29%
6,1	5,6	-8,2%				7,3	6	-17,81%
7,1	8,1	14,1%			22,1%	3,2	7,2	125,00%
9,9	9,9	0,0%				6,55	7,5	14,50%
5,75	5,8	0,9%				1,05	n.v.	
8,65	9,1	5,2%				3	7,2	140,00%
6,35	6,2	-2,4%				4,6	3,3	-28,26%
9,15	8,4	-8,2%				3	5,4	80,00%
7,15	7,6	6,3%				2,35	4,4	87,23%
4,7	5,9	25,5%				4,05	5,7	40,74%
8,8	9,5	8,0%						94,07%
4,55	8	75,8%						
5,9	9,1	54,2%						
		38,9%						

Chart 5: results of B14A, C14A and C14B

4.4 Sub question 4

How can teachers of English implement differentiation in MBO classes?

The answer to sub question four could only be answered after the conclusions in chapter 5 are drawn. Hence, down below the answer has been given through the analysis of the exit tickets, the questionnaires, the theoretical framework and the students' marks.

4.4.1 Preparation

The preparation the teacher puts into differentiation will determine how successful language learning and the implementation of the techniques will be. In the theoretical framework, Chaves (2012) agrees that in order to implement differentiation in the EFL classroom, careful planning is fundamental.

Berben and van Teeseling⁷ have mentioned that teachers can take the following steps in the preparation phase:

1. Gather data
2. Analyse
3. Cluster the students
4. Design the lessons
5. Organisation of differentiation

In the first step, EFL teachers at MBO can gather data about their students. It is advised to use a start assessment that focuses on all language skills, in order to determine what the students' language levels are. In addition, a questionnaire with open or closed questions could be given to discover the desires and needs of the students. It might be an idea to share the results, as students could be triggered to become responsible for their own learning process

Secondly, the analysis of the data will lead to clustering the students into subgroups. It is possible to analyse the data using Excel (see the charts made for C14A and B14A). Thirdly, the students can be clustered into two or more than two sub groups. Teitler⁸ divides classes into one subgroup which works independently and a subgroup which is more guided and instruction-sensitive. This division has been used in this research and students affirmed that it has had a positive impact on language learning (see charts 2 and 4).

After the division of the class, the English lessons need to be adapted according to the gathered data. Step 4 will be explained in 4.4.2. Lastly, the organisation of differentiation should be discussed with the class and the goals of each sub group need to be set. Again, this could help the students to feel more responsible about the process of language learning (see charts 2 and 4).

⁷ (Berben & van Teeseling, 2014, pp. 29-33)

⁸ (Teitler, 2015, pp. 80-81)

4.4.2 Material and techniques

Sufficient and appropriate material is needed to implement differentiation in MBO English classes. English lessons should be adapted after the gathered data have been analysed and the class has been divided into two sub groups.

There are 4 different areas in which differentiation can be implemented⁹:

1. The lesson content
2. The process of the lesson
3. The learning environment
4. Products of the students

Lesson content

For the lesson content, it is possible to set goals for each sub group and this can be formulated with or without the students. These goals can be made for one school year, period or smaller goals for every week. The exercises and material used during the lessons can be chosen after the goals have been set. For the reading skill, it is possible to use two texts on the same topic, but with different language levels. When practising listening, the same clip or audio file can be used, but different questions can be given in the sub groups. When a course book is not suitable for differentiation, the book '*Differentiëren in het Talenonderwijs*' by Keijzer, Verheggen and van Gils can be used in the EFL classroom.

The process of the lesson

The process of the lesson is defined by the choices the students can make during English class. The data of the questionnaires illustrate that students would like to choose how to process the new language items. Moreover, it has had a positive impact on language learning (see charts 2 and 4). Nevertheless, every choice needs to be discussed with the teacher as students cannot determine what language level they have or, for example, whether working individually during a speaking exercise is the best choice.

The learning environment

For the learning environment, teachers can use the space in and outside the classroom. At MBO schools the OLC can be used to let students work in silence. When projects are conducted in class, the position of tables and chairs can be changed based on the students' preferences and the sub groups. Besides that, a table in class can be used as a place where students can find extra material.

Products of the students

When differentiating in the type of products students can create, it is important to be explicit about what is expected from the students but at the same time to give them enough choices. The choices could vary in what kind of story students can write, what kind of flyer they can create in English or what students would like to say during a sales pitch. For MBO educations, the job-related topics can be connected to products that would have to be made or delivered in the work field.

⁹ (Tomlinson, 1999, as cited by Aliakbari & Haghighi, 2014, p.110), (Chaves, 2012)

Chapter 5

5.1 Answer to the research question

Looking back, this research arose out of the necessity to provide more efficient EFL learning for MBO students. English lessons should be adapted to the students' desires and needs, because of the diversity of educational backgrounds in one classroom. On account of this arisen need, the following main question was formulated:

How can differentiation be implemented in the MBO classroom in order to increase the EFL learning efficiency?

In order to answer the main question, sub questions were formulated and will now be answered by using the analysed data.

How can differentiation be defined in the EFL classroom?	
<p>Conclusion 1: The definition of differentiation is taking into account and being flexible with the differences between students. Due to the fact, that this definition is used for language learning, it has also been used for this research.</p>	<p>Reference: chapter 2 (Differentiëren in het talenonderwijs, 2016, pp. 12-13)</p>
<p>Conclusion 2: There are two types of differentiation: divergent and convergent differentiation.</p> <p>As divergent differentiation gives students separate goals that need to be achieved during the lesson and convergent differentiation gives each student the same goal but provides for different routes to achieve it, convergent differentiation can be regarded as the most practical way to incorporate differentiation.</p>	<p>Reference: chapter 2 (Bergen & van Teeseling, 2014, p. 12)</p>

What is the current situation of differentiation like in the EFL classroom?	
<p>Conclusion 1: Differentiation is only minimally implemented in English lessons at the Commerce department (ROC Leeuwenborgh). Factors that influence the degree of differentiation implementation are: the amount of students, not enough material, not enough time and know-how.</p>	<p>Reference: In the interview, both teachers explain that they would like to implement differentiation, but that it is difficult. Various factors that make differentiation difficult are explained in appendix IV</p>
<p>Conclusion 2: The implementation of differentiation in the classroom, might be hindered by the lack of training teachers received. Berben and van Teeseling (2014, p. 16) stated that more complex skills are needed to realise more learning efficiency</p>	<p>Reference: Teacher M (during the interview) and Berben & van Teeseling (2014, p.16) mentioned this</p>

for each student. During the interview, teacher M has also mentioned that courses on differentiation could help her with applying differentiation techniques in her lessons.	
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What are the effects of differentiation in MBO English classes?	
<p>Conclusion 1: The division of the class into subgroups impacted EFL learning positively. The results of the questionnaires given at the end of period 4 affirm that the majority of students perceived it as a positive experience.</p> <p>The chart of B14A (with the results of the questionnaire given at the end of period 4) shows that 8 out of 12 students agreed that the division has had a positive impact on language learning. Additionally, chart 2 (of C14A) confirms that 16 out of 20 students regarded the division as a positive impact.</p>	<p>Reference: See charts 2 and 3 of C14A and B14A.</p>
<p>Conclusion 2: The choices that were given in the classroom during period 4, were perceived as having a positive effect on language learning.</p> <p>The data from the questionnaire presented in the mindmap and charts 1 and 3 reveal that most students do not prefer a teacher-fronted approach and recognise that there are benefits to individual coaching.</p> <p>In C14A 15 out of 20 students agreed that it had a positive effect on language learning and 2 students completely agreed with this. Also in B14A 6 students agreed and 3 students completely agreed that the choices have created a positive change in the EFL classroom.</p>	<p>Reference: See chart 2 of C14A and chart 4 of B14A that present the results of the questionnaire given at the end of period 4. See mindmap 1.</p>
<p>Conclusion 3: B14A and C14A scored better at the speaking test of period 4 than C14B did. B14A had 6 insufficient marks and C14A had 1 insufficient mark, whereas C14B had 8 insufficient marks. It can be said that there is a slight difference between the marks of the research groups and the benchmark group.</p> <p>The majority of the marks of C14A and B14A showed improvement compared with the means of period 1 and 2, but as the benchmark group (C14B) has also scored much better in period 4 and the tests of period 1,2 and 4 did not assess the same language skill, it would be speculation to conclude that only differentiation techniques helped with the improvement of language learning efficiency.</p>	<p>Reference: See chart 5 which shows the results of the research groups and the benchmark group.</p>
<p>Conclusion 4: The majority of the students have practised language skills that they wanted to improve in.</p> <p>Before the lesson series, the students were asked what language skill(s) they wanted to improve. The teacher used</p>	<p>Reference: See chart 2, chart 4 and Appendix III.</p>

the answers to create projects and exercises for period 4. According to 12 out of 20 students of C14A and 10 out of 12 students from B14A, they have practised (a) language skill(s) they had difficulty with.	
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How can teachers of English implement differentiation in MBO classes?	
<i>(The following conclusions have been drawn from the theoretical framework, chapter 4 and the previously mentioned conclusions)</i>	
<p>Conclusion 1: The preparation phase of differentiation is vital for the success of the implementation. In order to implement differentiation in the EFL classroom, careful planning is fundamental.</p> <p>Berben and van Teeseling have mentioned that teachers can take the following steps in the preparation phase:</p> <ol style="list-style-type: none"> 1. Gather data 2. Analyse 3. Cluster the students 4. Design the lessons 5. Organisation of differentiation 	<p>Reference: chapter 2 Chaves (2012), Berben & van Teeseling (2014, pp. 29-33) and chapter 4.</p>
<p>Conclusion 2: Differentiation can be implemented through changing the lesson content, varying the types of products that need to be made in the lesson and differentiating in the process of the lesson. In addition, the learning environment can also be added to these techniques. Nevertheless, each technique needs to be adapted to the sub groups and education the students do.</p>	<p>Reference: chapter 2 Chaves (2012), Tomlinson (1999, as cited by Aliakbari & Haghighi, 2014, p.110)</p>

5.2 Own interpretation related to theoretical framework

All in all, some data resemble the literature research in chapter 2. Mostly, the theoretical framework reveals that differentiation is focusing on the differences of students and being flexible with them by giving students more choices in the EFL classroom (Aliakbari & Haghighi, 2014, p. 110). Results from the questionnaires affirm that these choices are beneficial for language learning.

Additionally, the techniques of the theoretical framework have been implemented in period 4. The quantitative data show slight improvement, but the benchmark group has also shown improvement. Besides that, the tests given in periods 1,2 and 4 all test a different language skill or language item. All considered, it cannot be concluded from this research that differentiation makes language learning more efficient.

5.3 Results and recommendations for MBO

As has already been mentioned, English teachers of the Commerce Department at ROC

Leeuwenborgh have hardly used any differentiation in their classes. This research has attempted to find ways for English teachers to incorporate differentiation in their classrooms in order to improve the learning efficiency. Techniques have been presented and tested during the lesson series. The results for English teachers at MBO can be seen in paragraph 4.4.

Due to the fact that this research has only been applied in two classes in period 4, I hope that English teachers at MBO will use this research as a starting point from which they can start to implement differentiation in their own classes.

5.4 Suggestions for improvement

One way in which this research could be improved is to focus on differentiation in one language skill. It stems from the fact that the tests of period 1, 2 and 4 differ widely and give a false assumption of improvement in the students' results. If this research would have focused on the differentiation of the speaking skill only, then a start assessment could have been executed at the beginning of period 4. I believe that this could change the outcome of my research enormously.

Another suggestion for improvement, is the duration of the research. If this research had been conducted in a whole school year, than more tips from students could have been added, the data could have been more extensive and therefore could have given a more detailed view on how differentiation can be implemented in the MBO EFL classroom.

5.5 Suggestions for further research

Further research on the implementation of differentiation in the MBO EFL classroom could be focusing on each individual language skill and gathering data on whether the techniques have been an improvement for the learning efficiency. Besides that, it could be a possibility to try differentiation with MBO level 4 exam classes, because I am convinced that exam training and differentiation go hand-in-hand, for each individual student needs to prepare for exams differently.

As all of the techniques of differentiation are only simple ideas for the language classroom, it could be an idea to do research in how these techniques can be connected to course books and/ or existing lesson material. This could further the fulfilment of differentiation in the MBO EFL classroom and could help English teachers more in finding their own way of applying differentiation in their classrooms.

Reflection

Looking back on this whole process, it has been a long journey to find the right topic for this dissertation that was both applicable to the work field and my own development as an EFL teacher. Due to the fact that I struggled with providing suitable exercises for different language levels, I came to the conclusion that differentiation would be the right topic for my dissertation. After the decision had been made, I started to look for techniques and material that could easily be applied to MBO English classes. This search took me quite some time, but I was able to find appropriate techniques.

The whole writing process of this dissertation was hectic and quite stressful to be honest. The organisational competence plays a huge role in the realisation of this type of paper. It has been an eye-opener to me that when someone sets a certain time apart to write a dissertation, it is possible to finish it. It also allows you to reflect more and rethink your choices.

Last but not least, this dissertation has given me a lot of inspiration for my own lessons. Even though, I could not conclude which differentiation technique is the most efficient, it has been a kind of trial and error process to discover what works for my students and me. All considered, this experience was what I was hoping for and taught me the importance of giving students choices.

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Appendix II C14A task

From: <https://busyteacher.org/22425-anatomy-of-an-advertisement.html>

Writing an Advertisement:



Know your product!

- Write a paragraph describing your product.

Example: My product is: Tsingtao Beer. Tsingtao beer is type of alcoholic drink. It is inexpensive - a 16 oz bottle costs only 5 yuan. It is an old Chinese brand and is very popular all over China, however, it is not commonly sold outside of China. Its main Chinese competitors are Snow and Harbin while American Budweiser and Danish Carlsberg are popular foreign brands. It comes in both bottles and cans.

Think about:

- What do you use your product for?
- What is it made of?
- How much does it cost?
- Who makes it?
- Who is the competition?
- How is it packaged?

Know your target market!

- Write a paragraph describing your customer.

Example: Many people enjoy Tsingtao beer but it is especially popular with young working men. Young men enjoy beer because it is cheap. It helps them relax and feel happy but is not too strongly alcoholic. My target market is Men, Age 23-30, who work in factories and offices. My target market also enjoys fancy cars, KTV, and beautiful women.

Think about:

- Who would want to buy your product?
- Why would they like your product?
- What are other things your target market likes?

Selling Points!







- Write your products' selling points

Example: Tsingtao beer is alcoholic and makes you feel good when you drink it but doesn't make you drunk right away. People often enjoy drinking together as a group can enjoy it together. Tsingtao is also cheap, so most people can afford it and it is a local Chinese brand. Tsingtao comes in multiple varieties with different tastes so it can be popular with everyone.

Think about:

- What is good about your product?
- Why would anyone buy your product?
- Why is your product better than others?

Adding details about how your product looks, tastes, sounds, feels, and even smells helps a customer better imagine owning your product and encourages them to want to buy it. Describe your product:

<p>SIGHT</p> 	<p>Exp. Tsingtao beer is a blonde color with white bubbles on top.</p>
<p>SMELL</p> 	<p>Exp. Tsingtao beer smells like fresh hops and warm sunshine.</p>
<p>TOUCH</p> 	<p>Exp. Tsingtao beer bottles feel smooth and cool.</p>
<p>TASTE</p> 	<p>Exp. Tsingtao beer tastes like a light refreshing beer.</p>
<p>SOUNDS</p> 	<p>Exp A Tsingtao bottle of beer opens with a loud pop sound.</p>
<p>EMOTIONS</p> 	<p>Exp. Tsingtao beer makes you feel refreshed, relaxed, and happy.</p>

Descriptive Language!

Using comparisons and superlatives to describe your products' selling points makes people want to buy!

Comparatives – as/like

Exp. Tsingtao beer bottles are as green as leaves.

- Put in the correct adjective and noun:
refreshing, strong, beautiful, t-shirt, snow, soft, Jackie Chan, smooth, princess, silk, water, white

Our skin cream will make your face as _____ as _____.

This exercise machine will make you as _____ as _____.

Our shampoo will make your hair as _____ as _____.

Sprite soda is as _____ as _____ in the dessert.

Wearing our jewelry you will feel as _____ as a _____.

Our suits for men are as _____ as a _____.

Comparisons with like:

Exp. Tsingtao beer tastes like a night of fun.

- Put in the correct verb: **eating, tastes, feel, drive, shine, being**

KFC's new coke chicken dish _____ like what your Mother used to make!

Our new chair will make you _____ like an Emperor.

This diamond necklace will make you _____ like a star.

BMW's _____ like a dream.

Our orange juice _____ like it was just picked off a tree.

Eating at McDonalds is like _____ in New York City.

Superlatives:

Exp. Tsingtao beer is the best beer for the lowest price!

- Change the adjective to a superlative and put it in the right space: **fresh, luxury, big, safe, bright, clean, tasty, healthy, high**

Buy Libby's Juice! Our juice is the _____!

BMW cars are both the _____ cars in a accident while feeling the most _____!

Buy High Line Apartments! Our apartments are 900sqm, the _____ in the city and the _____ quality!

Buy Pine washing liquid will make your house the _____ and _____ smelling in town!

Buy green tea, it is the _____ choice for your body!

Persuasive adjectives and powerful verbs

The 20 most popular adjectives used in advertising!

1. new 2. good/better/best (best-seller, best-selling) 3. free 4. fresh 5. delicious 6. full (fully) 7. sure 8. clean 9. wonderful 10. special 11. crisp 12. fine 13. big 14. great 15. real 16. easy 16. bright 18. extra 18. safe 20. rich

- **Write an advertisement for your product using at least ten adjectives**
If you can use more that's even better! Remember that you can change the form of the adjective to make it also a comparative or superlative.

Exp. Try the *newest* Tsingtao beer, now *better* than ever!

The 20 most effective verbs in advertising!

1. make 2. get 3. give 4. have 5. see 6. buy 7. come 8. go 9. know 10. keep 11. look 12. need 13. love 14. use 15. feel 16. like 17. choose 18. take 19. start 20. taste

- **Write an advertisement for your product using at least ten verbs**
If you can use more that's even better! Remember that you can change the form of the verb.

Exp. *Make* the right choice and *get* a pack of Tsingtao beer...

Other Advertising Tricks

1. **Use Exaggeration** - Exp. "the one and only", The best in the world" etc.
 2. **Use Emotive language** – Exp. "It will improve your life!"
 3. **Use a Rhetorical Question** – Exp. "Isn't it refreshing?!"
 4. **Generalizations** – Exp. using words such as "always, ever, never"
 5. **Special Offer** – Exp. "On sale now! Buy today and get half price!"
- Choose two of the advertising tricks and write an advert for your product.

Appendix III B14A task

Simulise

Dashboard

Community

Groepen

Portfolio

Opdrachten

Lesplannen

Opdrachten

Rubrics

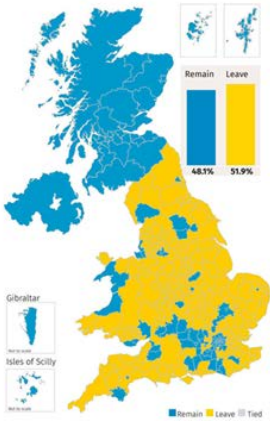
Mijn virtuele groepen

Engels presentatie **136**

Help

Opdrachten / English - task 64: The Brexit in the UK

English - task 64: The Brexit in the UK



The Brexit in the UK

For this week, you are going to find out why an area in the UK voted for remain or leave. In class, you have chosen an area of the United Kingdom. Together with the information you have found, you are going to create a Prezi presentation. All of the information needs to be in your presentation. Use many pictures and be creative!



Last week you created a Prezi presentation. This week, you are going to choose a side: leave or remain. Choose a partner who is going to listen to your presentation.

Step 1

- Choose a side: remain or leave
- Your classmate needs to choose the opposite side (not the same side!)
- Add to your presentation the following information:

Dia 6:

- Which side have you chosen? Remain or leave?
- Why would you vote remain/ leave?
- Give 3 reasons

Dia 7:

- Give 5 examples from the information that you have found, why you would vote remain or leave.
- Explain why voting for the opposite side would be a bad idea (3 sentences).

Dia 8:

- Give a conclusion:
 - In conclusion, I believe...
 - All in all, the information shows that voting for....
- Give a good ending to the presentation (thank you for your time, etc.)

Appendix IV questionnaire

Vragenlijst

Voor een onderzoek naar **differentiatie** (omgaan met verschillen tussen studenten) in het MBO, wil ik te weten komen wat jullie van de Engels lessen vinden en hoe je het graag anders ziet. Vul de volgende vragen eerlijk in.

Naam:

Deel 1: zet een kruisje bij het vak wat voor jou het meest van toepassing is.

1. Tijdens de Engels les vind ik het makkelijk om de les te volgen en opdrachten te maken.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

2. Ik vind het moeilijk om de Engels les te volgen en opdrachten te maken.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

3. Ik vind de uitleg bij de Engels les niet nodig, ik wil het liever zelf opzoeken.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

4. Ik leer veel meer tijdens de les als ik in groepjes kan werken.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

5. Ik word beter in Engels als ik individueel werk.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

6. Ik zou tijdens de les meer tijd willen krijgen om de opdrachten uit te voeren.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

7. Ik zou tijdens de les sneller door de stof en opdrachten willen gaan, zodat ik meer kan leren tijdens de les.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

8. Ik zou tijdens de les meer uitleg willen krijgen van de leraar, zodat ik de stof beter begrijp.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

9. Tijdens een opdracht, wil ik zelf bepalen op welk niveau ik het wil uitvoeren.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

10. Ik word beter in Engels als ik in tweetallen een opdracht mag uitvoeren.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

--	--	--	--	--

11. Tijdens de Engels lessen zou ik graag de stof meer willen herhalen, zodat het beter blijft hangen.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

12. Als ik klaar ben met de algemene opdrachten wil ik doorgaan met een moeilijke opdracht.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

13. Ik leer het meest als de leraar klassikaal lesgeeft.

Helemaal Mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

Deel 2: Hieronder staan een aantal open vragen. Probeer je mening zo precies mogelijk op te schrijven (dit is erg belangrijk, want de informatie wordt gebruikt voor de komende lessen)

1. Wat vind je van het taalniveau in de klas? Is het te hoog, gemiddeld of te laag voor jou en waarom?
2. Vind je dat er bij de Engels lessen altijd een uitdaging is om meer te leren, of om beter te worden in Engels?

3. Kun je de les gemakkelijk volgen en opdrachten makkelijk maken, zo ja/ nee waar ligt dit aan?
4. In welke vaardigheid (spreken, gesprekken voeren, luisteren, schrijven, lezen), zou jij beter in willen worden? Leg ook uit waarom je hier moeite mee hebt.
5. Welke (bovenstaande) taalvaardigheid zou je minder willen oefenen tijdens de les? leg uit waarom je dit minder zou willen oefenen.
6. Wat voor rol moet jouw leraar tijdens de les aannemen? Moet hij/ zij klassikaal lesgeven of ieder zijn leerproces individueel begeleiden? Leg ook uit waarom.
7. Wat voor manier van werken vindt jij het prettigst tijdens de les, en waarom? (Denk hierbij aan in koppels werken, alleen werken, in groepjes werken).
8. Wat zou de leraar anders kunnen doen tijdens de les, zodat je beter in Engels zal worden?

Appendix V the interview

I.Y.E.C. Szlanina

ROC Leeuwenborgh

Questionnaire

The following questionnaire will be about the implementation of differentiation in the MBO classroom. Your answers will be used for my dissertation. Thank you in advance.

1. Is it possible for you to implement differentiation in your English classes? Please explain why it is/ is not possible to implement it.

I try to implement differentiation but it's difficult, because you work with up to thirty students and there is a lack of material here that makes it even more difficult.

If we have enough material I try to implement differentiation with enhanced questions in texts.

2. How do you take the differences of all of the language learners into account in your English lessons?

I would like take the differences into account, but we don't have sufficient material.

For differentiation, we only use Taalblokken (an online-programme that the students use to practise reading, writing and listening skill) and each student can practise on their own level.

3. Do you give your students various options when they have to do a task (such as to work individually, in pairs or in groups)?

No they cannot choose in my classroom, but when we do projects in class I do give them the possibility to choose how they want to work.

4. Do you believe differentiation should be combined with teaching the five language skills?

It should, because some students are good in a certain skill and others are not so good in that particular skill. The best solution would be that every student practises English on their own level.

5. Can differentiation help with the teaching of the reading skill? If yes, in what way(s) do you do it?

With the reading skill it is possible to formulate more difficult or easier questions for the same text. It is also possible to give students easy and difficult texts on A2, B1 or B2 levels. Again, we do not have enough material. Some students can also use the internet when reading a text.



I.Y.E.C. Szlanina

ROC Leeuwenborgh

6. Can differentiation help with the teaching of the speaking skill? If yes, in what way(s) do you do it?

The assessment can be adjusted according to the level of the students. The exercises can be changed, but only slightly, but the context will be the same. It's more about the production of the language when using differentiation, not about the context.

7. Can differentiation help with the teaching of the writing skill? If yes, in what way(s) do you do it?

The writing skill is quite similar to the speaking skill when it comes to differentiation. You can only change the exercise minimally. One example is that every student needs to write an email, but the lower levels have to write an email to their neighbour and for a B1 level students can write an email to a mentor.

8. Can differentiation help with the teaching of the listening skill? If yes, in what way(s) do you do it?

The entire exercise or practice phase needs to be changed, the audio file or video clip needs to be changed, students cannot listen to the same file. It is extremely difficult to differentiate with the listening, because the audio or video files are all of a certain level.

9. If a student wants to excel in a certain language skill, how do you provide this?

When using taalblokken you can easily change the language level. You have to divide the lesson properly and the book or material you use needs to offer options for subgroups. You can create your own material but this takes a lot of time. With MBO education, there are constant changes and these changes are made for the "average student". After a couple of years, other materials are created for higher or lower levels.

10. If a student wants to practise a language skill on a lower level, how do you provide this?

The answer of question 9 is the same for question 10.

11. What is needed in order to effectively differentiate in the MBO classroom?

- *Better classrooms where we can divide the students in subgroups.*
- *better materials that give possibilities to incorporate differentiation.*
- *The students should be able to cope with the freedom they get with differentiation.*
- *A course would be a good idea*
- *you need time to develop the English course and curriculum in order to differentiate effectively.*



I.Y.E.C. Szlanina

ROC Leeuwenborgh

Questionnaire

The following questionnaire will be about the implementation of differentiation in the MBO classroom. Your answers will be used for my dissertation. Thank you in advance.

1. Is it possible for you to implement differentiation in your English classes? Please explain why it is/ is not possible to implement it.

It depends on the class and level of the class. Especially because there are so many different levels in a classroom of 30 students. I try to adapt the lesson according to the wishes and levels of the students, but unfortunately, this isn't always possible.

2. How do you take the differences of all of the language learners into account in your English lessons?

I change the tests in the test week and I give the students the possibility to practise English on different levels.

3. Do you give your students various options when they have to do a task (such as to work individually, in pairs or in groups)?

Yes I do give my students the choice to work together or individually, but they all have to hand their answers or product in. I also give them the choice whether they want to participate or not. At MBO the students are responsible for their own learning process. You can take a horse to water but you can't make it drink.

4. Do you believe differentiation should be combined with teaching the four language skills?

Yes, but again it's not always possible to actually do it if you have a class with 30 students. It is not always accounted for.

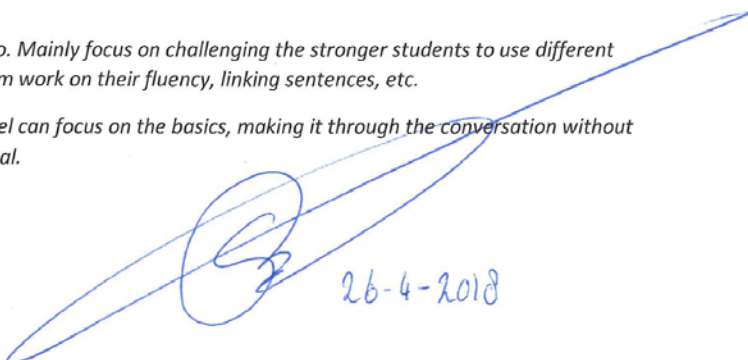
5. Can differentiation help with the teaching of the reading skill? If yes, in what way(s) do you do it?

With the reading skill it is fairly easy to differentiate. You first need to find out their current level and then challenge them to go higher. Everyone can choose their own level. I do think it is easier to let them work individually, both for them and the teacher.

6. Can differentiation help with the teaching of the speaking skill? If yes, in what way(s) do you do it?

Yes, with this skill it is also. Mainly focus on challenging the stronger students to use different vocabulary and to let them work on their fluency, linking sentences, etc.

Students with a lower level can focus on the basics, making it through the conversation without breaking down is their goal.



26-4-2018

I.Y.E.C. Szlanina

ROC Leeuwenborgh

7. Can differentiation help with the teaching of the writing skill? If yes, in what way(s) do you do it?

It is possible to do, but not always. If students go up a level (CEFR) you have to have a bigger vocabulary and a variety of words. It is not always possible to teach this in class. You can give a document via email with more difficult words to these students.

Students with a lower level can be taken apart in class and the teacher can give them some aid one-on-one. Give them thorough feedback. Take it step-by-step.

8. Can differentiation help with the teaching of the listening skill? If yes, in what way(s) do you do it?

With the listening skill it is rather difficult, because the entire classroom has to practice with it at once. I don't like doing a listening exercise and giving them the possibility to do it on their own with headphones, because their attention drifts from the exercise.

9. If a student wants to excel in a certain language skill, how do you provide this?

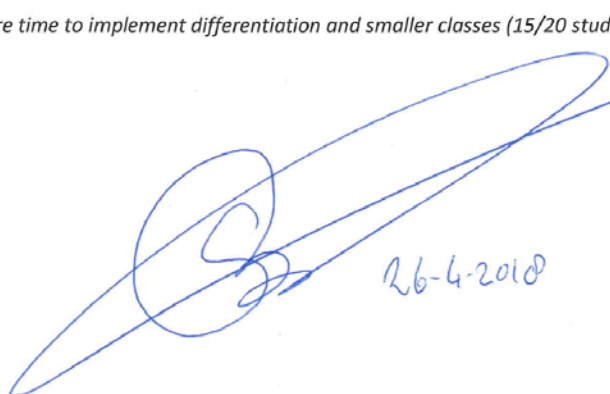
If it is possible and If I can manage time wise than I would help them as much as possible. Nevertheless, you can't give one person more attention than the rest of them. You have to divide your time for the entire group.

10. If a student wants to practise a language skill on a lower level, how do you provide this?

Differentiating with lower levels is more difficult than higher levels. There is not enough time for the lower level students, they sometimes "drown" in the classroom. Tutoring is a better option, so the student gets full attention of a tutor.

11. What is needed in order to effectively differentiate in the MBO classroom?

At MBO we need more time to implement differentiation and smaller classes (15/20 students).



26-4-2018

Appendix VI exit ticket

EXIT TICKET:



1. Welke vaardigheid heb jij deze les geoefend? En wat heb je geleerd?
2. Vond je dat je tijdens deze les op jouw eigen niveau hebt kunnen oefenen of niet? Zo niet leg uit waarom.
3. Wat zou je anders willen doen/ zien bij het oefenen van de vaardigheid? Geef tips!

Appendix VII questionnaire

Vragenlijst einde periode 4

In periode 4 zijn jullie antwoorden van de vorige vragenlijst gebruikt om de Engels lessen aan te passen aan de hand van jullie onderlinge verschillen. Om erachter te komen of de lessen succesvol zijn aangepast is jullie mening erg belangrijk!

Naam:.....

1. Tijdens periode 4 heb ik kunnen werken aan de vaardigheid/ vaardigheden waar ik moeite mee heb.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

2. Op momenten dat de klas werd opgesplitst in twee subgroepen kwam dit mijn leerrendement ten goede.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

3. De opdracht die ik in mijn subgroep moest maken vond ik goed aansluiten op mijn eigen taalniveau.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

4. Ik vond dat de lessen Engels in periode 4 uitdagender waren dan in voorgaande periodes.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

5. De leraar heeft mij meer keuzes tijdens de Engels lessen gegeven (bijvoorbeeld in hoe ik aan de opdrachten wilde werken, op welk niveau ik de opdracht mocht maken en met wie).

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

6. Deze keuzes hadden een positieve bijdrage aan mijn ontwikkeling in de Engelse taal.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

7. Ik ben mij verantwoordelijker gaan voelen voor mijn eigen ontwikkeling in de Engelse taal.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

8. De lessen Engels hebben mij goed voorbereid op de Engels opdrachten in Simulise.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

9. Door de Engels opdrachten in Simulise ben ik beter in Engels geworden.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

10. Het tempo van de Engels lessen lag hoog genoeg waardoor ik meer heb kunnen oefenen met Engels.

Helemaal mee eens	Mee eens	Mee oneens	Helemaal mee oneens	Geen mening

Appendix VIII rubrics

Spreken Rubric A2

Naam kandidaat:.....

Klas:.....

Datum:.....

Onderwerpen: Eenvoudig, vertrouwd, rondom familie en andere mensen, leefomstandigheden, opleiding en huidige of meest recente baan

Coherentie: De kandidaat gebruikt heel eenvoudige vaste uitdrukkingen, verbonden door 'en', 'maar' en 'omdat', vaak uit het hoofd geleerd

Criteria	5 punten	4 punten	3 punten	2 punten	1 punt	0 punten	Score
Woordenschat: Eenvoudige woorden om te spreken over familie en andere mensen, leefomstandigheden, opleiding en huidige of meest recente baan.	De luisteraar begrijpt het probleemloos vanwege het (bijna) foutloos woordgebruik	De luisteraar begrijpt het probleemloos, ondanks een klein aantal fouten in het woordgebruik	De luisteraar begrijpt het probleemloos, ondanks de grotere hoeveelheid fouten in het woordgebruik.	De luisteraar moet vanwege het gebrekkige woordgebruik enige moeite doen om het te begrijpen	De luisteraar moet vanwege de grote hoeveelheid fouten in het woordgebruik veel moeite doen om het te begrijpen	De luisteraar begrijpt het niet vanwege de grote hoeveelheid fouten in het woordgebruik of de aard ervan	
Grammatica/Zinsbouw: Alle grammatica van A1 en onr. zelfst. nw.; wel of geen lidw.; past. simple en pres. perf.; will, shall en going to; mogen, kunnen en moeten; bijv. nw, trappen van verg.; bijwoord; bez. vnw. ook zelfst.; wed. vnw.; some en any. Gebruik and, but, or, because; plaats en tijd; vragen met vraagwoord; geb. wijs.	De luisteraar begrijpt het probleemloos vanwege het (bijna) foutloos gebruik van de grammatica/zinsbouw.	De luisteraar begrijpt het probleemloos, ondanks een klein aantal fouten in de grammatica/zinsbouw.	De luisteraar begrijpt het probleemloos, ondanks de grotere hoeveelheid fouten in de grammatica/zinsbouw.	De luisteraar moet vanwege de gebrekkige grammatica/zinsbouw enige moeite doen om het te begrijpen.	De luisteraar moet vanwege de grote hoeveelheid fouten in de grammatica/zinsbouw veel moeite doen om het te begrijpen.	De luisteraar begrijpt het niet vanwege de grote hoeveelheid fouten in de grammatica/zinsbouw of de aard ervan.	
Vloeiendheid: Zonder aarzelingen of storende fouten in de intonatie.	De luisteraar begrijpt het probleemloos vanwege de (bijna) foutloze vloeiendheid.	De luisteraar begrijpt het probleemloos, ondanks een paar aarzelingen of fouten in de intonatie.	De luisteraar begrijpt het probleemloos, ondanks de grotere hoeveelheid aarzelingen en/of fouten in de intonatie.	De luisteraar moet vanwege de grote hoeveelheid aarzelingen en/of fouten in de intonatie enige moeite doen om het te begrijpen	De luisteraar moet vanwege de grote hoeveelheid aarzelingen en/of fouten in de intonatie veel moeite doen om het te begrijpen	De luisteraar begrijpt het niet vanwege de grote hoeveelheid aarzelingen en/of fouten in de intonatie.	
Uitspraak: met een hoorbaar accent, maar verstaanbaar voor een native speaker.	De luisteraar begrijpt het probleemloos vanwege de (bijna) foutloze uitspraak.	De luisteraar begrijpt het probleemloos, ondanks een klein aantal fouten in de uitspraak.	De luisteraar begrijpt het probleemloos, ondanks de grotere hoeveelheid fouten in de uitspraak.	De luisteraar moet vanwege de gebrekkige uitspraak enige moeite doen om het te begrijpen.	De luisteraar moet vanwege de grote hoeveelheid fouten in de uitspraak veel moeite doen om het te begrijpen.	De luisteraar begrijpt het niet vanwege de grote hoeveelheid fouten in de uitspraak of de aard ervan.	
Overdracht boodschap: De boodschap	Het gesprokene is nauwkeurig en	Het gesprokene is in grote mate	Het gesprokene is in voldoende mate	Het gesprokene is onvoldoende	Het gesprokene is zeer matig nauwkeurig	Het gesprokene is zeer onnauwkeurig	

nauwkeurig over; de inhoud komt volledig over.	volledig	nauwkeurig en volledig	nauwkeurig en volledig	nauwkeurig en/of volledig	en/of volledig	en/of onvolledig	
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Niveau aanduiding: In een winkel eenvoudige bestellingen plaatsen; in een café of restaurant eenvoudige bestellingen plaatsen; de weg kunnen vragen en reageren op aanwijzingen; iets meer kunnen vertellen over de onderwerpen bij A1.

Omzettingstabel Spreken

Score	Cijfer	Score	Cijfer
0	1,0	13	4,9
1	1,3	14	5,2
2	1,6	15	5,5
3	1,9	16	6,0
4	2,2	17	6,4
5	2,5	18	6,9
6	2,8	19	7,3
7	3,1	20	7,8
8	3,4	21	8,2
9	3,7	22	8,7
10	4,0	23	9,1
11	4,3	24	9,6
12	4,6	25	10,0

Spreeken Rubric B1 Naam kandidaat:..... Klas:..... Datum:.....

Onderwerpen: Dichtbij de leef- en leerwereld van de leerling, ervaringen, gebeurtenissen, dromen, verwachtingen en ambities. Redenen en verklaringen geven voor meningen en plannen.

Coherentie: De kandidaat mag nog wel spreken in eenvoudige zinnen, maar moet wel al laten zien dat vaste complexere uitdrukkingen vlot gebruikt kunnen worden.

Criteria	5 punten	4 punten	3 punten	2 punten	1 punt	0 punten	Score
Woordenschat: Toereikende woordenschat om te spreken over bovenstaande onderwerpen.	De luisteraar begrijpt het probleemloos vanwege het (bijna) foutloos woordgebruik	De luisteraar begrijpt het probleemloos, ondanks een klein aantal fouten in het woordgebruik	De luisteraar begrijpt het probleemloos, ondanks de grotere hoeveelheid fouten in het woordgebruik.	De luisteraar moet vanwege het gebrekkige woordgebruik enige moeite doen om het te begrijpen	De luisteraar moet vanwege de grote hoeveelheid fouten in het woordgebruik veel moeite doen om het te begrijpen	De luisteraar begrijpt het niet vanwege de grote hoeveelheid fouten in het woordgebruik of de aard ervan	
Grammatica/Zinsbouw: Alle gramm. van A1 en A2 en past simple, pres. perf., past cont., past perf.; onr. ww.; will, shall en going to, pres. cont., pres. simple.; passive; ing of to; mogen, kunnen of moeten; betr. vnw.; little en few; all, every, each en any; voorzetsels; ww. met voorzetsel; since, for, although; if zinnen; question tags; ind. rede; Gebruik and, but, or, because; plaats en tijd; vragen met vraagwoord; geb. wijs.	De luisteraar begrijpt het probleemloos vanwege het (bijna) foutloos gebruik van de grammatica/zinsbouw.	De luisteraar begrijpt het probleemloos, ondanks een klein aantal fouten in de grammatica/zinsbouw.	De luisteraar begrijpt het probleemloos, ondanks de grotere hoeveelheid fouten in de grammatica/zinsbouw.	De luisteraar moet vanwege de gebrekkige grammatica/zinsbouw enige moeite doen om het te begrijpen.	De luisteraar moet vanwege de grote hoeveelheid fouten in de grammatica/zinsbouw veel moeite doen om het te begrijpen.	De luisteraar begrijpt het niet vanwege de grote hoeveelheid fouten in de grammatica/zinsbouw of de aard ervan.	
Vloeiendheid: Vlot, zonder aarzelingen of storende fouten in de intonatie.	De luisteraar begrijpt het probleemloos vanwege de (bijna) foutloze vloeiendheid.	De luisteraar begrijpt het probleemloos, ondanks een paar aarzelingen of fouten in de intonatie.	De luisteraar begrijpt het probleemloos, ondanks de grotere hoeveelheid aarzelingen en/of fouten in de intonatie.	De luisteraar moet vanwege de grote hoeveelheid aarzelingen en/of fouten in de intonatie enige moeite doen om het te begrijpen	De luisteraar moet vanwege de grote hoeveelheid aarzelingen en/of fouten in de intonatie veel moeite doen om het te begrijpen	De luisteraar begrijpt het niet vanwege de grote hoeveelheid aarzelingen en/of fouten in de intonatie.	
Uitspraak: Duidelijk verstaanbaar met een licht accent en soms een verkeerd uitgesproken woord	De luisteraar begrijpt het probleemloos vanwege de (bijna) foutloze uitspraak.	De luisteraar begrijpt het probleemloos, ondanks een klein aantal fouten in de uitspraak.	De luisteraar begrijpt het probleemloos, ondanks de grotere hoeveelheid fouten in de uitspraak.	De luisteraar moet vanwege de gebrekkige uitspraak enige moeite doen om het te begrijpen.	De luisteraar moet vanwege de grote hoeveelheid fouten in de uitspraak veel moeite doen om het te begrijpen.	De luisteraar begrijpt het niet vanwege de grote hoeveelheid fouten in de uitspraak of de aard ervan.	
Overdracht boodschap en interactie met	Het gesprokene is nauwkeurig en	Het gesprokene is in grote mate	Het gesprokene is in voldoende mate	Het gesprokene is onvoldoende	Het gesprokene is zeer matig nauwkeurig	Het gesprokene is zeer onnauwkeurig	

“publiek”: De boodschap nauwkeurig over; de inhoud komt volledig over. Kan op vragen een antwoord geven	volledig. Kan op alle vragen een antwoord geven	nauwkeurig en volledig. Kan op vrijwel alle vragen een antwoord geven	nauwkeurig en volledig. Geeft voldoende antwoord op vragen.	nauwkeurig en/of volledig. Geeft onvoldoende antwoord op vragen	en/of volledig. Geeft nauwelijks antwoord op vragen.	en/of onvolledig. Geeft geen of foute antwoorden op vragen.	
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Niveau aanduiding: Belangrijke chunks gebruiken om een eenvoudige conversatie gaande te houden; in complete zinnen kunnen formuleren, kortere zinnen vloeiend, langere met aarzelingen; werkwoorden kunnen vervoegen, zij het met fouten; ruime woordenschat rond eigen interesses en leef-/ leerwereld; alle A1 en A2 onderwerpen, maar ook: eigen wensen, voorkeuren en verwachtingen, eenvoudige meningen over alledaagse zaken.